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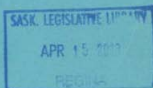
PROVINCE OF SASKATCHEWAN

ELEMENTARY SCHOOL CURRICULUM

GRADES I-VIII

Authorized by the Minister of Education

REGINA
1941





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REGINA:
THOS. H. McCONICA, King's Printer
1941

IMPORTANT NOTICE

One copy of this book has been distributed free of charge to each school in the Province. It is the property of the school and is not to be taken away by the teacher or any other person.

FOREWORD

This curriculum is the result of a co-operative enterprise carried out by committees of teachers, superintendents of schools, normal school instructors, trustees, and others, working under the direction of the Department of Education.

Curriculum revision being a continuous process, no programme can embody all that has been learned about the theory and practice of teaching. In a sense a curriculum must always be regarded as tentative, and subject to continual revision. For this reason, the Department will welcome suggestions and, if necessary, will be glad to issue a revised course in any subject.

On behalf of the Department, I express my appreciation for the splendid co-operation received from the many individuals and organizations who gave unstintingly of their time and energy in the preparation of this curriculum. I would also extend my thanks to the publishing companies which generously placed a large number of their recent books at the disposal of the committees.

J. W. ESTEY,

Minister of Education.

CHAPTER I

The first part of the book is devoted to a general survey of the history of the subject. It begins with a discussion of the early attempts to explain the phenomena of life, and then proceeds to a more detailed examination of the various theories which have been advanced from time to time. The author then turns to a consideration of the modern view of the subject, and discusses the various lines of research which are now being pursued. The second part of the book is devoted to a more detailed examination of the various theories which have been advanced from time to time. The author then turns to a consideration of the modern view of the subject, and discusses the various lines of research which are now being pursued.

CHAPTER II

The second part of the book is devoted to a more detailed examination of the various theories which have been advanced from time to time.

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The Curriculum

Introduction

A curriculum, to serve the needs of public school education, is not a mere course of study but a progression of interesting and purposeful child activities or experiences directed in a social setting by the teacher. As school education is only a part of the educative process, the meaning of school education, its aims and objectives, must be considered in relation to the whole process. If the aim of education is to store the mind with information as an elevator is stored with grain, then school education is from teacher and textbook to pupil, and the curriculum is a compendium of encyclopaedic information. But if education has to do with life itself, then the curriculum must be selected from the sum total of all of life's experiences. The fact that the ultimate goal of education has been variously defined by theorists from Plato to the present gives rise to a feeling of misgiving that any all-embracing aim can be definitely stated. Any aim to be intelligent must be based on experience and must, therefore, be subject to change as experience develops. Thus, every changing age re-defines its educational aims in terms of its accumulated experiences.

Education is of the individual; the *child* is such individual. The normal healthy child craves activity. Through wholesome, purposeful, spontaneous activity, life for him develops and expands. These wholesome, purposeful, spontaneous activities are the means by which he educates himself; they are the means by which his immediate needs are satisfied. Hence, *the curriculum is to be thought of in terms of activities and experiences through which knowledge may be gained and skills developed.*

Education, however, is pre-eminently a social process a process which begins at the cradle. This is not to imply that the child has no interests, purposes, and needs of his own. He has, and these must be respected. The child needs to live with himself, to live with his fellows, and to live in favour with God and man. Obviously this cannot be done in isolation. Education seeks to socialize the individual. The "good life", the life that is adjusted wholesomely and satisfyingly, is the life that will meet the demands of the social organization. Were there no social organization there would be few or no demands. When we say that education is life we imply a social organization, the interests, purposes, and needs of which must eventually become the interests, purposes, and needs of the citizen individual. Insofar as the individual, whether child or adult, respects the needs of the life outside, he should find his own needs respected. Growth and adjustment imply inter-functioning. For example, to practise even a simple virtue like kindness is satisfying to the individual and to the social organization alike. It satisfies a need of both. To care for the health of the body is satisfying to the individual and serves a major need of the social organization. Hence, as a second generalization, "the curriculum is to be thought of in terms of activities and experiences" that lead out into the life of the home, the community, the church, and the school, assisting the learner to make satisfying adjustments daily thereto. These activities must be selected.

Life and Education

We would direct the attention of every teacher and educational administrator in Saskatchewan to these two "interacting aspects of one dynamic process." Life is living, and therefore essentially an active process. Life is lived more abundantly as one learns to participate, appreciate, reconstruct, recreate, and co-operate more fully. This is the way to growth and

also the way to richer and fuller life. The task of the teacher and of the educational administrator may be looked upon as that of assisting the learner to engage effectively in activities conducive to these ends. In what type and kind of activity is the learner participating? What is it that he is appreciating? What experiences is he reconstructing? Is he creative? Is he co-operative? The teacher and the administrator must keep these considerations constantly in mind, for these determine the kind of life lived and hence the kind of education achieved.

In this process of living and educating, we may grow physically, intellectually, emotionally, socially, and spiritually or we may stagnate; we may civilize ourselves or de-civilize ourselves. In principle and in practice the school situation ought to be a miniature of the life desired outside of the school. The life desired is the life that is positive, dynamic, and satisfying; the life that sprouts new life; the life that urges to higher and nobler achievement; the life that provides its own opportunities to live and to function with maximum efficiency; the life that undergirds our culture, our faith, our democracy and its freedom. It should be remembered that the "what" as well as the "how" is of the utmost importance.

The modern curriculum seeks to maintain a proper balance between those "selected activities" by means of which the child is initiated into the life desired, and those "child-interest" activities wherein childhood as a period of life is lived as an end in itself. A vital objective in education is to see to it that the growing individual is morally bound to give due consideration to the effect of each period of life upon successive periods. It is difficult to see how self-directing persons, adequately considerate of all the consequences of their acts, can be produced if such consideration is lacking. To live successfully in the complex social life of today the child should discover early that the immediate goals are not necessarily ends in themselves. The social life of today offers striking evidence of the lack of the forward look. Too many live in the present. Deferred rewards hold no place in their lives. In this connection may we quote from *Horace Mann After Fifty Years*:

"The stress which the New Education places upon immediate rather than postponed satisfactions is in contradiction to the obvious fact that the latter, and not the former, are chiefly responsible for the greatest achievements of which man is capable. It is easy to see, for example, that the skill of a great musician is the result of hours of arduous and patient practice at tasks not in themselves immediate in their reward but indispensable to the acquisition of the technical facility which enables him to play infinitely more satisfying music later on. There is hardly a walk of life, be it that of a lawyer, surgeon, engineer, teacher, business man, in which this element of preparation, or working for deferred rewards, is not similarly operative. Indeed, it was for a long time, though erroneously, accepted as a definition of education. Progressive educators are quite right in insisting that rewards may be deferred too long, that we live in the present as well as in the future, and they are to be commended for their efforts to take unnecessary drudgery out of school. But in seeking to correct the list of the boat, as it were, some have tipped it too far in the opposite direction and are now in danger of sinking it altogether."

However, it seems unnecessary to call attention to the obvious truth that too great emphasis upon the mastery of knowledges and skills defeats the purposes of education. "It seems very true that a staple diet of facts of merely preparatory knowledges and skills is almost sure to kill off in advance any living of the kind desired."

Aims Considered

The human being must acquire during a long period of infancy "the adaptations of behaviour and performance necessary to the life he will lead." The struggle to control environmental conditions and to make them serve his vague desires begins at birth, but he soon discovers that compromise is necessary. To achieve tolerable adjustment, comfort, and order, he is compelled to modify his own mode of behaviour. The basis for the establishment and justification of educational objectives must be sought in the known facts regarding the nature and capabilities of the learner on the one hand, and the requirements as well as the opportunities of social life on the other. Social is here interpreted to mean the intellectual, industrial, emotional, and spiritual life.

The curriculum, while it does not prescribe a course in morals nor include religion as a separate "subject", should be pervaded by the spirit of religion. How this spirit may best be developed must be left to the judgment of the individual teacher, whose unconscious influence is, perhaps, his strongest ally. The teacher will inculcate in the minds of his pupils a deep sense of their responsibility towards their God and their fellows, so that they will accept as a life principle the ideal expressed in the words, "I am my brother's keeper."

What the School Should Produce

Greater emphasis is being placed upon Educational and Child Psychology, in order that teachers may become familiar with the known facts regarding the learner. It is also necessary to emphasize the life outside. To be direct let us ask what kind of men and women Saskatchewan needs. We need useful men and women. We need men and women who have the ability and the willingness to profit by widening experience, who move in the sphere of their activities with unfailing moral courage, who have a tenderness of spirit and an ever-abiding desire to apply sympathy and understanding to all human problems and relationships, who have good intellectual habits, including:

1. The habit of study;
2. The habit of staying with a problem, of seeing it through;
3. The habit of weighing and sifting argument;
4. The habit of selecting one's mental food with care;
5. The habit of tracing mainstreams of thought, of growth, and of culture;
6. The habit of careful discrimination;
7. The habit of practising daily the simple as well as the cardinal virtues.

We need healthy men and women. Healthy bodies are a first aid to healthy living, and an essential gateway to happiness. We need skilled men and women. Skills pertain to the fundamentals necessary for successful functioning and doing. We need socialized men and women. Socialized in the sense here used means men and women who can work together, who can play together, and who can live together for the good and welfare of all. We need spiritually adjusted men and women. The life abundant cannot be found otherwise. The spirit of man has ever been asking: "For what ends shall we live? Where shall man find 'that close and satisfying spiritual adjustment to the intangibles and imponderables' which rules and always has ruled the world?"

Education is a Way of Life

Education itself is the aim, if we define education as a *way of living* and of functioning so that, with each succeeding day, life becomes richer, fuller, and more satisfying. It is a way of living, as a result of which adjustments are made with an efficiency and a satisfaction that dominate and determine the process. This view of education and of its aims fairly well prescribes the work of the teacher and the school. That work is two-fold. First, the environmental conditions must be carefully selected. They must be such as to elicit wholesome responses and thereby assist towards wholesome adjustments. Second, the learner must be given the opportunities to engage in activity situations wherein his whole personality may react—his feelings as well as his intellect, his physical constitution as well as his psychical dispositions, his creative capacities and powers as well as his memory.

In stating the aims of education the idea of "preparation" inevitably creeps into our minds. Much may be said in support of the traditional viewpoint that the school is a preparation for future living, but it is a self-evident truth that the best preparation for tomorrow is good living today. The individual must be assisted to live in his work. The purpose of vocational guidance is to enable the individual to know himself and find his proper life work in order that the mental process and the physical activity may be cognate and harmonious; that is, what the mind is thinking grows out of what the hand is doing. Joy results from such united effort. The individual must also be assisted to prepare himself to live creatively and happily in his leisure hours. Here enter such factors as health growth, moral and spiritual growth, self-entertainment that edifies and purifies, and choice of associates. Preparation for leisure is wise use of leisure.

General Objectives

The elementary school seeks to provide activities that will develop the child's physical, intellectual, emotional, social, and spiritual life by assisting him to:

1. Enjoy and appreciate health and healthful living and to promote the interests of health in any community where he may chance to dwell.
2. Live helpfully with his associates, thereby aiding and encouraging others to do the same.
3. Find joy in putting his best into any work that hand and mind may find to do.
4. Practise daily the simple virtues.
5. Move with ease and grace and charm among his fellows.
6. Acquire those skills necessary to advance his individual interests and satisfy his individual needs, and to use these skills to promote the general well-being.
7. Appreciate actively the blessings and privileges of all phases of institutional life, including home life, school life, community life, and church life, and to study their functioning with a view to making a *real and personal* contribution thereto.
8. Grow in the powers of self-entertainment. A growing appreciation of the fine things in music, literature, art, and song is a recreative necessity.
9. Appreciate and conserve the *beautiful* and useful in our natural environment.

10. Discover that life has meaning and purpose.
11. Develop an integrated personality.
12. Cultivate a deep regard for democracy and an intelligent appreciation of democratic institutions.

NOTE: These are some of the objectives which teachers should bear in mind in all their teaching, but the list is not to be considered as exhaustive.

ENTERPRISES

On the basis that the curriculum should be a progression of interesting and purposeful child activities and experiences, the classroom and the school programme must provide children with many opportunities to engage in enterprises of distinct educational value.

Enterprises may be considered as individual or group undertakings in which children engage to assist them to achieve an end they desire to accomplish. They should involve: interest and value apparent to the child, activities and experiences in learning situations, problem-solving and investigation, planning and organizing, opportunities for children to apply their knowledge as the need arises, individual and co-operative effort, and social learning. They should be factors in the development of the minds, bodies, and characters of children, giving them opportunity for initiative and self-expression in such fields as language, art, music, drama, health, social studies, and science.

The value of enterprises as teaching devices lies not in finished products for exhibition, but in the spontaneous participation by the pupils, in their planning and doing with a minimum of teacher supervision, and in the experience acquired and the abiding interests and social attitudes developed.

Selection of Enterprise

There has been a great deal of discussion regarding the extent to which children should be given freedom in selecting their learning experiences. It is the teacher, not the pupil, who knows the goals set up for the school, but there will be little growth of personality and initiative unless pupils have a part in the selection of their activities and experiences. It is the function of the teacher to guide the pupils in making selections which will be related to their interests, needs, and abilities, and which will take into account the requirements of society and the rich heritage of knowledge and experience that has come to us through the ages. The teacher must be both guide and leader.

Balance and Variety

In selecting enterprises, teachers must strive for balance and variety. Each enterprise should suggest several types of work to be done, a variety of possible desirable experiences, and a number of leads into several information fields in order to provide for individual differences of the pupils. Throughout the term, there should be opportunity for construction work, reading, excursions, investigation, experimentation, problem-solving, and creative self-expression. Care must be exercised to avoid a one-sided emphasis. *Too frequently activity has been associated with physical movement only. Mental processes (thinking, reflecting, planning) are also definitely as much a part of activity as doing in a physical sense.* A good balance between physical and mental effort on the part of the pupils is desirable.

Organizing the Enterprise Programme

Each year the teacher will interest the children in several enterprises. The number will depend upon the interests and ability of the children, the scope and length of the enterprises, and the experience, skill, and training of the teacher. Teachers with little experience should begin by interesting children in simpler enterprises. Later, enterprises cutting across subjects and learning levels may be undertaken. No attempt should be made to include in any enterprise learning situations and subject matter that do not naturally belong there.

Enterprises should not be regarded as an additional burden upon the time available to teachers and pupils for their school activities. Rather, they should fit into and become part of the life and programme of the school. Many enterprises will be connected with one or more subjects, in which cases time for a large part of the associated activities will be found in the periods assigned on the time table to the subject or subjects. It may also be desirable to reserve several periods a week for enterprise work, but, in the rural school in particular, much of the enterprise work can be accomplished in the periods hitherto devoted to seat work. The length of time required for various enterprises will differ—one may be carried out in an afternoon or two, another may require several weeks. The length of the enterprise should be related to the age and ability of the pupils.

The enterprises outlined in the curriculum are suggestive only—if none fit into the interests and environment of the children, the teacher must be prepared to suggest others. Before attempting to interest children in an enterprise, the teacher should carefully examine the potential learning situations it offers. A survey of the children's environment should be made to determine the possibility for a successful culmination. A good plan is to set out in writing the objectives the teacher has in mind—this enables later checking to determine whether the enterprise might have been done better or whether it was very successful. Enterprises should be selected which can be completed within a reasonable period of time.

The method of introducing each enterprise to the children should be carefully planned. There must be definite interest and motivation. The teacher can profitably discuss with the children and co-operatively work out, even over a period of several days, the general plan, possible culminations, and materials and work necessary. Children should be encouraged to maintain a good standard of work and to complete all enterprises undertaken.

Throughout the work on an enterprise, it will be necessary for the teacher to be ready with suggestions for new activities and with sources of information which the children may require. Children should not be given the information by the teacher, but should be directed to the sources where it may be obtained. Encouragement and tactful advice will be necessary, but it is important for the teacher to remain in the background, acting as guide and consultant. The activities must be maintained in such a manner that they contribute to the physical, intellectual, emotional, and social growth of the children.

EXAMPLES OF ENTERPRISES

The following enterprise outlines are offered as examples only. Teachers should examine each of them, as many good suggestions are included.

Before undertaking to interest pupils in an enterprise, teachers should read carefully the general discussion on enterprises and the statement regarding allotment of time.

1. WHEN THE WORLD WAS YOUNG**Theme**

How man lived in prehistoric times.

Grade

Three or four.

Time

One hour per day for three or four weeks.

Aims

1. To collect information about prehistoric man so that the children will be able to make a moving picture, or engage in another activity, that will show how people through the centuries have worked and played and discovered new and better ways of living.
2. To give children practice in social living through planning, studying, and working together.

MOTIVATION

1. Someone in the class might bring to school an old arrowhead, a picture of savages or prehistoric men or dinosaurs, or a news item bearing on early life on the earth.
2. Reading of a story such as "How the Robin Got Its Red Breast".
3. Pictures placed around the room by the teacher.
4. A pupil might have visited some place during the holidays where there were hot springs, fossils, etc.

SUGGESTED ACTIVITIES TO CULMINATE THE ENTERPRISE

Only one activity need be selected.

1. Movie film.
2. Frieze of early life.
3. Several murals.
4. Sandtable display.
5. Museum containing collection of fossils, flints, etc.
6. Illustrated booklets containing information and pictures prepared during the study.
7. Original play or pageant.

For the purpose of illustrating how the unit might develop in a class let us suppose that the culminating activity is to be the making of a movie film.

DEVELOPMENT OF THE ENTERPRISE**Introductory Discussion**

This discussion will grow out of the situation from which the enterprise arose. It is a very important part of this activity that it should reveal to the children that people did not always live as they do today. From it the children should become enthusiastic over the task before them.

General Reading

If a number of adequate books are available, definite readings should be assigned to the class generally. If the supply of books is limited, the teacher might read to the class those parts bearing on the enterprise. If the only printed material available is too advanced for the children, then the teacher must tell it to the pupils in an interesting story form.

This reading will be about the story of prehistoric man as a whole. It serves to give a general idea of the topic. Out of this reading will grow discussions and questions and answers, from which come suggestions regarding the culminating activity for the unit.

Sorting

From the general reading the pupils should be able to list topics for more detailed study. In this unit man may be treated under the following headings:

- (a) Men of the Stone Age,
- (b) The First Potters, Miners, and Traders,
- (c) The Bronze Age.

Detailed Study

Each topic within the enterprise is now studied in greater detail. The entire class might work on the topics in the order set out, or the class might be divided into groups and each group might secure more material about the topic assigned.

The teacher and pupils, working together, might prepare beforehand a list of questions which might be used by the children as a guide in their reading and searching. If reading material is not available, the teacher might even give the children hectographed material from which to find the information called for by the questions on the guide sheet. When children have had time to gain considerable information, several class periods should be devoted to pupils' reports on their readings and questioning by the teacher. It is essential that the children secure accurate information.

The following are suggestive of the questions which might arise:

(a) *The Stone Age*

- Why was this time known as the Stone Age?
- In what kind of homes did the people live?
- Where did they live?
- What clothes did they wear?
- What weapons did they have?
- What were their occupations?
- Why did man tame animals and plant crops?
- What animals did he tame and what crops did he plant?
- Why did the grinding of grain become common? How was it done?
- How did the introduction of farming and herding affect the permanence of homes?
- What social or tribal organization did they have?
- How was food cooked?

(b) *Potters, Miners, and Traders*

- Of what use were early baskets? How were they made?
- How did man get the idea of making pottery?
- How were clay vessels made?
- How was the first cloth woven? From what was it made?
- Where was flint obtained? How did man use it?
- Why did trading begin?
- Who were the Phœnicians?
- How did the traders find their way while travelling?
- How did the traders travel over land?
- What ships did they have?
- What else did man gain from trading other than goods?

(c) *The Bronze Age*

When did the Bronze Age start?

How did people of this age differ from those of the old Stone Age?

How was bronze discovered? For what was it used?

In what ways did homes change in the Bronze Age?

What other metals were used?

What age are we in now?

Activities

When the children have collected information, they should undertake one major activity and several lesser ones. In this case we have assumed that the class is to make a film entitled "Peeps into the Past". All the class working together will contribute to the making of this film. However, there are other activities. Each child might prepare his own illustrated booklet containing pictures he has secured or drawn, his sheets of questions and the answers he has found for them, and notes on his readings. Any notes, of course, would be very brief.

As the enterprise develops, children might wish to engage in some of these activities:

- (a) Making sandtable models of life in early times.
- (b) Showing flint and arrow heads to the class.
- (c) Modelling with clay.
- (d) Weaving a small piece of cloth.
- (e) Making fire by some primitive method.
- (f) Reading time by a sundial.
- (g) Telling about places and things such as Stonehenge, fossils, dinosaurs, coal, etc. which probably have a prehistoric origin.

The Enterprise Completed (Culmination)

Several pictures should be made to fit in with each topic. They would include drawings of the people, their homes, their tools and weapons, animals, etc. Eight by ten inches is a convenient size for the picture. Use crayons, chalk, or paints. Arrange the pictures in their proper sequence on a long strip of cotton about a foot wide. This becomes the roll of film. Attach the ends of the cotton strip to two rollers. Place these rollers in position in the movie box and the film is ready to be shown.

For the movie box an apple box might be used. Pupils will measure and saw an opening in the front of it about 8" by 10". Holes should be made on the two sides of the box for inserting the two rollers. Make a handle for each roller in order that the film may be wound forwards and backwards.

Evaluation

When the activity has been completed, an effort should be made to evaluate it. Children and teacher should decide what learnings have accrued from the unit. An objective test might be given to test the increased knowledge of the class.

DESIRABLE OUTCOMES

Knowledge

Children should have learned a fairly large body of factual material. The scope of this new material has been suggested earlier in this outline.

Skills and Abilities

- (a) Increased ability to think, reason, and evaluate.
- (b) Increased skill in oral and written language.
- (c) Increased manual skill resulting from use of art media, saw, hammer, and plane, and modelling materials.
- (d) Increased skill in reading, using books, and using the dictionary.
- (e) Increased skill in measuring and doing simple mathematical calculations.

Habits

- (a) Neatness.
- (b) Putting away materials when a task is finished for the time being.
- (c) Accuracy.
- (d) Desire to complete the task in hand.
- (e) Co-operation.

Attitudes and Appreciations

- (a) Appreciation of the great strides man has made since civilization first began.
- (b) Realization of the advantages of living in the modern world.
- (c) A feeling of worth within the child, knowing that he has made his contribution to the enterprise.

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 Martin: *Long, Long Ago*, Copp Clark.
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2. SASKATCHEWAN

For those of us who live in Saskatchewan, it is especially important that we should know something about that romantic story which is the history of the Canadian North-West. Our affection for this prairie region will be strengthened by a more intimate acquaintance with the people who till its fields and work its mines, with those who live in its cities and on its farms, with those daring explorers who blazed the first trails across the plains, and with those men and women who, by their courage, enterprise, and perseverance, have made our province the land it is today. This enterprise is intended to achieve this end.

Grade Level

This enterprise has been planned for use in connection with the course in Social Studies for grades V and VI.

Time Required

From four to six weeks depending upon the time spent per day.

General Problem

To make a study of how people live and work in Saskatchewan today, the geographical factors influencing the development of the prairies, and the significant historical incidents from the days of the early explorers.

DESIRABLE OUTCOMES

Knowledge

- (a) How the Indians lived.
- (b) How the fur traders lived.
- (c) How the pioneers lived.
- (d) How the prairie settlers live and make a living today in both rural and urban districts.
- (e) The story of exploration, fur trade and settlement in Saskatchewan.
- (f) The chief industries and products of our province.
- (g) The physical factors determining the historical and economic development of Saskatchewan.

Attitudes and Appreciations

- (a) Admiration for the courage and perseverance shown by the explorers.
- (b) Appreciation of the economic importance of Saskatchewan.
- (c) Respect for those great men who have made the prairies what they are today.
- (d) Affection for our prairie province.
- (e) Awareness of the great possibilities for the future development of the prairies.
- (f) Co-operation with one's fellows in solving problems.
- (g) Curiosity about our past and present.

Skills and Abilities

- (a) Increased skill in the use of oral and written language.
- (b) Increased skill in drawing, colouring, cutting, arranging, and printing.
- (c) Increased skill in the use of text books, encyclopedias, and maps.
- (d) Developing ability to organize and outline material read.
- (e) Ability to solve simple arithmetical problems related to the geography of our province.

Habits

- (a) Resourcefulness in using materials.
- (b) Assuming responsibility for one's share of the work.
- (c) Neatness and order in all one's work.

MOTIVATION

It is impossible to set down all the situations in the classroom which will give rise to the enterprise. A few suggestions for launching the activity are given below:

1. Harvesting operations in the community.
2. A news item discussed in current events.
3. Pictures in magazines or newspapers.
4. A poem or story in literature.
5. A local incident, e.g., fiftieth anniversary of the founding of the school, death of a pioneer, etc.
6. A local industry, e.g., coal at Estevan.
7. A visit to a Saskatchewan pleasure resort.
8. A child tells where he spent his holidays in Saskatchewan.

The time spent in motivation will be time well spent. Through several periods of informal discussion the pupils should acquire a genuine interest in the enterprise, a general picture of the field of study and the problems to be attacked, and a prospect of the culmination of the unit.

CULMINATION

Some probable and worthwhile culminations are:

1. A large animated map of Saskatchewan.
2. A booklet entitled *Saskatchewan* containing several maps, charts, and diagrams made by the pupils, as well as notes on readings, and pictures collected by the children.
3. A display of maps, murals, friezes, and posters made as the enterprise develops.
4. An original play or pageant depicting life in Saskatchewan today or important milestones in the history of the province.
5. Display of samples of Saskatchewan products collected by the pupils.

EVALUATION

Oral quizzes should be held frequently, and it is desirable that an objective test be given at intervals to make sure the children are learning at least a minimum of the factual material covered in the enterprise.

DEVELOPMENT OF THE ENTERPRISE

No two schools will develop the enterprise in the same way. If it is introduced through a discussion of holidays, the first topic to be discussed will probably be "People at Play in Saskatchewan". If, on the other hand, it springs from some classroom discussion on the Saskatchewan harvest or from a visit to an industrial plant, the first topic will probably deal with "People at Work in Saskatchewan". In any case, the teacher must seize upon some opportunity to introduce the enterprise, and to direct the children's activities along desirable and fruitful lines.

We shall assume, for the sake of illustration, that the enterprise grows out of a reference to harvesting in the fall. Some time will be given over to a free discussion to arouse interest, to survey the field of study, and to plan the activities. In large classes committees will probably be chosen to make a special study of certain topics within the enterprise and to prepare certain maps, diagrams, etc. In the small rural school, however, the class may work together as one committee. A survey should be made of the grades V and VI Readers, the geography, history, and citizenship texts in the school, and the course in Citizenship, to see what material is immediately available. There are at least twenty-five suitable selections to be found in the two Readers.

It is important for the teacher to realize that in any enterprise, such as this, some of the chief activities should be reading of material about Saskatchewan, studying maps, and viewing pictures. The teacher might, with the co-operation of the pupils, prepare a guide sheet for each topic to assist the children in securing the necessary information without any undue waste of effort.

The following list of topics, and the accompanying survey of the field of study and suitable activities, indicate one way in which the enterprise might develop. We shall keep in mind here that our culmination is to consist of a large animated map of Saskatchewan and a scrap-book of Saskatchewan.

Topic I: We Visit People at Work in Saskatchewan

This treatment is mainly geographic. It is intended to give a general picture of how people in Saskatchewan make a living. Children should collect information about the products and industries of Saskatchewan. Emphasis should be placed on an understanding of the influence of physical and climatic factors in production.

Activities

1. Read these selections in your Readers:

Book 5: To a Man with a Lantern

Life on the P. E. Ranch

Book 6: The Story of Petroleum

Chinooks

Harvest Time

2. Begin making the large map of Saskatchewan. This might be made on a large piece of brown wrapping paper and might be five or six feet high. On it place in animated form (pictures on map or along margin) the leading products of Saskatchewan. Indicate the location of the larger lakes and rivers, the cities and a few large towns, your own town or village, and the main railway lines.
3. Begin making a scrap-book of Saskatchewan. It will include material much as this:
Small maps of Saskatchewan showing (one map for each)
 - (a) Surface divisions, size, boundaries.
 - (b) Vegetation.
 - (c) Rivers and lakes.
 - (d) Railway lines, cities, larger towns.
 - (e) Farming regions and agricultural products.
 - (f) Fishing in Saskatchewan. Show lakes, fishing towns, and fish caught.
 - (g) Mineral products of Saskatchewan and mining towns.
 - (h) Lumbering—regions and chief trees.
4. Add to the scrap-book pictures relating to people at work in Saskatchewan and to Saskatchewan products. Plan the mounting and pasting of the pictures so that they appear in orderly arrangement in the scrap-book. Include maps of Saskatchewan scenery.
5. Children will discuss, and will write brief notes on, such topics as:
 - (a) Industries of Saskatchewan.
 - (b) The climate of Saskatchewan and its effect on the people and the goods they produce.
 - (c) The P. F. R. A.
6. Problems in arithmetic, e.g., cost of producing, harvesting and marketing grain, value of our wheat crop, profit to be made from poultry, pigs, etc. Make graphs to show changes in wheat production, etc., for the last ten years.
7. Visit a grain elevator, a dairy farm, a fur farm, an experimental farm (if one is near at hand).
8. Debate: Resolved that diversified farming is in the best interests of Saskatchewan agriculture.

9. Make a frieze showing the marketing of wheat, e.g., five pictures:

- (a) The standing wheat crop,
- (b) Harvesting the crop,
- (c) Grading wheat at local elevator,
- (d) Loading wheat at a lake port,
- (e) Wheat by-products.

Topic II: We Visit People at Play in Saskatchewan

This topic should begin with readings about the games Saskatchewan people play, and about the way they are entertained. It will be a relatively short discussion.

Activities

1. On the large map of Saskatchewan, mark the most important parks and summer resorts.
2. In the booklet insert the following:
 - (a) A map showing parks in Saskatchewan.
 - (b) Pictures of parks and of people playing games, sport fishing, hunting, etc., in Saskatchewan; and pictures of birds and animals.
 - (c) A map showing the main highways to Saskatchewan parks from U.S.A., Manitoba, Alberta, and your own community.

With the completion of these two topics, children should have a general picture of life as it goes on in Saskatchewan today. It remains for us to discover why the people came here. Let us dip back into the past, over two hundred years, to learn why white people first came to Saskatchewan, and of their struggles to bring Saskatchewan to its present status:

Topic III: We Travel with the Explorers

In this topic we shall travel, in imagination, with such men as Kelsey, Vérendrye, and the Frobishers. We shall experience their thrills at the sights in this new land; we shall share their handships and misfortunes; we shall hunt the buffalo and trap the beaver; and we shall trade with the Indians.

Activities

1. Read in the Readers:

Book 5: The Song My Paddle Sings
 New Year's Day on an Indian Reserve
 Totem Poles
 The Boy Henry Kelsey
 A Clue to the Western Sea
 The Coureur-de-bois.

Book 6: Across Canada with the Fur Brigade
 Red River Voyageur.

2. On the large map of Saskatchewan mark the routes followed by the explorers and traders.
3. In the scrap-book:
 - (a) Short notes about explorers and fur companies.
 - (b) Map of Saskatchewan showing the routes of the explorers.
 - (c) Pictures of Indians, fur traders, fur trading posts, canoes, fur-bearing animals.

(d) Set one page aside for drawing a time chart. Place on it the dates when the explorers visited Saskatchewan.

(e) Write a diary such as one of these explorers might have kept.

4. Dramatization:

(a) Kelsey sees the Buffalo.

(b) Trading with the Indians.

5. Build a model of a trading post.

6. Discuss:

(a) The qualities of character displayed by the explorers and traders.

(b) The effects of climate and physical features on the opening up of the west.

Topic IV: We See the Peopling of the Prairies and the Ploughing of the Plains

This is the story of the earliest settlers in Saskatchewan. It will tell us why they came, where they came from, where they took up homes in Saskatchewan, how they travelled, and the hardships they faced in this new land. Children will read about the R.C.M.P., the C.P.R., Indian treaties.

Activities

1. Reading in Readers:

Book 5: Land of the Silver Chief

Father Lacombe

Grandfather's Story

Book 6: The Riders of the Plains

The Prairie School

2. In the scrap-book place this material:

(a) Short notes on the R.C.M.P., the C.P.R.

(b) Map of the route of the first detachment of R.C.M.P. to the West and the location of headquarters.

(c) Pictures of Mounted Policemen, railways, old-fashioned and modern locomotives, travois, stage-coaches, Red River cart, etc.

(d) Diagrams to show our survey system.

3. Dramatization:

The Trial of Louis Riel or Big Bear.

4. Telling stories such as:

Missionary Schools.

Early Forts.

Treaty Day on an Indian Reserve.

5. Make a frieze showing modes of travel: canoe, packing goods on one's back, dog-team, travois, Red River cart, teams of horses, train, automobile, aeroplane.

6. Make a map of the world and show by lines and arrows where our settlers came from.

Topic V: Making the Most of Our Heritage

In studying this topic citizenship will be emphasized. Co-operation among citizens, regard for the rights of others, the need for all to make a contribution to the cause of democracy, and the need for conservation of resources, will be discussed.

Activities

1. On the large map of Saskatchewan, paste a small picture of the Legislative Buildings at Regina.
2. In the scrap-book put the following material:
 - (a) Pictures of attractive communities, good highways, beauty spots, buildings in our larger cities (especially schools, churches, and government buildings).
 - (b) Pictures of our Lieutenant-Governor, Premier, and Cabinet Ministers.
 - (c) Coat of Arms of Saskatchewan.
 - (d) Pictures related to conservation of our resources, e.g., dams, dugouts, forest ranger's lodge, fish hatchery, etc.
 - (e) A set of pictures showing typical Saskatchewan schools (university, rural school, normal school, etc.).
3. Make posters urging conservation of resources and welcoming tourists.
4. Read in Readers:

Book 5: Snowbirds
Indian Summer Carol

Book 6: Rain and the Robin
5. Dramatization:
 - (a) Meeting of school boards.
 - (b) Meeting of municipal council.
6. Discussion:
 - (a) Taxation in Saskatchewan.
 - (b) Community improvement.
 - (c) Health services.
 - (d) Care of the unfortunate.

BRINGING THE ENTERPRISE TO A CONCLUSION

As the enterprise is brought to a close, the teacher must determine whether it has been worthwhile. Have the children enjoyed it? Have they grown in knowledge and in their power to appreciate the greatness of our prairie home today and the struggles by which it came to be? Apart from the culminating activities suggested previously in this outline, the teacher should check up by an objective test to make sure that the children have learned the minimum of factual knowledge necessary for an understanding of our geographic position and our historical heritage, and that they appreciate the casual factors which are shaping life and activity in Saskatchewan today.

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Canadian History Readers II, IV, VII, VIII, Dent.
 Carr: *Explorers, Soldiers, Statesmen*, Dent.
Canadian Industrial Reader, Dent.

3. WORKING WITH ELECTRICITY

Theme

Electricity has been a profoundly influential factor in shaping our ways of living in the present century.

Grade Level

This enterprise is designed for pupils of grade VII or grade VIII.

Time Required

Approximately five weeks, depending upon the time spent per day.

General Objectives of the Study

Primarily this is a science enterprise, and as such it should give the children an acquaintance with the construction and operation of electrical appliances in common use today. However, the enterprise lends itself to the inclusion of considerable material from the fields of social studies and mathematics. In this respect, children will become familiar with the production of hydro-electric power in Canada, with the influence of electricity on industrial development, and with methods of calculating the cost of electricity.

OUTCOMES

Knowledge

(a) *Science:*

- (1) What is electricity?
- (2) Static and current electricity.
- (3) How an electric current is produced.
- (4) Open and closed circuits.
- (5) Electro-magnets.
- (6) How the telephone, telegraph, and electric motor operate.
- (7) How a current produces light and heat.

(b) *Social Studies:*

- (1) How electricity has changed our way of living.
- (2) Location of power sites in Canada.
- (3) Lives of great electrical scientists.
- (4) Improved communication and transportation.

(c) *Arithmetic:*

- (1) Calculating cost of operating radio, etc.
- (2) Calculating cost of electricity from meter reading.
- (3) Cost of telegrams and long distance telephone calls.

(d) *Health and Home Economics:*

- (1) Use of electricity in the home and school.
- (2) Use of electricity in medical world.

(e) *Language:*

- (1) Writing telegrams.
- (2) Using the telephone.
- (3) Writing reports.

Skills and Abilities

- (a) Construction of simple models.
- (b) Skill in using reference material.
- (c) Skill in summarizing readings.
- (d) Ability to perform a simple experiment.
- (e) Skill in making posters, simple diagrams, preparing and interpreting maps.
- (f) Compiling a neatly arranged science notebook.

Attitudes and Appreciations

- (a) Appreciation of the contributions of great scientists to modern living and to man's store of knowledge.
- (b) Interest in scientific research.
- (c) Recognition of progress due to electricity.
- (d) Appreciation of the value of proper lighting.
- (e) Curiosity: asking questions and finding the answers.
- (f) Judging, weighing, and evaluating after observation.
- (g) Respect for truth and the means by which one tries to arrive at the truth in the field of science.

Habits

- (a) Correct reading position with respect to light.
- (b) Neatness and order in one's work and surroundings.
- (c) Thinking scientifically.

CULMINATION

When a class undertakes to develop an enterprise, some thought should be given early to its development and culmination. The following list suggests a few ways of bringing the enterprise to a satisfactory conclusion:

1. Preparation of a booklet on electricity.
2. Preparation of material for science notebook.
3. Display of models, charts, etc., prepared during the development of the enterprise.
4. Preparation of murals or a frieze.
5. Dramatization of life of Edison.
6. A pageant or play depicting the changes due to electricity.
7. A visit to a power plant, a telephone exchange, or a telegraph office.
8. Study of the local lighting system.

HOW THE ENTERPRISE MIGHT BE DEVELOPED**Situations Out of Which the Enterprise Might Arise**

1. A thunderstorm.
2. The burning out of a fuse plug.
3. Discussion of a radio programme.
4. Static on the radio.

5. Receiving shocks due to static electricity.
6. A flashlight is brought to school.
7. A news item, a calendar picture, an advertisement.
8. Breaking an electric light bulb.

Introductory Discussion

When a situation offers itself for the introduction of this activity, the teacher should give the class some time for free discussion of the topic. This introductory discussion may be spread over two or three lesson periods. It serves to arouse interest in the enterprise, to survey the who's field, and to make plans for the pursuit of the investigation. Let us assume that the class in consultation with the teacher decides to divide the unit into several topics for study. Within each of these topics will be found a number of problems to be dealt with and a number of activities to be performed. The following outline suggests one way of proceeding with the enterprise.

Topic 1: The Nature of Electricity

Problems and Activities

1. What is electricity? Can it be seen, heard, tasted, felt?
2. Make a picture chart showing the many uses we make of electricity.
3. Experiment to learn what a static charge of electricity is. Where do we witness static electricity?
4. How can an electric current be produced?
5. What is an electric shock?
6. Test various materials in an electric circuit (including a dry cell and an electric bell or small lamp) to find out which are conductors and which are insulators.
7. How do we make electricity go where we want it to go?
8. Present reports on readings and experiments.
9. Write brief notes in science notebook.

Topic 2: Producing an Electric Current

Problems and Activities

1. Break open a flashlight battery or standard dry cell to find out what produces the electric current.
2. Make a simple voltaic cell.
3. Make a galvanoscope to test the flow of an electric current.
4. Bring a bicycle generator to school. Make it produce a current at various speeds. Why does the light in the lamp vary in intensity? Find out how the generator produces an electric current.
5. Examine pictures of dynamos and generators. How is an electric current produced at a power plant? Visit a power plant. Interview the electrician on duty. Ask him about the speed of his dynamos, how they are made, what power drives them, etc.
6. How does an automobile produce the necessary current for ignition, lights, and horn?

7. Discuss the life of Faraday and his contribution to electrical science.
8. What is hydro-electric power? Make a diagram showing how a waterfall may be harnessed to produce an electric current. What use is made of the power produced?
9. Collect pictures of power plants, power lines, hydro-electric sites, waterfalls, rapids, industrial plants, etc.
10. Make a map of Canada showing power sites and industrial centres served by them.
11. Discuss Canada's present power production and future possibilities. What is the situation in Saskatchewan?
12. Prepare a speech on the relation of conservation of water to hydro-electrical development.
13. Study a farm lighting plant.
14. Prepare brief summaries and reports of readings.

Topic 3: Electricity as a Substitute for Fire

Problems and Activities

1. Experiment to find out how heat can be produced by electricity. How is this principle used in an electric stove? in electric lighting?
2. Examine the elements of an electric stove. Of what are they made? Why are they coiled? How is the heat regulated by switches?
3. By what means has man made fire in the past? In what way is the electric stove superior to the wood and coal range? Is the range superior in any respect?
4. Obtain pictures of stoves, irons, and other electric heating appliances. Note the trend in design.
5. If one is available, take apart a worn-out electric iron. Examine the elements. How has electricity made ironing easier? Prepare a list of rules for ironing different fabrics. Note the heat indicator on the newest irons.
6. How have electrical appliances reduced housework?
7. Examine the fuses in an electric stove or lighting circuit. Why are they used? Make a drawing of one in your science notebook.
8. Find in a cook book the temperatures for cooking common foods.
9. What is an electric heating pad?
10. Learn how to treat burns and electric shock.

Topic 4: Brightening Life with Electricity

Problems and Activities

1. Break apart a burned-out electric light bulb. Make a diagram in science notebook to show its construction. How is light produced?
2. Read about the manufacture of electric lamps.
3. Outline, in pictorial form, the history of man's improvement of artificial lighting. Prepare a "movie film" on the life of Edison including his invention of the electric lamp.
4. Make a chart, or collect pictures, of modern lighting systems, lamps, and home interiors. Study the arrangement of lights. What is indirect lighting?

5. How has modern lighting affected modern living?
6. Pupils, who can visit a city, may report on types of lighting seen there.
7. Investigate the effect of modern lighting upon street lighting, store displays, advertising signs. Discuss the benefits of adequate street lighting.
8. Discuss the effect of improved lighting on vision.
9. Work out simple problems involving the cost of lighting for a home.
10. Prepare reports, for class discussions, of the interesting things you learn in your reading.

Topic 5: Electricity Has Improved Transportation and Communication

Problems and Activities

1. How are messages sent by telegraph? Obtain a telegraph blank. Fill out the form. Practise writing telegrams and calculating the cost of them.
2. Construct an electro-magnet. How does it operate? Make a diagram in your science notebook.
3. Construct a simple telegraph set. Set up a two-station telegraph system and practise sending messages in code.
4. Read about the invention of the telegraph. Visit a railway or commercial telegraph office and ask to be shown how messages are sent.
5. How is a person's voice carried over the telephone? over the radio?
6. Read about the invention of the telephone and the life and work of Alexander Graham Bell.
7. Carry on telephone conversations (see language course). Learn how to put through a long-distance call. Calculate the cost of a call. Why are evening rates lower than day rates? Is this also true of telegrams?
8. What makes the bell on a telephone ring? Examine electric bells to find out how the making and breaking of the circuit causes the bell to ring.
9. Collect pictures of street cars, diesel-electric trains, submarines, etc. How has electricity been used to improve methods of transportation?
10. Report on the laying of ocean cables. Show the chief cables on a map.
11. Visit a radio station, telephone exchange, etc.
12. How have electrical inventions affected our mode of living?

Topic 6: Electricity Has Contributed to the Health, Safety, and Enjoyment of Life.

Problems and Activities

1. Collect pictures of modern electric refrigerators. Report on how they keep foods cool. Discuss the importance of refrigeration in the shipment of fresh fruits and vegetables, chilled mutton, butter, fresh flowers, etc.
2. Read about the uses modern medical science makes of electricity: X-ray, lighting, heating pads, electric treatments.
3. What is the Canadian Broadcasting Corporation? Tell the class about your favourite radio programme. Look up on a map, the places mentioned in news broadcasts. Note the wide area covered. Discuss radio news items.
4. Report on the uses of radio, telephone, and telegraph: to the police, to ships, to news reporters, in education, in war, in entertainment.

5. How is a fire alarm sent in to the station. How do automatic railway signals operate? Report on electric traffic signals, airport beacons, lighthouses.
6. Discuss briefly machines which use electric motors. How does a vacuum cleaner or an electric washing machine operate?
7. Have a round table discussion on how electricity has given man more time for leisure-hour activities.

Topic 7: The Transmission and Sale of Electricity

Problems and Activities

1. Secure samples of insulated wire to learn what kinds are commonly used. What kind of wire is used for carrying electricity from power plant to consumer?
2. How far can electricity be carried?
3. What are transformers? Why are they necessary in a city or town electric lighting system?
4. Investigate the wiring of a house. What precautions are taken to reduce fire hazards due to electricity?
5. How does an electric meter measure electricity? Learn to read a meter and to calculate the cost of electricity consumed.
6. How do lighting rods protect a building from damage by lightning?
7. What is the Saskatchewan Power Commission? What is its function?

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THE FUNDAMENTAL SKILLS

The curriculum has been organized on the basis that there are certain fundamental skills which children should acquire: the ability to read with facility and comprehension, to speak and write clearly and interestingly, to use numbers to the extent required in ordinary life situations. These skills the child should acquire progressively throughout the term; they cannot be developed satisfactorily in a rush in any one part of the school year. There is undoubtedly need for organized and systematic work, for explanation and discussion, for drills and reviews, and for diagnostic and remedial teaching. It should be possible in any method of teaching to create situations making possible explanation, drill, and review, which are at the same time appealing and attractive to children. Drills can be made very interesting provided the children are made to see their purpose, and to feel that they have accomplished something. It is very desirable to set aside each day time for examining the progress of children in skill subjects and providing such remedial treatment as appears necessary.

ORGANIZATION OF THE CURRICULUM

The new curriculum will be organized under the following headings: health (including home economics), English, social studies (including history, geography, and citizenship), science, mathematics, music, and art. This is a reduction in the number of subjects from the number in the present curriculum, which, with the grouping of grades, should result in longer class periods, with a consequent increased interest on the part of the pupils.

GROUPING OF GRADES

The practice of grouping grades for certain subjects, especially above grade IV, is fairly common in our rural schools. It makes possible both larger class groups and longer teaching periods, both of which are of advantage in some subjects, e.g., social studies, health, science, art, music, and some phases of English. But in order to secure the greatest benefit from this practice it is desirable to carry it on systematically. At the present time it often happens that children cover certain parts of the course twice or fail to cover certain parts at all. The plan outlined below provides for the grouping of grades in a manner that will greatly increase the effectiveness of the efforts of the teacher, especially the rural teacher. The plan particularly applies to science, health, social studies, art, and music from grade III to grade VIII, but in the rural school the teacher will be able to combine grades I and II in much of their work.

Subject to the limitations proposed in the preceding paragraph, the course is organized on three levels, one for III-IV, one for V-VI, and one for VII-VIII. At each level, but only for the subjects included in the plan, there will be two courses, A and B. In each case A will be of the same degree of difficulty as B but will include a different range of content and activities. The A and B courses will be taught to both grades on each level in alternate years.

An essential feature of the plan is that all schools follow the A course in "even" years and the B course in "odd" years. For example, the A course will be followed in 1942-1943, 1944-1945, etc., and the B course in 1941-1942, 1943-1944, etc. In this way no child can miss any of the courses. The few who have to repeat a year's work would of course repeat either A or B, but their work would follow the order, A, B, A, or B, A, B, the alternation an obvious advantage from the angle of interest.

The scheme will apply satisfactorily in town and city schools, where any particular grade group will alternate A and B courses, though not combined with another grade group. It would, of course, be optional with city schools to adopt the plan in toto.

CO-OPERATION, THE SPIRIT OF THE CURRICULUM

The school should teach co-operation rather than competition. Certain activities are of a purely individual nature and instruction in these should be individualized in order that pupils may advance according to native ability. But all creative activities should be socialized. Groups of children should work together upon a single project or problem and produce the combined results of group activity rather than be pitted each individual against the other in antagonistic competition. Where each member of a more or less homogenous group is allowed to contribute his share of information, initiative, and skill toward the consummation of a co-operative venture of real and

purposeful activity, children learn to be tolerant and alert, seekers after truth; they practise self-criticism and develop sane judgment; they exercise the imagination and creative impulse; they develop personality and learn to function in society as healthy, happy, efficient sharers in life's experiences. Such is the educative process and the *spirit* by which, to some extent, its objectives may be attained.

EXAMINATIONS

In June of each year grade VIII pupils write the tests prepared by the Department. These tests serve as a guide to teachers, indicating the standard of achievement the pupils should attain before entering high school. The subject of examinations, however, should not be constantly in the minds of the pupils of any grade, but more especially is this so in the case of elementary school pupils. Many educational leaders are of the opinion that formal external examinations in the elementary grades are unnecessary; the teacher who knows his pupils has other tests of measurement at his command. It is not desirable that the pupils should spend the last few weeks of the term merely in review and in writing examinations, they should be enjoying new and interesting activities of a distinct educational value.

In the years when the "A" courses are prescribed, the grade VIII departmental tests held in June will be based on the "A" courses. In the years when the "B" courses are prescribed, the tests will be based on the "B" courses.

ALLOTMENT OF TIME

Since the new curriculum places emphasis on a programme of child activity which cannot be bounded by traditional subject matter limits, a definite time schedule for the various subjects cannot, therefore, be prescribed. The daily school programme must of necessity be varied and flexible.

When enterprises are undertaken they will cut across several subjects and time for them should be available in the time usually allotted to the subjects concerned.

Teachers should keep in mind the possibility of overlapping and the necessity of flexibility, and construct their time tables accordingly. The following scheme is suggested:

Health	10%	in all grades.
English	30%	varying from 45 to 50% in the primary grades to 25% in the senior.
Social Studies	20%	varying from 10% in the primary grades to 20% in the senior.
Science	8%	varying from 6% in the primary grades to 9% in the senior.
Mathematics	8%	varying from 4% in grade II to 12% in the senior grades.
Music	8%	in all grades.
Art	8%	in all grades.
Unassigned	8%	varying from 6% in the primary grades to 8% in the senior.

Approximately, 10% means 30 minutes per day.

TEXT AND REFERENCE BOOKS

As a general rule, text and reference books are not mentioned in the curriculum. The list of authorized texts and reference books will be found in the *Circular for Teachers and Pupils* which is forwarded each year to every school district.

To enable pupils to engage in activities outlined in the curriculum, the school library must include a reasonable number of suitable reference books. Additions to the library must be made each year.

THE CURRICULUM, AN EIGHT-YEAR PROGRAMME

It is the considered opinion of the Department of Education that the new Curriculum is sufficiently comprehensive to make it worthwhile for the average, and even the brighter, pupils to spend a full eight years in the elementary school. The course prescribed for each grade includes experiences essential to the intellectual, physical, spiritual, and emotional growth of the child. Promotions permitting pupils to skip a grade or to take the work of two years in one, should not be made without consultation with and the authority of the superintendent of schools.

It will be noted that, in the case of pupils who, advancing from one level to a higher one, follow the "B" courses first in social studies, science, health, art, and music, the requirements of the two grades are not fulfilled until the "A" courses have also been taken. The grade VIII departmental tests are prepared for pupils who have completed their eighth year in school, that is, who have spent two years in grades VII and VIII.

NUMBER OF ACTIVITIES TO BE UNDERTAKEN

Teachers should note that it is not necessary to cover in one year all the work outlined in each course—more activities have been suggested than can possibly be undertaken in one year. Teachers should study the course in each subject and select activities which best meet local conditions. It will be a good plan to consult the superintendent of schools in this connection.

Health

Grouping of Grades

For an explanation of "A" and "B" Courses, see page 29.

GENERAL STATEMENT

Good health is fundamental to the enjoyment of life. It is, therefore, a primary objective of education.

A programme of health education should include the development of mental as well as of physical health, and should extend through the individual to the community at large. The essential is the establishment of enduring habits, attitudes, and ideals. Formal instruction will play a small part in such a programme, which, to be effective, should permeate the whole life of the school, developing from year to year increased interest and achievement on the part of the child.

A HEALTHFUL, STIMULATING SCHOOL ENVIRONMENT

Pupils and teachers spend a great part of their time in school. Pleasant, healthful schools and school grounds will have a lasting effect upon the health and cultural development of the pupils. The simplest, plainest little rural school can be made interesting and healthful.

The classroom, when used as a work shop, will at times appear untidy, but a continual state of confusion should be avoided. Thorough and systematic attention to the tidiness and cleanliness of the school is essential. Children should be encouraged to take an active interest in keeping their classroom and playground in good order.

Adequate facilities for washing are most important. Even the simplest wash bench can be made attractive. A mirror is desirable. Pupils should leave the basin and bench clean after using.

Individual towels, soap, cups, and combs are health necessities. Constant care should be exercised to keep them clean.

The satisfactory ventilation of the school room is the definite responsibility of the teacher, who should make certain that the following factors are controlled at all times: *Temperature*—Desirable temperature is from 68 to 70° F. A thermometer should hang in every school room. *Air movement*—Usually secured by opening doors and windows. Windows which open from both top and bottom are most satisfactory. Drafts may be avoided by the use of window boards. *Humidity*—When doors and windows must be closed and heavy fires maintained, utmost care should be exercised to keep water pans of the heating equipment filled at all times. Additional water pans should be provided if necessary.

Blinds on school windows are usually provided for the sole purpose of shutting out direct rays of the sun which may be bothersome and even injurious to the eyes of the pupils during certain parts of the day. At all other times, they should be raised entirely off the windows. Care must also be taken to have pupils seated to the best advantage in respect to lighting.

During warm weather, doors and windows should be provided with screens.

Toilets should be maintained in a clean, healthful condition. They should be well lighted, and screened to exclude flies. The teacher should inspect the toilets daily, and immediately report to the trustees any unsatisfactory condition which arises.

Other details which require the teacher's frequent and careful attention are: the supply of drinking water; adjustment of seats and desks; tidiness of cloakrooms, cupboards, and teacher's and pupils' desks.

NOTE: Much useful information about lighting, ventilation, toilets, and other essential details of the school plant may be secured from the booklet *Regulations of the Department of Education*, a copy of which has been supplied to every school district.

The correct and pleasing mounting and hanging of well chosen pictures and other decorations, and the care and artistic arrangement of plants and flowers may not fall directly in the field of health. However, these do contribute much toward the general atmosphere of the school and should be encouraged at every opportunity.

Health Inspection

Annual Examination—In schools where there is no permanent medical or nursing service, the teacher is expected to make an initial health inspection during the early part of the first month of the school year. The following should be noted in respect to each pupil:

History of past illness and immunization. Consult school health record.

Symptoms of present ill health. Condition of hair, skin, throat, teeth, gums, ears, eyes. Present weight and height. Posture.

Vision: test by using a simple chart. Hearing: test by means of an audiometer or by the whisper or watch-ticking method.

A written record of observations should be made. The co-operation of parents should be secured, when necessary, to ensure prompt correction of remediable defects.

NOTE: The booklet *Communicable Diseases in Schools*, which teachers may secure, without charge, from the Provincial Department of Public Health, is an excellent reference.

Daily Health Inspection—A daily check-up is also necessary in order to encourage desirable standards of personal cleanliness and tidiness, and to detect promptly symptoms of illness which may be developing. This inspection should not become routine and superficial—the interest and co-operation of the pupils are essential.

The Noon Lunch

The noon lunch activity offers many valuable opportunities for teaching children, on a practical basis, how to select, prepare, and serve foods as well as how to behave at the table in a courteous, well-mannered way. A pleasant atmosphere should prevail. Cleanliness and orderliness are essential. The children should eat together as a group, and should be encouraged to take sufficient time and to participate in the general conversation.

During cold weather provision should be made to serve at least one hot dish.

Suitable fly-proof cupboards, in which to store lunch boxes, are necessary. Children should be taught to keep cupboards, lunch boxes, and other noon lunch equipment scrupulously clean. Desk covers made by the pupils are highly desirable.

Teachers and trustees are referred to Sec. 3, par. 5, of the *School Grants Act* which provides for assistance to school districts making proper provision for the noon lunch.

Precept and Example

The teacher must realize the importance of his example. Only a neat, tidy teacher, who consistently practises what he teaches, can expect his health instruction to carry over into the lives of his pupils.

Mental Health

Reference may be made to two phases of health—mental and physical. However, the relationship between the two is so close that possibly very soon the one term *health* will include both phases. Desirable mental attitudes are, after all, as much a phase of good health as are habits of cleanliness and nutrition.

The attitude and vision of the teacher, as well as the spirit and breadth of the school life, do much to determine the mental health of the child. Teacher-pupil relationships must be on a basis of mutual understanding, fairness, and courtesy.

When a child is ill or underweight, the teacher endeavours to enlist the co-operation of the parents in finding the cause. It is just as important for the teacher to use every available means to diagnose mental maladjustments. Undesirable behaviour and characteristics, such as lying, stealing, dislike for school, boastfulness, shyness, sullenness, and the like, are to be regarded as symptoms of mental ill health, not to be treated as merely disciplinary problems, but to be diagnosed in order to determine the underlying causes so that necessary adjustments may be made.

The following outlines of desirable mental habits and attitudes are offered to assist the teacher. The guidance which the teacher seeks to give in each grade must be determined by the immediate needs and ability of the *individual pupils* in the class.

Learning to Play and Work with Others

Joining in group activities—both work and play. Playing and working whole-heartedly, fairly, honestly, and courteously. Accepting success and defeat in a good spirit. Controlling temper. Developing a spirit of give and take—being willing to be both a follower and a leader.

Forming the habit of being kind, helpful, and considerate at all times. Making many friends—cultivating a friendly attitude. Being loyal. Being generous with praise where it is deserved. Having a party—thinking of all the ways in which one can be considerate of guests.

Accepting responsibility and performing tasks willingly, cheerfully, and promptly. Finding satisfaction in work well done. Overcoming shyness and unnecessary fears by being brave and courageous.

Discussing how the class- or school-group may be made happier and more helpful.

Becoming an Interesting Person

Developing a genuine interest in people and what they do. Learning to be a good listener and to appreciate achievements and problems of others. Seeing the humour in situations that arise.

Knowing what is going on in the community and the world. Listening to radio news; reading the newspaper; discussing news with parents, teacher, and others. Reading books; sharing with friends the interesting things read.

Enjoying playing games with friends. Developing a hobby. Being enthusiastic about it. Having a hobby display and inviting schoolmates and friends to it. Having a school museum in which may be exhibited interesting things related to all phases of school activities. Developing creative ability through the media of art, modelling, carving, music, writing, and dramatizing.

Learning How to Solve the Problems of Life

Children's daily school and personal activities present many opportunities for the child to learn how to act efficiently when confronted with problematic situations.

Learning to recognize "everyday" problems. What is the best method to use in solving problems? Learning to define the problem, weighing the facts, and arriving at a plan of solution. (Upper grade pupils may refer to the unit *Making a Good Start*, grades VII and VIII science.)

Facing problems squarely, being determined to succeed, being confident, trying to profit by previous similar experiences, acting instead of dreaming, controlling selfish desires and temper, avoiding worry.

Studying lives of men and women who have succeeded in spite of physical handicaps. Reading about problems which famous people have faced—how were they solved?

Learning How to Study

Discussing the advantages of (a) setting aside regular times for study; (b) an environment which is quiet, well lighted, heated, and ventilated.

Having a definite goal in mind. Learning to concentrate. Mastering each difficulty as it arises. Forming the habit of checking each step. Asking self-testing questions at intervals. Learning to organize ideas. Budgeting time to allow for study. Learning to be calm and cheerful while studying. Discussing study problems of individual members of the class.

The Health of the Mind (Grades VII and VIII)

We can secure greater happiness by planning our lives. What are some factors to consider in choosing an occupation? Discuss the health aspects of various occupations from the point of view of: character of the work; environment; educational, recreational, and social opportunities.

How is good mental health achieved? What is the relation of good "physical health" to good "mental health"? Plan a day well spent. Discuss how a likable person would act in various situations. Discuss situations where good manners and etiquette help us in our relations with other people.

What are some of the common symptoms of poor mental health? How may mental ill health be overcome? Discuss the best way to help: the person who is always making excuses, the person who is always suspicious, the person who leads a make-believe life, the person who fusses to attract attention or puts on emotional displays, the person who is dishonest or disloyal, the person who is shy and fearful.

GRADES I and II

One course only has been outlined for grades I and II. Teachers of both grades should select and emphasize activities which best meet the immediate needs of their pupils. Obviously, in these grades, formal lessons and explanations should be reduced to a minimum—emphasis is to be placed on the development of desirable habits and attitudes. *The greatest good to the child will result, when, under the guidance and example of the teacher, these habits and attitudes are inculcated by daily practice in a favourable, pleasant school environment.*

Grade II: It will not be difficult for teachers of the second grade to plan a health programme, integrated with the whole school life of their pupils, that will strengthen and broaden, in an interesting and effective manner, the desirable health habits which the pupils established in grade I.

Daily Health Inspection

See page 33.

Annual Health Inspection

See page 33.

Mental Health

Mental health should receive as careful attention in school as physical health. A programme to promote mental health must be made a vital part of the school life of grades I and II pupils.

Teachers should read carefully the discussion of *Mental Health*, page 34, especially the *introductory paragraphs* and the section *Learning to Work and Play with Others*.

Taking Pride in Keeping Clean

Learn how to keep clean. What help do young children need in keeping themselves clean?

Demonstrate washing and drying of hands, face, neck, and ears. Wash the hands before eating and after visiting the toilet. Use individual towels and care for them properly.

Find out how to get ready for a bath. Dramatize the bath. Discuss how to take a bath when there are few facilities. How does one feel after a bath? Dramatize the clean-up after the bath. Bathe a doll and put on clean clothing.

A Clean, Healthy Nose and Mouth

Demonstrating how to blow the nose correctly. Practise blowing the nose immediately before going to bed and immediately upon rising. Always breathe through the nose. Carry a clean handkerchief at all times. Keep it in a safe, convenient place. Cover the mouth and nose when sneezing and coughing in order to protect others and prevent illnesses. Collect small, clean pieces of linen in order to have an emergency supply of handkerchiefs at school.

Discuss why we should keep pencils, fingers, and many other objects out of the mouth. What objects may rightly be put into the mouth?

Find out why we should brush our teeth. Observe the teeth of a dog or cat. Why are teeth always clean and shiny? Demonstrate the correct method of using a toothbrush. How should we care for our toothbrush? Brush the teeth correctly at least twice a day. What foods make teeth grow strong? Learn that the dentist is our friend. We should visit him twice a year.

Sleep is Necessary for Health

Learning the value of sleep for boys and girls.

Putting a doll to sleep in a comfortable bed. What makes the bed comfortable? Finding out how to prepare the doll for sleep.

Dramatizing getting ready for bed: washing, hanging up day-clothes, opening window. Dramatize getting up in the morning. Sleep 10 to 12 hours each night. What are some reasons for having even more sleep? Know when bed time has come (7-8 o'clock), and go willingly to bed.

Suitable Clothing is Important

Finding out why it is important to wear clean, neat, well-fitting clothing.

Making clothes for paper dolls to suit different weather.

Removing heavy outer wraps—coats, rubbers, overshoes—when indoors. Hang up wraps neatly in cloakroom. Make plans for drying clothing at school on wet days.

Mending clothing where practicable for these grades.

The Right Kind of Food

Why is milk good for children? Develop the habit of drinking four glasses of milk each day. Bring milk to school for the noon lunch. Find out why milk is better for children than tea or coffee. What baby animals live on milk?

Forming the habit of drinking at least four to six glasses of water each day. Drink one glass before breakfast. Go to the toilet each day at a regular time—after breakfast.

Learning to like all vegetables and to eat as many green vegetables as possible. Eat fruit every day. Bring fruit to school for noon lunch. Always chew food thoroughly.

Why should children eat cereals? Which cereals do we eat sometimes for breakfast? Which cereals are used to make puddings? Find out what other foods are made with cereals. Eat a cooked cereal each morning for breakfast.

Learning to Go Safely Through the Day

Be sure to play in home yard, playground, or other safe place. When sleigh riding or skating, be careful to choose a place that is safe.

Keep sticks and other sharp objects out of the mouth. Carry skipping ropes rolled up. Keep away from older pupils who are playing games. Do not tease animals. Do not eat unfamiliar berries.

Demonstrate safety in crossing the street. Find out the reason for walking on the left side of a road or highway. These demonstrations should take place on the street or road. Learn how to go to and from school safely. Accept a drive only from people whom you know. Seek shelter when a storm comes—learn where good shelters may be found locally.

In case of an accident, call an older person at once.

Suitable Stories are Desirable

Reading and listening to stories about health and safety.

GRADES III and IV — "A" COURSE

Daily Health Examination

See page 33.

Annual Health Examination

See page 33.

Mental Health

Teachers should read carefully the section on *Mental Health*, page 34. No health programme is complete without careful attention to this phase of health education.

Habits and Attitudes

Teachers should at all times give adequate attention to the development of desirable health habits and attitudes with respect to such matters as personal cleanliness, good posture, nutrition, sleep, and safety. The "work" of each grade should be built upon what has been accomplished in previous grades to give each pupil a comprehensive set of habits and attitudes which will establish his mental and physical well-being on a good basis for life.

Personal Cleanliness

Finding out about the habits of personal cleanliness of people of other times, e.g., Greeks, Romans; and of people of other places. Compare their standards of cleanliness with ours.

Considering personal practices in regard to care of hands, hair, nails, feet, teeth, clothing, and the bath. Discuss possible improvements.

Good Posture is Important

Learning the importance of good food and sunshine in relation to growth and posture. Observe that sunlight is necessary for plants. Compare growth of plants and growth of children.

Each pupil should learn how to make corrections needed in his own case and practise desired adjustments. Adjust seats and desks where necessary. Learn to "stand and walk tall". Practise walking with a book on the head. Make shadow graphs to illustrate good posture. Participate in exercises, games, and folk dancing which help to develop grace and poise of movement.

For Good Teeth

Diet and sunshine are important factors in building strong teeth and in keeping teeth sound. Have pride in the appearance of the teeth.

Arranging for a dentist to give a talk on the care of the teeth.

The first teeth are important—their care helps the second teeth. Demonstrate the correct way to clean the teeth and to care for the toothbrush. Rinse the mouth with a satisfactory mouth wash. Make a simple inexpensive tooth powder. Plan to have one hundred per cent. dental corrections in the class.

A Good Foundation

Discussing the washing and drying of feet and the care of the toe-nails. What special treatment is necessary when feet perspire?

Finding out the good points of well-fitting, comfortable shoes and stockings. Keep stockings clean—learn to mend them neatly. Find by experience the feeling of well-being which comes with clean feet in comfortable shoes and stockings. Dress feet properly in cold or wet weather in order to prevent severe chilling. Remove rubbers and overshoes while indoors.

Helping to Prevent Accidents at Home

Pick up rubbish in the basement or yard which might catch fire or trip someone. Hanging clothes near a stove is dangerous—try to find a safer place. Find a safe place for keeping toys and playthings—be responsible for keeping them there when not in use. Make a safe container for matches and hang in a convenient place away from small children.

Discuss some practices of the home which are not safe—use of gasoline, rendering fat, allowing papers to accumulate near furnace. Find out how to avoid endangering safety of people in these ways.

What to Do in Case of Accident

Learn: how to disinfect and dress small wounds; simple treatment for spider bites and insect stings; what to do in case of dog bite. Call an older person in case of all accidents.

GRADES III and IV — "B" COURSE

Daily Health Examination

See page 33.

Annual Health Examination

See page 33.

Mental Health

See beginning of "A" Course, page 38.

Habits and Attitudes

See beginning of "A" Course, page 38.

Helping to Keep Home and School Clean and Attractive

Remove rubbers and clean shoes properly before entering house or school. Clean wash basin and bath tub after using. Wrap garbage well and remove promptly to outdoor receptacle.

Be tidy at lunch time, brush up crumbs, leave lunch boxes and cupboard tidy. Wash individual drinking cups every day. Keep desk and floor clean and tidy. Be careful not to "finger-mark" woodwork or walls. Make a list of things which may be done to make and keep the home and school cleaner and more attractive. Play house—practise being a good housekeeper.

Dramatize the life of Florence Nightingale and her ideas of cleanliness and sanitation.

Selecting a Safe Diet

How is the school supplied with water? What precautions should be taken to ensure that the water is safe to drink? What are the best times to drink water? How much water should a pupil drink each day?

Why is milk a good food? Drink sufficient milk daily. Make plans to bring milk to school for mid-morning and noon lunch.

Find out why fruits and vegetables are necessary in the diet. List the fruits and vegetables which can be grown here. Which are brought in from other places? What can we use in winter time when it is more difficult to get fresh fruits and vegetables? Wash fruits and vegetables before using.

Discuss other foods necessary in addition to milk, fruit, and vegetables. What do they do for the body?

Plan simple meals which give a balanced diet. Demonstrate attractive, suitable, well balanced noon lunches. Make the noon lunch at school a pleasant social function. Discuss habits of eating that make one a desirable table companion.

Investigate the need to buy food only in proper containers. Learn that screens should be used to keep out flies. Discuss methods of destroying flies and their breeding places.

Learning to Protect Our Hearing

Find out how the ear receives sounds and sends the message to the brain (a very simple study). Learn how the ear is connected with the throat.

Discover how colds and sore throats may affect the ears. Why it is important to see a doctor in case of earache or other ear trouble. Discuss care necessary in play in order to prevent accidents to ears. Learn the story of Helen Keller.

Pupils' hearing should be tested by means of the audiometer or whisper test.

Learning to Protect Our Vision

Compare the eye and a camera to learn how the eye "works".

Find out how to make it easier for the eye to do its work. Sit in different positions in relation to windows to discover the best light for reading or writing. Dramatize working at home at night. Find the best position in relation to the lamp. Discuss how lamps on tables may be shaded safely. Learn to keep the eye closed and to avoid rubbing the eye when a foreign body gets into it; call an older person to help remove the body.

Pupils' vision should be tested. Change seating in cases of defective vision. See a doctor and secure glasses when necessary.

Read about dogs which are trained to help blind people. How do blind people learn to read and write? How do blind children play games?

Vacation Safety

Develop the habit of resting after meals. Make a list of games which are suitable for playing after a meal.

Finding out for vacation use: how to know safe sources of water supply; how to prevent sunburn and how to acquire a safe tan; the best places in which to build a camp fire, how to build it, and how to extinguish it.

Discussing why it is important to swim and boat in safe places and in the company of adults. What constitutes a safe place for swimming? Learn to swim.

What to Do in Case of Accident

Recognize poison ivy and stinging nettle. Know how to treat poison ivy infection. Demonstrate treatment of sprains. Call an older person in case of all accidents.

GRADES V and VI — "A" COURSE**Daily and Annual Health Examination**

See page 33.

Mental Health

Attention to mental health is essential in every grade. Teachers should read carefully the discussion on *Mental Health*, page 34.

Habits and Attitudes

See beginning of "A" Course, Grades III and IV, page 38.

Learning to be an Attractive Member of the Class

NOTE: Teachers of these grades should endeavour to make use of the child's growing desire to be attractive.

Set up a standard for the class. Experience the feeling of well-being which comes with personal cleanliness. Help younger children to be clean, attractive members of the school.

Demonstrate care of hands, care of nails, use of hand lotion. Prepare an inexpensive hand lotion. What provision can be made for the bath where there are few facilities? Make an exhibit of articles necessary for the care of the hair. Demonstrate care of brush and comb, brushing the hair, and if possible washing the hair. Emphasize individual ownership and use of all toilet articles. Why do clean teeth make for mouth comfort and ensure against offending others?

Helping the Body to Make the Best Use of Food

Demonstrate setting the table. Practise courteous, healthful table manners. Chew food well. Discuss eating between meals. When is the best time to eat candy? Why is it important to have a good breakfast? Drink milk instead of tea or coffee. How does mental health affect the appetite?

How is the digested food carried to different parts of the body? What health habits help the body to eliminate waste materials? Why is this important?

Applying Scientific Knowledge to Prevent and Control Disease

What health practices were common in early times? How has our present knowledge of communicable diseases and their control been developed? Read about the contributions of Leeuwenhoek, Pasteur, and Lister. How can we best apply the knowledge handed down from the past?

What are the dangers of a common cold? What precautions are necessary to prevent the spread of common colds? Organize campaigns for clean hands, proper use of handkerchiefs, keeping pencils and fingers out of mouths, and maintaining all parts of the school premises in a clean and healthful condition. Keep an attendance chart and note causes of absence.

Making the Most of Sunshine, Fresh Air, and Exercise

How do we breathe? Place a glass jar over a lighted candle—why is the flame extinguished? Our bodies need oxygen. Why should we try to be out of doors a part of each day? Learn how the air indoors can be made as nearly as possible as healthful as the fresh air out-of-doors. Investigate air conditioning systems. Why is it important to breathe air free from dust, smoke, and offensive odours?

Experiment to find how sunlight affects the growth of plants. Compare the value of sunlight to the plant with the value of sunlight to the child. Find out about good substitutes for sunlight.

Observe young animals at play. How does their play compare with the play of children? List the games and activities which you like best. Which of these games give the best exercises? How do infants get necessary exercise? How does exercise help in the development of ease, grace, and poise of movement?

How do fresh air, sunshine, and exercise contribute to good mental health?

Helping to Prevent Accidents in the Home

Keep steps and walks in good repair; fasten down small floor rugs; keep drugs properly labelled and in a safe place; use care in handling sharp knives and scissors; place sand or ashes on slippery walks; use a safe step ladder rather than chair or table; put toys away in proper place when not in use. Investigate care of electric appliances and toys to ensure safety.

Helping to Prevent Accidents from Fire

Keep gasoline in a special container outside of house; never use gasoline or coal oil to start a fire; examine and clean stove pipes and chimney frequently; use tin or asbestos to protect walls from heat of pipes and stove; keep matches in safe container and in safe place; do not play with matches; put out camp fires using sand, soil, or water.

Learning What To Do in Case of Accident

First aid treatment of simple burns, for frost bite, in case of drowning accidents. What should be done when clothing catches fire? It is advisable to call an older person when accidents occur.

GRADES V and VI — "B" COURSE

Daily and Annual Health Examination

See page 33.

Mental Health

See beginning of "A" Course, page 41.

Habits and Attitudes

See beginning of "A" Course, Grades III and IV, page 38.

Making the Most of Clothing

NOTE: Teachers of grades V and VI should endeavour to make use of the child's growing desire to be attractive.

Demonstrate the care of clothing: washing (stockings); pressing, sponging; removal of ink and other stains; patching, darning, sewing on buttons; putting clothing away neatly—folding and placing on hangers. Make hangers. Construct a shoe shine stand and use it at school.

Discuss what can be done to improve personal cleanliness regarding clothing with special reference to underwear, stockings, shirts, and handkerchiefs. Help younger children to care for their clothes. Know the feeling of well being which comes with clean clothing neatly mended, well cared for, and neatly worn on a clean body.

Remove outdoor clothing while indoors, e.g., heavy sweaters and overshoes. Discuss the need for having different clothes for different occasions, clothes for school, clothes for play, and clothes for work.

Learning to Choose a Balanced, Healthful Diet

Which foods aid in building and repairing the body, which supply heat and energy, which regulate the body? Make a study to compare nutritive value of whole wheat bread and white bread. Compare needs of adults and children with reference to milk. Why should children not drink tea or coffee? Which foods aid in developing good posture?

Plan menus for breakfast, for dinner, and for supper showing how to provide for the needs of the body as indicated above. Discuss individual problems of class members. How may children learn to enjoy the foods which they need?

What precautions are necessary to keep the school water supply clean and healthful? Store noon lunches in a cool, clean place away from flies. Construct screens for school windows. Destroy breeding places of flies at home and at school.

Cause and Control of Communicable Diseases

Experimenting with cultures of moulds and bacteria—see "Moulds and Bacteria", "B" Course, Grades VII and VIII Science. Some of these organisms are useful. In what ways are some bacteria and moulds harmful? How are disease-producing bacteria spread? What precautions are necessary to prevent the spread of communicable diseases?

Why may Pasteur, Florence Nightingale, Koch, Schick, and Reed be called Heroes of Medicine?

What is vaccine? For what is it used? Where is it made in Canada? What animals are used in the preparation of antitoxin? Make a list of other sera and tell for what they are used.

Sleep and Rest Help the Body to Keep Well

Upon what does the number of hours of sleep, which an individual requires, depend? In what ways may the body be compared to an electric battery? Discuss the feeling of well-being experienced after a good night's sleep. How many hours does a young baby sleep each day? How do animals rest? Observe pets. Why are rest and relaxation necessary after periods of strenuous activity? Why is it important to avoid eating immediately after strenuous exercise?

Why is it important to go to bed and rise promptly at a regular hour? Describe conditions conducive to good sleep. Discuss the saying "A change is as good as a rest".

Going to and From School Safely

Walk on left side of road; cross the street or road safely; bicycle riders watch traffic signals and cars; know traffic regulations; refrain from riding two on a bicycle; in wind, rain, or storm watch carefully where you are going; when driving to school, always stop at level crossings and when approaching a highway; catching rides is dangerous. Local situations should be given particular attention.

Playing Safely

Go sleigh riding only on safe hills free of dangerous obstructions and not leading into a road or highway. Go skating only on safe ice. Play only in safe places: yard, vacant lot, play ground. Swim only when it is safe. Soft snowballs are fun; hard, icy snowballs are dangerous. Catapults and sling shots are dangerous. It is dangerous to touch loose electric wires. Keep sticks and other objects out of mouth.

Learning What to Do in Case of Accident

Dressing of simple wounds. Treatment of a sprained ankle. What should be done when a foreign body gets into the ear or eye? First aid when someone falls through the ice. Call an older person in case of accident.

GRADES VII and VIII — "A" COURSE

Pupils should participate in activities related to each of the following units, but it will be impossible in every case to give consideration to all of the details outlined. Since health has real value only as it promotes efficiency and happiness, emphasis should be upon health behaviour rather than mere health knowledge. Information concerning his body is practically valueless if the pupil does nothing to cause it to grow and develop properly. The child of this grade level will not practise hygienic and sanitary measures of healthful living unless he is reasonably convinced of the desirability of doing so. This necessitates some knowledge of organic structures and functions.

Annual Health Examination

See page 33.

Mental Health

Teachers should read carefully the discussion of *Mental Health*, page 34. An effective mental health programme is essential in every classroom.

The Historical Background of Present-Day Scientific Knowledge of the Structure and Functioning of the Body

Securing information about the beliefs and practices of ancient peoples regarding health and illness. Are any of these practices, in modified form or otherwise, known to us today? Are these practices based on scientific truths?

Why may the body be compared to a machine? List the similarities and the differences. Find out about cells of which the body is composed.

A number of scientific discoveries makes it possible for scientists to learn still more regarding the structure and functioning of the body. What can each person do in order to make the best use possible of our present-day knowledge of medical science?

Learning About the Blood and Its Functions

Make a (simple) study of the composition and work of the blood. Experiment to find how food materials and oxygen pass from blood to tissues. (See section on osmosis in roots of plants, Course "A", Grades VII and VIII Science). Discuss the need for suitable clothing.

Look for information about the heart and how it works. Study charts. Investigate the circulation of the blood. Read the story of William Harvey. Take pulse at times of rest and at times of activity. Discover what is meant by high blood pressure; low blood pressure; anemia.

Discuss the care of the heart, the need for special care on the part of those who have weakened hearts, the importance of care of scratches to prevent blood poisoning.

Learning How the Body Makes Use of Air

Why is oxygen essential to life? Discuss the experiments of scientists such as Priestley, which led to the discovery of oxygen and its properties.

Study charts to learn the parts of the respiratory tract. What takes place when we breathe? Discuss the effects of changes in altitude.

What care does the respiratory tract require? Find out how to control temperature, movement, and humidity of the air so as to provide healthful conditions in the home and school. Study ventilation systems. Calculate air space per pupil in the classroom and compare with a standard. Construct a suitable humidifier for home or school.

Foods and Their Preparation for Use in the Body

Investigating kinds and importance of foods according to their use for different purposes in the body. Plan healthful meals for a day.

Making (a simple) study of the process of digestion. Study charts to learn the structure of the teeth. Each pupil should examine his own teeth. How do teeth aid digestion? What care should teeth be given? Discuss aids to good digestion: habits of eating, good cheer at the table, moderation in eating. Keep individual and class records of weight and growth.

Helping our Bodies to Discharge Wastes

The function and care of the excretory organs: skin, kidneys, lungs, and intestines. How do food and water affect elimination? What is the value of regularity of habit in relation to elimination?

Helping our Bones and Muscles to Do Their Work—Good Posture

Of what are bone cells composed? By experiment, find the nature of animal matter and mineral matter. Examine charts illustrating the bones of the body. What are the divisions of the skeleton? Discuss: the importance of the backbone in relation to the whole skeleton, the uses of other bones, the kinds and uses of joints. Examine joints of the body and of animals.

Make a (simple) study of the structure of muscles. Examine muscle fibre stripped from bones. Observe the manner in which the muscle is attached to the bone.

Investigate the relation of bone and muscle structure to posture. Examine pictures of people from the point of view of posture. Read about the Golden Age of Greece. What are the causes of poor posture? How can

good posture be maintained? If necessary, specify corrective exercises for posture defects. Examine school seats and the beds at home. What relation have food and sunshine to bone development?

Demonstrate first-aid treatment of injuries to bones and joints.

Care of Skin, Hair, and Nails

Examine diagrams illustrating the structure of the skin. Examine the skin under a magnifying glass. How does the skin function in the protection and health of the body? How does the condition of the skin reflect the health of the body? In what ways may the condition of the skin be an index of the care it receives? Discuss food, exercise, and sunlight in relation to skin health.

Examine a diagram of a hair. Find the oil glands shown in the diagram. Explain the value of brushing and washing the hair. Why is it wise not to wear another person's hat?

Find the sweat glands in a diagram of the skin. What is their function? Discuss the part clothing plays in controlling body temperature. Discuss the need for frequent warm baths. Consider hot, tepid, and cold baths, their effect on body temperature, care needed to avoid chills. Discuss the causes of acne and the desirability of treatment.

Demonstrate the care of hands and nails. Discuss value of individual towels. Plan for washing of hands before noon lunch and at other times as necessary. What is the relation between clean hands and good health?

Finding the nerve endings in a diagram of the skin. What does pain indicate?

Living Safely Through the Year

What is meant by "Safety First"?

List and discuss accidents common in the home. How may these be avoided? Make surveys to discover fire hazards at school and at home.

List accidents that may occur at school. Devise safety rules for various games. Discuss fire drill procedure. Formulate traffic rules. Appoint pupils to act as safety guides for young children in the school. City and town schools can organize safety patrols to guide children at dangerous corners near school.

Planning for vacation safety. What materials are needed in a safety kit? Compose safety pledges for swimmers, bicycle riders, pedestrians on highways. What precautions are necessary when hiking? On a map mark places in the neighbourhood that are safe for playing, swimming, skating, sleighing. Discuss safety at Christmas, Hallowe'en, and patriotic celebrations.

GRADES VII and VIII — "B" COURSE

Introductory Statement

Teachers should read carefully the paragraph at the beginning of "A" Course, page 44.

Annual Health Examination

See page 33.

Mental Health

Teachers should read carefully the discussion of *Mental Health*, page 34. An effective mental health programme is essential in every classroom.

How Can People Live Healthfully Together in Healthy Communities?

At the conclusion of this unit the pupil should: appreciate the pioneering discoveries made by great scientists in the field of community health; and should realize that the individual, the home, and the community must all work together in order to enable every citizen to realize his birthright of health and long life.

What is meant by "life expectation" at birth? How has it changed over the years? Find the meaning of birth-rate and death-rate, and compare the records of these over many years in your municipality. Inquire of old residents the causes of high death-rates during certain years and discuss means by which the community might have prevented many of these deaths. After you have read about his work, explain how Pasteur's discoveries revolutionized attitudes toward communicable diseases. Discuss briefly the dangers of various carriers of disease such as rats, fleas, lice, bedbugs, cockroaches, flies, mosquitoes. Read about the work of Ross with malaria, and Reed with yellow fever. Report on how persons may be immunized against certain diseases. Read about the work of Koch and Trudeau with tuberculosis, Jenner and Pasteur with smallpox, Von Behring and Schick with diphtheria, and Banting and Best with diabetes.

What persons in your community are charged by the government with the responsibility of protecting and improving community health? What are the powers and duties of the medical health officer? What is meant by quarantine and isolation? How has the government provided for infant welfare clinics, school health inspection, public health nursing, sanitary inspection, health laboratory facilities. Review progress in these respects in the local community, province, and elsewhere.

Inquire about government aid in financing hospitalization in our Province. Study the organization of a typical community hospital. Read about the lives of Lister and Florence Nightingale. What provision has the government made for special institutions in our Province such as mental hospitals, sanatoria, and school for the deaf?

Report on modern methods of disposal of garbage and other solid wastes—the incinerator. What precautions should be taken in rural districts in disposing of body wastes? Find out about modern methods of sewage disposal. Contrast this with sanitary conditions of the Middle Ages. Read about ancient Roman methods of public sanitation.

A Safe Food and Water Supply

Investigating causes of food deterioration. By what methods may food be preserved?

Finding out how water supplies are protected. How should wells be dug to prevent contamination? Visit a city water system. If in doubt about it, send a sample of drinking water used at home or at school to the provincial laboratory to be tested.

Finding out how government ensures that the food we eat is healthful. How are milk supplies protected from farm to consumer? Visit a creamery. Discuss grading of meat, eggs, butter, and poultry, and how to use this information in food buying. (See "B" Course, Grades VII and VIII Science course.) Investigate government regulations regarding canneries, meat packing plants, retail food stores, packaging, adulteration, misbranding.

Learning How the Body is Governed

Examine pictures and charts to learn the structure of a nerve, the spinal cord, and the brain. (A general idea is sufficient, technical names being unnecessary.) Examine a nerve taken from an animal.

Make a simple study of how the nervous system controls behaviour. Compare with the operation of a telephone system. Observe young children learning to dress, to use cutlery, to write. Why have older persons better muscular control? Study *habit* in relation to the nervous system.

Consider the importance of rest for the nervous system. Why is it necessary under modern conditions to plan our sleep? Why is it desirable to rest, read a pleasant book, or play quiet games during the last half-hour before bedtime? Make conditions for sleep as favourable as possible.

Learning About Our Eyes and Helping Them to Do Good Work

Examine charts illustrating the eye. Examine the eye in a mirror. Compare the operation of a camera with the working of the eye. How is the eye protected naturally?

It is important to give the eyes good care. Investigate home and school conditions to determine whether lighting in the rooms is suitable to the purpose for which it is used. Are the chairs and seats placed properly to provide light from the right direction for reading? Eyes should be rested often when reading.

What vision defects are common? Following an eye test, rearrange the seating of the class if necessary. Make a study of communicable eye diseases and how they may be avoided. Find out what to do in case of eye accident. Discuss ways of preventing eye accidents.

Learning About Our Ears and How to Help Them

Study charts illustrating the ear. Why do ears "pop" sometimes in an elevator? How does the ear receive sound? How are messages sent to the brain?

What is the relation of a healthy nose and throat to the health of the middle ear? How do communicable diseases cause defective hearing? What preventive measures should be taken? Find out what to do when there are foreign bodies in the ear. Following hearing tests in school, rearrange seating if necessary.

Learning How to Give First Aid

Demonstrating the treatment of: simple wounds; fainting; nose-bleed; frost bite; burns and scalds; choking, suffocation; apparent drowning; poisoning.

THE FACTS ABOUT ALCOHOL AND TOBACCO

At this grade level, the pupil can appreciate his personal responsibility to himself, his family, and his community. It is time that he should know the facts about alcohol and tobacco.

The following approaches should be kept in mind: (1) Teach from facts and scientific evidence rather than from persuasion. (2) Avoid arousing curiosity to test the effects of alcohol and tobacco. (3) Appeal to the ideals of physical fitness and the sense of social responsibility. (4) Alcohol and safety.

The Effect of Alcohol on the Nervous System

Alcohol may appear to produce a sense of pleasure, excitement, and confidence, but this is primarily due to a dulling of the parts of the brain having to do with self-control, judgment, and awareness of surroundings. The result is loss of self-restraint, will power, and sense of responsibility.

Alcohol Reduces Mental Efficiency

The apparent quickening of the mind is a false sensation—the mind is really dulled and the finer and nobler mental powers reduced.

Alcohol Reduces Muscular Co-ordination

Discuss pride in an efficient, well-controlled body. Pupils who are athletic may describe the need for perfect timing in their respective sports. A large number of tests have shown that even small amounts of alcohol slow up and reduce the accuracy of activities involving muscular co-ordination. Do athletes in training drink alcoholic beverages? How does alcohol contribute to motor and other accidents? Discuss the individual's responsibility for the safety of himself and others.

Alcohol and Disease

Persons who habitually consume alcohol, show less resistance to certain diseases, e.g., pneumonia. Alcohol decreases the power of the white blood cells to destroy disease germs. How will alcohol affect chances of recovery from certain diseases? What effect has it on length of life?

Misconceptions Concerning Alcohol

Alcohol as a food: The nutritive value of alcohol is strictly limited. It is not a tissue builder, but within limits it furnishes heat and energy. Only small quantities of alcohol can be used by the body as food in a day. Why are milk, cereals, and vegetables better foods than alcohol?

Alcohol and fatigue: Alcohol merely dulls for a time the sensation of fatigue. It does not remove the cause.

Alcohol as an aid in cases of colds and chills: The effect of alcohol is to accelerate the pulse due to increased heart activity and to produce a sense of warmth resulting from dilation of the skin vessels, but there may actually be a fall in body temperature.

Alcohol and Society

See page 36 in the booklet *Citizenship, Our Democracy*. Discuss, "There would be much less poverty, crime, misery, and distress in the world without alcohol". People under the influence of alcohol often do and say things of which they are later ashamed. Consider alcohol as a cause of the unfavourable environment in which many children must live. What is the relation of alcohol to mental defectiveness? Review the case against alcohol as a factor in accidents. Many employers of labour will not place in any position of trust men addicted to liquor.

Tobacco

Consider this problem: Jack wishes to be an athlete when he goes to college; some of his friends smoke, and Jack is tempted to begin to smoke also; what are some arguments that might influence Jack in making up his mind? What is the tobacco plant like? Study the effects of the drug nicotine upon growth and health. What is meant when we say that smoking, like all drug habits, becomes a tyrant?

Physical Education

"Physical education is the education of the individual through big muscle activities, and the development of a healthy organism.

Physical education aims to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound."

—J. F. Williams.

Objectives

1. To ensure physical efficiency and graceful, well-controlled bodily movement of the individual by developing organic vitality, specific neuro-muscular skills, and good posture.
2. To develop skill and create a healthy interest in physical activities which will carry over to and function during leisure hours—to encourage pupils to be participants in healthful games rather than mere onlookers.
3. To improve mental health by stimulating mental activity and alertness and decreasing mental strain.
4. To aid in the adjustment of the individual to society by inculcating a proper attitude towards victory and defeat; by promoting a wholesome desire for fair play, good sportsmanship, co-operation, and group membership; by developing qualities of leadership and initiative.
5. To develop a sense of rhythm and to create an interest in folk lore and music of our own and other countries.

Each type of physical activity contributes something towards the realization of the objectives. The teacher, however, will have to formulate more definite statements involving a more detailed analysis of the particular objectives which she hopes to achieve in each of the following types of activity:

1. Athletic Games.
2. Hunting Games.
3. Relays.
4. Story Plays.
5. Mimetics and Exercises.
6. Stunts and Tumbling.
7. Self-Testing and Individual Athletic Events.
8. Rhythmical Activities.

For example:

RHYTHMICAL ACTIVITIES

INTERMEDIATE LEVEL

1. To be able to walk, run, leap, skip, slide, hop, and gallop forward, backward, turning, and changing direction with the phase of the music (fundamental movements).
2. To be able to polka, schottische, two-step, hop, waltz (derived movements).
3. To be able to do certain folk dances involving the above.
4. To be able to create simple dance patterns involving the fundamental movements and based on the pupils' experience (e.g., wind, leaves, waves, playing marbles).
5. To develop an appreciation of and background for folk lore and music of other countries.

6. To achieve the spirit of the dance.
7. To improve posture incidentally.
8. To develop proper attitudes and character traits whenever a situation arises (courtesy, helping others, co-operation).

Rural Schools

Time for physical education in rural schools may be divided into: (1) instructional periods, (2) non-instructional periods.

1. Instructional Periods

- (a) A period of from 15 to 20 minutes, at least three times a week. During this period new games, dances or dance steps, exercises, or stunts should be presented by the teacher or by some member of the class under the supervision of the teacher. Tests in individual athletic events may be conducted at this time.
- (b) Break period: See *Breaks in Canadian Book of Games*. In this period mimetics, exercises, or other activities that can be completed in a brief space of time, may be undertaken.

2. Non-instructional Periods

Games, stunts, and individual athletic events taught during instructional periods may be practised. If a chart of games is prepared, the children can readily select a game to play.

Many valuable suggestions for rural schools will be found in the following discussion of classroom activities.

SUGGESTIONS FOR CLASSROOM ACTIVITIES

Classes should be taken out-of-doors whenever possible, but of necessity many of the periods will have to be indoors. In the hands of a teacher, who exercises discrimination and ingenuity, the indoor lesson may be advantageous from both a physical and an education standpoint.

In order to facilitate classroom work, allot a permanent place to each pupil (in the aisles, front, back, or around outside of room), making sure each has sufficient space. The opening of windows, and the moving of furniture if necessary, should also be definitely assigned to certain pupils. Coats, sweaters, and other unnecessary clothing should be removed before the activity begins.

Many activities involving class mobility will have to be omitted. However, many, such as running on the toes, marching, three bears, and gnomes, may be carried on by having alternate rows about turn, pupils of the row on the right moving across the front of the room down the other side and back to their original places, the others following. If the class is small, one large circle around the outside of the room can be formed.

In the classroom, shorter periods of intensive activity are preferable to longer periods of less vigorous activity. If the entire period can not be used in actual activity, the remainder may be spent in discussing rules of games or finer points of exercises and dances.

Athletic Games: Competitive team games are the highest form of play involving co-operation for the good of the team rather than for individual glory. The vigorous type of athletic game is not suited to classroom use. However, certain modifications may be made in rules and equipment so that excellent games can be played. Time may also be taken to explain rules and technique and to practise the mimetics of the games of higher organization.

Suggested games are:

Schoolroom Volley Ball (bean bag), Feather Ball (badminton bird and cord), Balloon Ball (balloon and cord), Balloon Goal (balloons and wastepaper baskets), Schoolroom Ball (bean bag), Ping Pong, Practice of underarm throw, overarm throw, Volley Ball serve, Batting, etc.

Hunting Games: Particularly for primary children, this type of game can be easily adapted for classroom use. Children will have to be cautioned not to bump into seats, walls, etc.

1. Using the front or back of the room or moving the seats to one side, hunting games in a circle formation may be used: Fire in the Mountain, Number Exchange, Squirrel in the Tree, Jump the Rope, Odd Man, Three Deep.
2. Having the pupils stand or advance up the aisle with "It" in the front of the room: Big A Little A, I Say Stoop, What Time Mr. Wolfe, The Boiler Burst, Old Mother Hubbard, Leader and Class.
3. Having seats as "home" or "safe" areas, placing books on extra seats: Cat and Mice, Musical Chairs, Moving Day, Exchange Tag, Seat Tag, Poison Seat.
4. Having alternate rows play the game while the others are seated: Last One Out.

Relay Races: Relay races are perhaps more readily adapted to classroom use than several other types of games. When players occupy rows of desks, place book on desks not used. In a number of games, it is desirable that players carry an object (eraser, chalk, bean bag) to pass from one to the other to prevent premature starts. Relay races must be well organized and conducted in an orderly manner to prevent accidents. Weekly records of inter-row relays may add to the interest. Examples are:

1. Blackboard Relay: Players run from their desks to the front of the room and return, passing an object to one another. If desired, a word may be written on the blackboard by each pupil.
2. Stunt Relay: Each pupil runs from his seat to the front of the room and then to the back seat. In the meantime, all other players move up one seat. Each runner carries an object which, when he reaches the back seat, is passed along to the pupil in the front seat, who then takes his turn at running.
3. Around the Row: Each pupil in each row runs to the right around his row back to his own seat. Score 1 point for first back. When all are back in each case, the next player runs.
4. Bean Bag Passing (overhead): An object is passed from front to back of row. When the last player receives it, he runs forward. All others move back one seat.
5. Bean Bag Over and Under Relay: Pupils stand in aisle facing forward or sideways. An object is passed from front to back, and back to front again. Or, when the object is in the hands of the last player in the row, he signals to the others to sit while he runs forward.
6. Bean Bag Pass and Squat Relay: One player of each team stands at the front of the room facing his team. He throws an object to each player in the row who returns it and squats down or sits in his seat so that the object may be thrown to the next player.
7. Stoop and Stretch: Alternate rows may play against each other while the others are seated.

Story Plays: May be executed at the front or back of the classroom, in the aisles, or around the outside. Make sure that each child has sufficient room to perform the activity. Select Story Plays calling for vigorous movements and take time to give the children the spirit of the story. The pupils may plan the dramatization of the story.

Mimetics: These are imitative movements of well-known activities without equipment. They are more formal than story plays, more attention being paid to the way the exercise is performed. Select familiar activities such as swimming, cat arching its back, galloping horses, and ducks.

Exercises: These are particularly suited to a limited area. The activities done to rhythmical swing or continuously are being used more today than commanded exercises. Activities for the various age-groups may be selected from the *Syllabus* to include exercises from each of the movements to ensure that all the different parts of the body will be exercised: (1) Introductory. (2) Head and trunk, bending downwards and forwards. (3) Arm exercises. (4) Balance, leg, and abdominal exercises. (5) Trunk turning and bending sideways. (6) General activity. Exercises may progress or become more difficult (1) by increasing the difficulty of balance (by decreasing the base for the starting position), e.g., feet close or knee raise position is more difficult than feet astride position; (2) by increasing required mental concentration and co-ordination, e.g., left arm sideways, right arm upward raise; (3) by increasing muscular effort; (4) by combining two or three types, e.g., arms bending and stretching forward, sideways, upwards, and downwards, hopping first on the right foot and then on the left.

Individual Athletic Events: As these consist mainly of the elements involved in vigorous athletic games, they are not adaptable to classroom use. However, mimetics involving these may be practised in the classroom: under-arm throw, volley ball serve, sprint start.

Stunts and Tumbling Activities: These are not particularly suited to classroom use unless a fairly large area and a mat is available. However, some of the simpler stunts may be used in the classroom:

Chair Twist, Chair Vault, Stoop Stretch, Knee Dip, Heel Click, Walking with a book on the head, Minuet Bow, Ankle Reach, Standing High Kick, Hand Wrestle.

Rhythmical Activities: These are for the most part suited to classroom use. When introducing singing games, teach words and tune at one time and actions later. In teaching folk dances, all new steps should be taught in advance, e.g., class should be able to do a polka before a dance including a polka is undertaken. Examples are:

Jump Jim Crow (2/4 time)

Jump Jump and Jump Jim Crow
Take a little twirl and then away we go —
Slide Slide and stamp just so —
Then you take another partner and you
Jump Jim Crow.

When the rhythm is mastered, explain that the pupils are to do just what the music tells them. Actions for the first line: turn to right, make two slow jumps and three quick ones, clap out the remaining measure. Second line action: move to the left with six light, running steps. Third line: move to the front with left foot leading, take two slides, and stamp left-right-left. Fourth line: four light, running steps to the right, finishing

with three quick jumps. When the pupils are able to execute the whole movement, they may dance in pairs in a double circle, moving to a new partner after each movement or dance.

If there is not sufficient space for a double circle, dances will have to be executed in the aisles. Many of the dances which call for a single circle can be undertaken this way, e.g.,

Shoemaker—standing in the aisles, execute the movements in the chorus part, take eight skips forward and eight skips backward to original places.

Seven Jumps—eight steps forward and seven skips or jumps (lightly) backward to places.

Blicking—alternate rows turn left and right so that partners face each other across the row of desks, for Part II move slightly to front on first two hopping steps and backward on second two.

Activities for the Various Age-Groups

A large number of the activities outlined will be found in *The Canadian Book of Games* by Brandreth.

PRIMARY

Children of this group desire a very great amount of big muscle activity. They love dramatizing, imitating, and chanting. Frequent rest periods and changes in activities are desirable.

A large variety of games should be taught to the primary grades.

Rhythmical Activities: These activities consist of singing games, folk dances, gymnastic dances, and natural dances. Singing games are valuable in the primary grades as they require less skill and give training in rhythm.

Rhythmical activity should not be omitted because no musical instrument is available. Rhythms may be tapped out to the accompaniment of the children's singing. Examples:

Farmer in the Dell, Looby Loo, The Shoemaker, Here We Go Around the Mulberry Bush, How Do You Do My Partner? Did You Ever See a Lassie? Chimes of Dunkirk, Danish Dance of Greeting, Pussy Cat Pussy Cat, Humpty Dumpty, Hickory Dickory Dock, Wee Willie Winkie, Jolly is the Miller, Nixie Polka, Sandal Polka, Muffin Man. *Natural Child Rhythms:* walking, skipping, running to music, learning to detect changes in the music and being able to follow these changes. *Simple Dances to Music:* the teacher and pupils create the movement together as it is suggested by the music. Allow the children to give their interpretation of what the music suggests, e.g., Jack-in-the-Box, Elephants, Trees swaying.

Hunting Games: Hunting games involve elements of hunting, chasing, striking, dodging, tagging, hiding, fleeing, and an enemy "It". Examples:

Chain Tag, Broncho Tag, What Time Is It Mr. Wolfe? Hawk and Robins, Big A Little A, Charlie Over the Water, Brigands and Soldiers, Cat and Mice, Follow the Leader, Squirrel in the Tree, Fire on the Mountain, The Ocean is Stormy, Farmer and Rabbits, Statues, I Say Stoop, Bean Bag Basket, Stop and Go, Exchange Touch, Fox and Chickens, Crusts and Crumbs, Bear in the Pit, Catch Your Tail, Keep Ball Up.

Story Dramatizations: These take the place of formal gymnastics in grades I and II. The child imitates and impersonates incidents and persons. The aim should be to give the child a well-balanced exercise and to help develop his dramatic ability. The teacher may work out story plays or the pupils may suggest movements. To be valuable, the movements used in the story plays must be vigorous, exercising all parts of the body. Examples:

Three Bears, The Circus, A Toy Shop, Firemen, Sleeping Beauty, Snow White, Indians, Automobiles, Farm Chores, etc.

Mimetics: Examples:

Animal Movements: Rabbits, Ducks, Galloping Horses, High Stepping Horses, Chicken Wings, Birds Flying, Elephants with Trunks, Dogs, Cat Arching Its Back. Toys: Bouncing Balls, Steam Boats, Saws, Dancing Dolls, Shooting with Bow and Arrow. Home Activities: washing, scrubbing, ironing, etc.

Relay Races and Athletic Games: Relay races and athletic games are not suitable for grade I. However, where a limited enrolment makes participation necessary, simple relays and athletic games may be used. Examples:

Aisle Pass, Automobile, Around the Row, Bean Bag Pass, Cross Over, Eraser, Stoop and Stretch.

INTERMEDIATE

Pupils of this age-group are tremendously active, but have small energy reserves and on this account require direction. They desire to belong to a group or gang and to have a status in it. Interests usually keep boys and girls apart at this age. Boys enjoy rough and tumble type of activity, but girls are interested in dancing and activities involving finer co-ordination and less strength.

Rhythmical Activities: Jump Jim Crow, Pop Goes the Weasel, Rovenacks, Klappdans, Soldiers Joy, Maypole Dance, Virginia Reel, Ace of Diamonds, Captain Jinks, Little Man in a Fix, Norwegian Mountain March, Coming Thro' the Rye, Children's Polka, Broom Dance, Csebogor, Finnish Reel, Bleking, Bummel Schottische, Sicilian Circle, Seven Jumps, Ribbon Dance.

Natural Dancing: The children themselves help to create the dance, suiting movements to the music.

Hunting Games: Bears and Cattle, Circle Chase, Gathering Sticks, Inner Circle Ball, Link Arm Tag, Two Deep, Duck on the Rock, Keep Away, Hit the Dodger, Ante Over, Circle Catch Touch, Spider and Flies, Indian Club Guard, Pass the Change, Pom Pom Pull Away, Bowling Club Snatch, Cross Tag, Stealing Sticks, Prisoner's Base, Dodge and Mark, Elimination Ball. **Classroom Games:** The Boiler Burst, Last One Out, Poison Seat, O'Grady Says, Last Couple Out, Hook On, Bean Bag Target Toss, Overtake.

Mimetics and Exercises: Select activities suited to this age-group.

Relay Races: Arch Ball, Tunnel Ball, Rescue, Shuttle, Jump the Belt or Stick, Barrel or Hoop, Skipping, Zig Zag (Bounce Ball), Hurlly Burly Bean Bag, Stunt, All Up (Indian Club), Bullfrog, Kangaroo, Cap Transfer, In and Out the Files, Human Hurdle, Criss Cross Goal. **Classroom Relay Races:** Attention, Farmer and Crow, Hopping, Blackboard, Over and Under, Pass and Squat, Desk.

Athletic Games: *Volley Ball Type:* Bound Ball, *Feather Ball, *Balloon Ball, Volley-Tennis, *Schoolroom Volley Ball, Rally Ball. *Soccer Type:* Punt Back, Circle Soccer, Advancement, Corner Kick, Simplified Soccer, Field Ball, Speed Ball, Square Soccer, Yards (for boys). *Basketball Type:* Captain Ball, Six-hole Basketball, Nine-court Basketball, *Balloon Goal, *Schoolroom Captain Ball, Pin Ball, Keep Away Basketball, Guards and Forwards, End Ball. *Softball Type:* Long Ball, Playground Ball, Triangle Ball, Free Ball, Rounders. *Miscellaneous:* Dodge Ball, Base Dodge Ball, Broncho Dodge Ball, Shinty, Hockey, and Broom Ball if facilities permit, Elimination Ball.

*May be played in classroom.

Stunts, Tumbling, Pyramids: Stunts and tumbling stimulate the powers of co-ordination, suppleness of body, and the development of such qualities as courage, self-confidence, and determination. Stunts provide an excellent form of exercise and an opportunity for pupil leadership. It is desirable to separate boys and girls, and, unless the latter have a suitable costume, they cannot participate. The boys could carry on with pupil leadership, originating many of their own stunts and pyramids. Stunts and tumbling need not be omitted because of lack of elaborate equipment. An old mattress or sand pit covered with a blanket or canvas will suffice. Examples:

Forward Roll, Backward Roll, Frog Handstand, Turk Stand, Heel Click, Horizontal Balance, Headstand, Double Forward Roll, Coffee Grinder, Leap Frog and Forward Roll, Indian Wrestle, Human Bridge, Centipede, Wooden Man, Sitting Balance, Human Fly, Elephant Walk, Jump Through the Stick, Roll to Headstand, Triple Roll, Cartwheel, Dives.

NOTE: Teachers should exercise careful supervision to avoid accidents.

Individual Self-Testing: The practice of self-testing found in other fields of education may be carried into the physical education programme. Individual testing is particularly valuable in the rural school. The pupil can attempt to improve his own achievement record in each activity. The following are examples of athletic activities which can be performed and scored without depending upon other players. They can be measured definitely, and thus furnish an incentive for improvement.

Softball Batting for Accuracy, Softball Throw and Catch, Softball Throw for distance, Softball Throw for accuracy, Base Running, Basketball Pass for accuracy, Basketball Shooting during time limit, Basketball Throw for distance (overarm, overhead), Sprint (girls 40 yards, boys 50 yards), Broad Jump, Double Broad, Standing High, Hop Step Jump, Skipping Race, Potato Race, Eskimo Race, Hobble Race, Three-legged Race, Jump and Reach, Run and Catch, Chinning (boys), Mass Running.

See standards of achievement, page 60.

SENIOR

These pupils are subject to physical and emotional strain. They are awkward due to self-consciousness. Girls cannot stand too many strength and endurance activities.

Rhythmical Activities: Crested Hen, Highland Schottische, The Mangle, Old Dan Tucker, Pop Goes the Weasel, Rye Waltz, Hornpipe, Tantali, Little Brown Jug, O Susanna, Four Step, Minuet, Irish Jig, Gavotte, Come Let Us Be Joyful, Military Schottische, Waltz Step.

Hunting Games: Variations of Tag: Chain, Nose and Toe, Poison, Whip, Broncho. Other Games: Old Plug, Tug-of-War, Pig in a Hole (Holey), Poison Snake, Seat Tag, Soccer Tag, Bombardment, Circle Stride Ball.

Exercises: Select suitable activities—see discussion, page 53.

Relay Races: Ball Passing, Chariot Race, Goal Throwing, Skin the Snake, Square Relay, Leap Frog, Hold Hop, Japanese Crab, Obstacle Relay, Toss Catch Ball, Wheel Barrow, Arm Lock Relay.

Athletic Games: Softball, Basketball, Hit Pin Baseball, Horseshoes, Shuffle Board, Pin Football, Soccer, Sponge Ball, Volley Ball, Tether Ball, Paddle Tennis, Dodge Ball, Cricket.

Stunts, Tumbling, Pyramids: See discussion, page 56. Chair Vault, Finger Feat, Straddle Jump, Camel Walk, Knee Shoulder Stand, Shoulder Stands, Elbow Roll, Archway, Human Bar, Corkscrew, Touch Toe Jump, Chair Twist, Shoulder Spring, Spinning Wheel, Chair Hand Stand, Dive Over a Rolling Body, Knee Spring, Handstand Dip, Walk Over.

Individual Athletic Events: See discussion, page 56. One-hand Basketball Shot, Basketball Dribble, Volley Ball Serve, Soccer Kick, Soccer Dribble, Sprint—60 yards, Running Broad Jump, Running High Jump, Shuttle Broad Jump, Tennis Serve, Tennis Return, Golf Drive, Golf Putting, Batting in Cricket, Bowling Tests. See standards, page 60.

PLAY AREAS AND EQUIPMENT

Equipment Suggested

Volley Ball Outfit: Regulation ball—25 to 27 inches in circumference; 9 to 12 ounces in weight. Net—for elementary schools, 3 feet by 32 feet at a height of 6½ to 7½ feet. Posts.

Basketball outfit: Regulation ball—30 to 32 inches in circumference, 18 to 20 ounces. Baskets.

Softball outfit: Regulation ball, regulation bat, gloves.

Jumping standards; swings and climbing ropes; horizontal bar; see-saw; individual jumping ropes; long ropes—35 feet for nets, 16 feet for jumping; smaller balls (rubber or tennis); horse shoes; ping pong outfit; hoops—automobile tires; phonograph and records; mats for tumbling; bean bags; 16-inch rubber gas balls; sand box; megaphone; measuring tape; lime—for marking; brooms, shovels, rakes for jumping pits, ice and snow games; first aid kit; sports box for general storage of games equipment; whistle; score sheets; scales; air pump; wands; balloons; badminton birds; colours—to designate teams.

Improvised Equipment

Waste paper baskets—particularly for classroom goal games.

Nets—a rope or several cords. Cords stretched between standards. A cord with strips of paper or cloth attached so as to hang vertically is more satisfactory than a single cord. These strips may be attached top and bottom.

For high jumping—a skipping rope weighted at the end and slung across the jumping standards.

Standards—lengths of iron piping, clothesline poles, or saplings. These may be driven into the ground, sunk in a base of concrete, placed on a circular or square stand or weighted base. If a piece of piping slightly larger than the post is sunk in the ground, the posts may be moved easily.

Horseshoes—discarded horseshoes with nails removed and rough edges filed. Two lengths of iron piping sunk in the ground so that six inches are exposed.

Tetherball—a tennis ball covered with a net casing attached to a heavy cord $7\frac{1}{2}$ feet long, or a rubber sponge ball with a cord drawn through it and a small piece of leather placed at points of insertion. This may be attached to the top of a 10-foot standard.

Deck tennis rings—one-foot lengths of heavy rope. May be bound with tape.

Badminton birds or shuttlecocks—cut a rubber ball or cork in half and insert feathers about the edge of the flat surface. These should be reinforced by a strip of tape and a linen thread woven around the stems, just above the surface of the ball. For outdoors a sponge trimmed into a sphere may be used.

Bean bags—made from heavy, closely woven material such as ticking, awning, duck, or denim. They should be 6 to 12 inches square when finished. Stitched twice, hand sewing preferable. Each bag should be filled with $\frac{1}{2}$ pound of dried beans or peas. Dried leaves, straw, or hay can be used as substitutes.

Mats—straw mattresses, grassy plot, sawdust-filled jumping pit, strips of canvas, sheets of heavy paper may be used.

Broom or mop handles for wands, team games, etc.

Oat sacks—two circles 14 inches in diameter made of heavy duck sewn together and filled with 4 pounds of oats. May be used instead of bean bags with older children.

Ping Pong (Table Tennis). Table top, 9 by 5 feet, $2\frac{1}{2}$ feet high, pressed wood, 3 ply, 5 ply, or veneer; made in two sections, hinged together or separate; brace with strips $\frac{1}{2}$ inch on under surface. Top may be laid on a smaller table or on wooden horses. Net supports—wooden or metal strips to fit the table top. Racquets—3-ply wood. Ball—celluloid, white, $4\frac{1}{2}$ to $4\frac{3}{4}$ inches in circumference, or spherical sponge.

Softball bat—made of hickory wood.

PLAY DAYS

The primary purpose of a Play Day is not to determine championships, but to permit mass participation in all activities. Play Days may be organized for the children in one school, or if the enrolment is small, for pupils in several neighbouring schools. Activities should be selected from those the children have been doing throughout the term, so that there will be no necessity to work up "special numbers". Each pupil should take an active part. If the grades I and II pupils cannot participate in the regular programme, separate activities should be arranged for them, such as story plays, singing and hunting games, and supervised play on swings or in sandboxes.

Organization—At least three weeks in advance of the date selected, definite information respecting the general plan and organization of the Play Day should be sent to each of the schools participating. As soon as possible after this, a list of participants should be sent from each school to a central committee. (Unless there is a very large number, all pupils will be able to enter in every event.)

When the names of all participants have been received by the central committee, each will be assigned to a team. Teams may be distinguished by colours. A notice should then be sent to each school, listing the pupils in their respective teams, naming the captains, indicating the area on the grounds to which each team has been assigned, and outlining the order of rotation in which each team will compete against other teams. At intervals of approximately 20 minutes, a bell may be rung to indicate a change in opposing teams and activities.

A sample programme might be:

PLAY DAY — Friday, October 20 — SCHOOL, 2 p.m.

PROGRAMME

1. Fall in by Colour Teams—Grand March
2. O Canada!
3. Folk Dance Exhibition—one school or mass demonstration
4. Gymnaastic Exhibition—one school or mass demonstration
5. Announcement
6. Team Yell Competition
7. Activity Competition
 - (a) Human Hurdley Relay
 - (b) Stunt Challenge Competition
 - (c) Volley Ball or Newcomb
 - (d) Jump the Stick Relay
 - (e) Horseshoe Pitch Competition
8. Mass Singing
9. Recognition of Winning Team
10. Refreshments
11. God Save the King.

TRACK AND FIELD MEETS

The success of a meet depends largely upon the arrangements made beforehand. Even the minutest detail must be checked. Following are a few points which, if given attention in time, will make the work of conducting the meet a real joy:

1. Post programme of events and regulations on the bulletin board (if local) at least a week before the meet, or send mimeographed notices to all the schools (if inter-school) several weeks in advance. Notice should include programme of events, awards, conditions, classification of pupils, and entry forms.
2. Decide on the number of officials required, and contact these in advance explaining exactly what is expected of them.
3. Equipment required: whistle, megaphone, jumping standards and at least two cross bars, measuring tape for throws and jumps, steel measuring tape for high jump, scales or measuring rod for pupil classification, shovel and rake for each pit, take-off board for broad jump—firmly set in ground, string or yarn for finishing point, cap gun or other means of starting dashes, stop watches if possible, score sheets and pencils, large score board for running record, table and chair for the chief scorer, batons for relays (pieces of water hose about 10 inches long), first aid kit. If the meet is a very large one it might be necessary to have an information desk and checking service and to have contestants wear numbers.
4. Draw up a programme so that two or three events can be run simultaneously.
5. Have entries in a week before the meet, substitution may be made one hour before the meet.

SUGGESTIONS FOR INDIVIDUAL ATHLETIC EVENTS

1. *Softball Batting for Accuracy*: Contestant stands at home plate, throws the ball up and bats it. The ball must either roll across the line for the player's grade or a fly must strike within 10 feet of grade line—Grade V, 60 feet; Grade VI, 70 feet; Grade VII, 80 feet; Grade VIII, 90 feet. Score—number of successful hits out of ten.

2. *Softball Throw and Catch*: The contestant must stand on home plate and catch the ball from pitcher, throw to first; catch from first, throw to second; catch from second, throw to third; and catch from third. *Score*—number of successful plays (throws and catches) out of seven.
3. *Base Running*: The contestant runs around the bases touching first, second, third, and home. The time needed to complete the run is the individual's record.
4. *Basketball Pass for Accuracy*: A circle is marked on the wall with a diameter of 3 feet, the centre of the circle being 5 feet from the ground. A line is marked on the ground 20 feet from the wall. The contestant stands behind the line and throws the ball at the circle. *Score*—number of hits out of ten tries.
5. *Basketball Shooting during a Time Limit*: The first shot is taken from the free throw line. All other shots are taken from the spot where the ball is recovered. If the ball goes out of bounds, start again at the free throw line. *Score*—the number of shots made in $\frac{1}{2}$ minute.
6. *Basketball One-hand Shot*: The contestant stands on the circle enclosing the free throw line. Running towards the basket, he bounces the ball once on the free throw line, catches it in both hands, leaps in the air and attempts to put the ball in the basket with one hand. *Score*—number of baskets made out of ten tries.
7. *Bowling Test*: A softball may be used: each contestant is allowed four bowls. Points are recorded each time the ball strikes the wicket. Boys should bowl with the arm completing a circle from forward to backward, then upward to above the head, releasing the ball when the arm comes down to the front of the body again. Girls may bowl, swinging the arm from behind the body as in a softball pitch.
8. *Other events* may be: Softball Throw for Accuracy, Softball Throw for Distance, Basketball Throw to Basket from free throw line, Basketball Throw for Distance, Golf Putting, Tennis Serve, Tennis Return, Volley Ball Serve.

AGE AIMS FOR INDIVIDUAL ATHLETIC EVENTS

Boys

AGE	8	9	10	11	12	13	14	15
Standing Broad Jump.	4' 0"	4' 4"	4' 6"	4' 10"	5' 0"	5' 2"	5' 6"	5' 10"
Running Hop Step Jump.	10' 0"	13' 0"	16' 4"	18' 0"	18' 8"	19' 9"	21' 7"	23' 0"
High Jump.	2' 2"	2' 5"	2' 8"	2' 11"	3' 0"	3' 4"	3' 6"	3' 9"
Running Broad Jump.	6' 0"	6' 6"	7' 0"	8' 3"	9' 3"	10' 0"	10' 6"	11' 0"
Softball Throw.	37' 0"	47' 0"	57' 0"	67' 0"	77' 0"	88' 0"	102' 0"	108' 0"
40 yds. Dash (time in secs). .	8.0	7.4	7.3	7.2	...	...	...	...
50 yds. Dash (time in secs). .	9.0	8.4	8.3	8.2	8.1	8.0	8.0	7.4
75 yds. Dash (time in secs). .	14.1	13.3	13.1	12.3	12.1	11.4	11.2	11.0
100 yds. Dash (time in secs). .	...	...	...	...	15.2	15.0	14.1	13.2

Girls

Standing Broad Jump.	3' 8"	3' 10"	4' 0"	4' 2"	4' 4"	4' 6"	4' 8"	4' 10"
Running Broad Jump.	5' 6"	5' 10"	6' 6"	7' 6"	8' 6"	9' 6"	10' 0"	10' 6"
High Jump.	2' 0"	2' 2"	2' 5"	2' 8"	2' 10"	2' 11"	3' 0"	3' 1"
Basketball Throw.	15' 0"	17' 0"	19' 0"	21' 0"	23' 0"	25' 0"	27' 0"	28' 0"
40 yds. Dash (time in secs). .	8.3	8.2	8.1	8.0	7.4	7.3	7.2	7.1
50 yds. Dash (time in secs). .	9.4	9.3	9.2	9.1	9.0	8.4	8.3	8.2

English

Reading and Literature

PRIMARY DIVISION (GRADES I, II, and III)

Poor readers are a constant drain upon the teacher's time and nervous energy. They wear down the enthusiasm which she should have to be a good teacher for all her children. The behaviour of defense and retaliation which is common with poor readers may cripple any teacher's effectiveness no matter how able she may be. All of this is waste and loss. Any preventive measures which will save some of this "teacher power" will pay big dividends to the whole system.

Most of the pupils who fail of promotion at the end of the year in grades I, II, and III do so because of poor attainment in reading, and these conditions will not be improved by merely demanding better methods of instruction in reading or insisting upon the development and use of more refined diagnostic and remedial procedures to alleviate the situation. It is essential that a curriculum be developed which stresses child growth primarily and the teaching of reading secondarily. There is evidence that most children who ordinarily would fail to be promoted at the end of grade I or grade II if the usual standards of promotion were employed, will read satisfactorily, as well as attain Grade Norms, upon entrance to grade III or grade IV, if their intervening reading experiences are wisely limited and selected in terms of their individual needs and stages of development.

Seldom does a poor reader exhibit a single limitation; there are several or many factors which contribute to the failure of any poor reader. The nonreader may be characterized by faulty vision or emotional blocking but so too may the child who is retarded only to a very slight degree. Consequently diagnosis must be comprehensive and treatment must be carefully planned and executed in terms of individual differences in physical development, ability, interest, and background of experience.

The child's first contact with literature is generally through stories and simple poems.

The worthwhile story does approximately the same thing for the child that the artistic drama and the soul-stirring symphony do for the adult. It arouses and stimulates those finest gifts of God to man—the human emotions.

The young child is perhaps better equipped and prepared for the study of poetry than for any other subject in the curriculum. There are in poetry certain element—rhythm, rhyme, action, and imaginative appeal—that have a natural attraction for him. The basis for all poetry appreciation for small children is to be found in Mother Goose Rhymes. These traditional favourites contain practically every element of good poetry. Rhyme, action, and concrete pictures are predominant throughout.

Every good piece of children's poetry is characterized by action, either past, present, or future. Persons, animals, trains, boats, water, wind, and rain are all set in motion. The young child cannot be interested in abstract beauty because he has no empirical basis for interpretation. He is, on the other hand, extremely sensitive to suggestions of taste, odour, sight, sound, and touch, since he has himself experienced these. The themes of children's poetry deal with such commonplace and familiar subjects as articles of clothing, foods, weather, pets, and toys.

Nature and poetry can easily be associated if poems are chosen which have a particular bearing on the birds, flowers, and pets for which the children are caring at the moment. The teacher can give something most valuable from her store of knowledge if she introduces the children to lovely lines of a poem at the moment they are admiring a flower or a little creature. When the willow is brought into the classroom she tells them:

Come out and show your silver fur
Come Pussy, Pussy Willow.

or for the cowslips:

The cowslips growing on the hill
Are yours if you will kneel for them.

If a handful of daisies is brought by one of the children:

When you walk in a field
Look down
Lest you tramp
On a daisy's crown.

The wind, a storm, snow, a twittering bird outside the window all provide the opportunity for beautiful lines, e.g.,

The thunder and lightning
They come and they go
But the stars and the stillness are always at home.

It is not necessary to teach or to say the whole poem but just to use the few words which crystalize the experience.

The social studies open up a vast field for poetry appreciation in the primary grades. Innumerable verses treating of home and community life, with various peoples and their work, have been written for small children.

Literature Experiences in the Primary Grades Should Include

1. Enjoying nursery tales in which suspense is the chief attraction;
2. Enjoying simple stories of physical adventure;
3. Having fun with queer-sounding jingles;
4. Sharpening the wits on riddles;
5. Enjoying humorous stories in which the fun arises as much from the characters as from the situations;
6. Enjoying handling books and looking at the pictures in them;
7. Enjoying the physical response to rhythm and rhyme;
8. Becoming friendly and intimate with fairies, elves, and goblins;
9. Enjoying the intellectual experiences of fables;
10. Enjoying simple books about trains, ships, airplanes, radio, etc.;
11. Enjoying vicariously happy relations with pets and other animals;
12. Entering imaginatively into the feelings and actions of other children, especially children in different surroundings;
13. Enjoying poems and stories in which word music and sensory imagery are especially important elements;
14. Enjoying poems in which rhyme and repetition are pronounced;
15. Enjoying experiences in books that emphasize touch, taste, sight, smell, and hearing;
16. Reading aloud for playmates or for mother or others of one's family simple picture books with easy stories.

GRADE I**THE PERIOD OF PREPARATION FOR READING**

Grade I reading falls naturally into four divisions:

1. Readiness for Reading stage;
2. Pre-Primer stage;
3. Primer stage;
4. Book One;

and no child should be promoted to the next stage until he has mastered the preceding one and has well established and desirable habits.

Instruction Which Prepares for Reading

Reasonable attainments of at least eight specific types are essential to rapid progress in learning to read and a portion of the instruction of the Reading Readiness period should definitely seek to prepare children for the reading programme of the first grade. The instructional jobs considered most important in preparing for the programme in reading are:

1. Providing pupils with real, varied, and rich experiences;
2. Training in the ability to use ideas with reasonable facility;
3. Training in the speaking of simple English sentences;
4. The development of a wide speaking vocabulary;
5. Training in accurate enunciation and pronunciation;
6. The development of a keen interest in learning to read;
7. Training in keeping a series of ideas in the mind in their proper sequence;
8. Training in recognizing likenesses and differences in form.

This should be done through a programme of:

1. *Activities*: Excursions, informal conversations with teacher and pupils as a social group, games, birthday celebrations, sandtable enterprises, bulletin activities, etc.;
2. *Vicarious Experiences* gained through: nursery rhymes, pictures, stories, simple dramatization, informal discussions, experience charts through which the child learns mechanics of reading.

Informal Introduction to Reading

Prepare the children to learn to read by making sure that they understand that the printed word means something or tells something. This can be done by labelling various objects in classroom, toys or materials, and by giving to each child a card bearing his own name. Next, master the mechanics of reading:

1. Reading from left to right;
2. Sweeping of sentences;
3. First word, last word, etc.;
4. Likenesses and differences.

This may be done through incidental reading such as bulletin board notices, directions for work, etc., read under the guidance of the teacher, and followed by Experience Charts. (See Manual to Basic Reader, grade I.)

The time required for this "Reading Readiness" period will vary from two to six weeks according to the age and type of children, and the richness of their pre-school experience.

Tests

It has been established that pupils of a mental age of over 76 months learn to read with little difficulty, but pupils with a mental age of less than this learn with considerable difficulty.

If from the analysis of the *Readiness for Reading* tests it is observed that visual, auditory, or motor difficulties are being experienced by the children remedial activities should be adopted.

The children who make low scores in the *visual* test have poor memory for forms and they should be given games by which they will be trained to observe accurately. Seatwork consisting of puzzles and matching exercises will be beneficial.

The children who make low scores in the *auditory* test are the children who will later have difficulty with phonics. They require extra ear-training drills. Listening to nursery rhymes in which there is considerable sound-repetition will be helpful, e.g., *Bye Baby Bunting*, *Hickory Dickory Dock*.

The children who make low scores in the *motor* test lack muscular co-ordination. They may later have difficulty in developing rhythmical eye movements. These children require training in hand work and should be encouraged to draw, trace, and cut both free hand and on lines. Plasticene is a particularly good medium for these children to work with. Dancing, skipping and hopping to music are splendid exercises for children who are clumsy and lack proper co-ordination.

Games, rhythms, activities and "Read and Do" commands written on the board are excellent corrective exercises for children who are shy in the presence of other children.

PRE-PRIMER PERIOD

Aims Toward Which to Work During the Pre-Primer Period

1. To develop a desire to learn to read.
2. To use materials within the child's interest and experience.
3. To build associations back of the printed symbols as the child is acquiring a vocabulary.
4. To secure correct pronunciation and enunciation.
5. To encourage the child to speak easily and to use good English.
6. To insist upon good habits of reading from the first.
7. To give the child as pleasurable experiences as possible so that he will develop the right attitude toward reading.

Building Up a Reading Programme About Children's Activities

The teacher may use:

1. Pictures, objects, and pets which supply accurate information related to the questions concerned;
2. Pictures that give pleasure, related to the child's interest, with a descriptive sentence printed beneath them;
3. A reading table containing picture books, supplementary reading material, and perhaps a child's magazine or two;
4. An interesting bulletin board hung low enough for the children to observe it;
5. Charts:
 - (a) Experience charts already referred to.
 - (b) Action charts. These enable the child to do what he reads silently.

- (c) Colour charts. Colour words should be introduced early because of their seat-work value.
- (d) Charts based on the Basic Primer material. (See Manual to Basic Reader, grade I.)

The Pre-Primer charts should contain all words used in Part One of the Primer. (i.e., between 80 and 90 words.)

The charts should be done in large letters with liberal spacing between the words and between the sentences.

All charts should be made in duplicate, the second chart to be cut first into sentences, then into phrases and lastly into words.

From the very beginning train children to read silently before reading orally.

Children should be re-grouped as required by their individual progress. Opportunity for re-grouping offers one of the best means for providing for individual differences.

Many excellent and attractive Pre-Primers are obtainable at small cost, but where the supply of Pre-Primers is limited, it is advisable for the teacher to make a few small booklets which the children learn to use before being given the prescribed Primer.

Ear-Training

This is a very important feature of the Pre-Primer period. It should be started almost at the outset of the child's school career, and continued until he is really ear-minded to speech sounds.

Begin with the following exercises and continue until the children are ready for phonics:

1. What does the cow say? the sheep? duck? hen? kitten? cat? owl? pigeon?
2. What says "quack"? "baa"? "moo"?
3. What does the clock say? the big bell? the little bell? the train? the engine?
4. Action games. The teacher sounds words slowly and the children respond by doing the action, e.g., s-t-a-n-d, ho-p, si-t, s-lee-p, c-la-p, ju-m-p, m-ar-ch.
5. Touch the parts of the body in the same way.
6. Teacher sounds the colour words. Children name or point to the colours.
7. Animal names.
8. Names of objects sounded slowly.
9. Initial sounds of children's names. Teacher tells children to watch her mouth as she is going to begin someone's name. Teacher says "M". Anyone whose name begins with "M" comes to the front.
10. Initial sounds of names of objects. Children who see an object starting with that sound may touch it.
11. Phonograms. Teacher says, "I'm thinking of a little animal whose name begins with ca", etc.
12. Ask the children to finish words, e.g., The teacher says "ru". The children answer "run", etc.
13. Teacher says, "Tell me a word that starts like cat", etc.
14. Rhyming words.

PRIMER PERIOD

THE INITIAL PERIOD OF READING

To guard against mere memorization of the Primer with page pictures as a key, the child should be discouraged from taking his basic book home except upon *very special* occasions. All reading from the prescribed Primer should be done in school. The child should, however, be encouraged to read from other books both at home and at school.

Objectives

1. To read the prescribed Primer.
2. To extend the eye-span (i) by phrase drill, (ii) by re-reading easy, interesting material.
3. To train the children to read a whole page or section of page for comprehension, and to find the answer to a given question.
4. To work for the elimination of lip-movement and vocalization.
5. To get new words from context and through phonics.
6. To enable the pupils to recognize at least two hundred words and common reading phrases.
7. To sound out simple new words.

Reading

1. Continue the use of charts throughout Part Two of Primer at least, and in many cases it will be found advisable to continue the charts throughout the entire primer period.
2. Frequent use should be made of (i) sentence drill, (ii) phrase drill, (iii) word drill.
3. Continue Experience charts.
4. Read supplementary Primers and Pre-Primers with suitable vocabularies.

NOTE: All blackboard reading lessons must be printed in short, uniform lines and correctly spaced and phrased.

Phonics

A modified form of phonics which contributes to a rapid visual analysis of unknown words is a desirable counterpart of a system of word recognition.

Phonic instruction must be kept, however, as closely related as possible to reading. It must not become mere mechanical instruction.

With respect to teaching methods, most authorities recommend that teachers:

1. Begin phonetic instruction with an analysis of the words in children's sight vocabularies;
2. Set aside separate periods for teaching phonics;
3. Teach the easiest sounds such as "m" and "s" before the difficult ones such as "b" and "p";
4. Give different children different amounts of phonetic instruction, according to their needs;

5. Carefully relate the work in phonics to a rich reading programme.
6. In all phonetic training, deal with words as units, the teacher underlining or covering up parts of words to emphasize phonetic elements.

Phonetic Activities

1. Arrange words used in charts according to their initial sounds. (Omit such words as "all" from word-lists under "a", and "she", etc. from word-lists under "s".)
2. Make phonic picture-charts. (Somewhat on plan of the old nursery Alphabet Books.) Each child should have his own chart. These charts may be fastened together in booklet form and used as "phonic dictionaries."
3. Make other lists of new words as they are taught. Continue until the children are able to recognize all the important letters of the alphabet and give their sounds.
4. Arrange some words according to final as well as initial sounds.
5. Pronounce a word orally and ask if the given consonant is the beginning or the end of the word, e.g., "T" is the consonant chosen and the teacher gives the words "bat" and "Tom."
6. Teach initial consonant blends, i.e., blend the short vowel sounds with initial consonants. These are known as phonograms, e.g., ma, ta, ba, sa, pa, ro, lo, co, de, ne, etc.
7. Change the word by adding the final "e". (A final "e" at the end of the word usually makes the vowel in the word say its own name.)
8. Promote the mastery of word elements by underlining, for example, the "th" in *thick*, *thin*, *thank*, etc. Then add "th" to *ank*, *ink*, etc.
9. Draw attention to initial blends.
 - (a) initial blends, e.g., *ma* in *mat*, *mass*, *man*, *map*,
 - (b) family blends, e.g., *and* in *sand*, *band*, *hand*,
 - (c) syllables.
10. In lists of words having certain similarities, have the children underline the part that is alike, e.g., *now*, *row*, *bow*, *how*.
11. List words that can be made into new words by adding "ed", "ing", "est", "er".
12. List rhyming words.
13. Continue ear-training.

BOOK ONE PERIOD

1. Continue phrase and word drill.
2. Continue phonics and ear-training.
3. Give daily silent reading as training in comprehension.
4. Continue work for extending the eye span. Give the pupils practice in reading aloud in longer thought groups.
5. Devote some time each day to "free reading" and keep a list of the supplementary readers read by each child. Occasionally test the children on the supplementary books which they have read silently to ascertain to what extent they have grasped the content of the books read.

6. The rate of introduction of new words should be controlled for both beginners and retarded readers. Give specific word-recognition drills as preparation for a reading lesson in which the words will be practised immediately.
7. Supplementary reading material for beginners should be selected in terms of vocabulary and interest appeal.
8. *Make the learner aware of small increments of growth.*
9. Reading should never be forced upon a child as a disciplinary measure.
10. The child requiring extra help in reading should never receive such instructions at a period when the others in his group are employed at some activity particularly enjoyable to the child.

The following characteristics distinguish the pupil who has satisfactorily completed the requirements of the initial period in learning to read:

1. He becomes absorbed in the content of interesting selections and books when reading independently.
2. He reads silently with few or no lip movements.
3. He asks questions about and discusses intelligently the content of what is read.
4. He reads aloud clearly, and in thought units, rather than by individual words.
5. He uses various aids independently in recognizing unknown words.
6. He recognizes and interprets the significance of certain typographical devices, such as period, question mark, and quotation mark.
7. He handles books with care, opens and turns pages properly, knows the order of paging, and is able to find readily what he is looking for.
8. He attains a grade score of 2.0 or above on standardized silent reading tests.

REMEDIAL READING

Why A Remedial Programme is Necessary

1. It has been proven that from 8 to 20% of the children need it.
2. Reading disabilities prove a hindrance to subsequent school progress.
3. The relation between reading disabilities and personality and character justifies a remedial reading programme.
4. A remedial programme supplements in an essential and helpful way the regular reading instruction. It also aids those who recognize their inability to read and want to help themselves.

All remedial work must be preceded by diagnosis.

DIAGNOSIS

Descriptive

1. What reading level has this child reached?
2. How far below expectation is his reading level?
3. Are all types of reading equally retarded, i.e., oral, silent, vocabulary, and word recognition?

4. What are the particular characteristics of the child's reading?
5. What has been the child's experience hitherto?
6. What is the child like as an individual, apart from reading?
7. How does the child respond to his reading difficulties?
8. How does the child's mental age compare with his chronological age?

Causative Factors

Constitutional, i.e., physical, visual, auditory, or motor defects; intellectual; emotional; educational; environmental.

Visual Difficulties

Excessive reversals; line skipping; word and letter omissions; repetitions; slow rate of reading; errors in words of similar configuration; unusual position of holding book; evidence of eye-strain.

Auditory Difficulties

Excessive errors in vowel and consonant sounds; additions and omissions of sounds; speech defects in conversation; confusion of words which sound nearly alike; inability to use phonics as an aid to word recognition; inattention while others read aloud; misunderstanding oral directions.

Poor Motor Control

General clumsiness; poor co-ordination; jerky and spasmodic movements; erratic behaviour; skipping lines and losing place in reading; stammering during oral reading; variation in rate of reading; erratic, uncontrolled eye-movements.

Physical Debility

Inability to concentrate on reading; apathetic, listless behaviour; yawning, fatigue and sleepiness; irritability; hyperactivity, and nervousness.

For remedial exercises to overcome reversals, substitutions, repetitions, and other difficulties consult a good textbook on remedial reading.

Means of Detecting Child's Difficulties

1. Intelligence and achievement tests may be given. These tests should be given at the first of the year, so as to give the teacher a basis for planning work.
2. Informal tests. These tests are a very important means of diagnosis and any teacher can construct and administer them.
3. A study of the child's history and previous school record should be obtained. The teacher should know something of the child's physical condition.
4. Teacher's judgment. A child's response to schoolroom procedure, not only in reading but in other activities, is a very important indication of the child's ability.
5. Use of Charts.

CHART TO DETECT READING DIFFICULTY

	Tom	Bill	Mary	Jack	Hazel	Helen	Total
Moves lips when reading silently	x	x	x	x		x	5
Points with finger	x		x	x		x	4
Repeats groups of words		x			x	x	3
Holds book in unusual position			x	x	x		3
Looks up at teacher constantly	x					x	2
Reads very slowly	x		x	x	x	x	5
Confuses words which sound nearly alike		x	x	x			3
Guesses at words		x	x	x			3
Unable to attack new words	x	x	x	x			4
Spells out unfamiliar words	x				x	x	3
Omits words		x	x				2
Inserts words		x	x				2
List other specific defects							
Total	6	7	9	7	4	6	

INFORMAL TESTS

The following programme can be varied and used as a remedial programme:

1. Test on word meaning:
 - (a) Hectograph sheets of words to match pictures,
 - (b) Classifying a large number of words under definite headings, e.g., colours, furniture, toys,
 - (c) Word recognition, the children marking the word as the teacher says it,
 - (d) Reading a list of words that have been taught.
2. Test on phrases:
 - (a) Flash cards to match pictures,
 - (b) Acting out phrases.
3. Test on sentences:
 - (a) Answering prepared questions by selecting an answer from a group of mis-arranged possible answers,
 - (b) Comprehension of sentence by telling whether false or true,
 - (c) Making drawings illustrating sentences or simple paragraphs,
 - (d) Answering simple factual questions,
 - (e) Completing simple sentences,
 - (f) Arranging sentences in proper sequence,
 - (g) Carrying out directions.
4. Various adaptations of "Yes and No," completion, selection, multiple choice, and matching tests.

REMEDIAL EXERCISES

Poor Motor Control

See exercises given under *Readiness for Reading* stage, pages 63 and 64.

Poor Phonetics

Start with the easiest single sounds. Increase ability to blend and to distinguish sounds.

Poor in Language Facility

Give exercises to build vocabulary and to use sentences.

Comprehension

Pupils read silently and comprehension is checked by:

1. (a) Answering various types of questions,
- (b) Drawing pictures to illustrate what has been read,
- (c) Collecting main points read,
- (d) Analysing incidents in proper sequence;
2. Lessons in which the pupil reads to gather information on a problem set before the reading is done;
3. Lessons in which the pupils read to prepare for dramatization;
4. Lessons in which pupils read to follow directions;
5. Lessons in which pupils read to take part in discussion.

Short Eye Span

Give short exposure exercises.

Long Fixation

Encourage rapid reading.

Regression

Give easy material for rapid reading.

GRADES II and III

THE PERIOD OF RAPID PROGRESS IN FUNDAMENTAL ATTITUDES, HABITS, AND SKILLS

During this period some of the aims in reading are:

1. To develop permanent interests in reading.
2. To extend the experience of the child beyond his immediate environment.
3. To help the child to become an intelligent citizen through the development of desirable attitudes and skills.
4. To provide a wholesome use of leisure time.
5. To enlarge the vocabulary.
6. To develop habits of intelligent interpretation of reading in the various purposes for which it is used.
7. To increase the speed of reading with adequate comprehension using the following techniques:
 - (a) More rapid word recognition,
 - (b) Increased independence in word recognition by means of the context and phonics,

- (c) Increase in span of recognition,
 - (d) Decrease in number of fixations per line.
8. To read in thought units.
 9. To train pupils in skilful use of books—how to open the book and turn the pages properly, how to use the table of contents and word lists, etc.

Materials For Reading

1. Basic Readers.
2. Flash cards for drill exercises.
3. Incidental reading material—weather charts, natural science data, news items, and blackboard directions for seatwork activities.
4. Co-operative charts connected with various projects. These may be written first on the blackboard and then on large cards to be reread frequently.
5. Books of poetry and stories to be read by the teacher for the enjoyment and information of the children.
6. Books and magazines for independent reading by the children for recreation. Some of the books should be very simple for the slower pupils. It is very important that the material be interesting and attractive in appearance.
7. Bulletin Board displays.
8. Picture dictionaries.
9. Games and puzzles.
10. Work books.
11. Word-builders, sentence-builders.

Organization of Classes

Most primary classes fall naturally into three divisions and, where possible, should be grouped accordingly, changes being made from time to time as seems necessary. At the beginning of the year the teacher should test her class in comprehension, word recognition, and rate. Poor habits should be noted and children with the same difficulties grouped together for instruction. Most effective work can be done in the weakest section of the class if the group is small. Sometimes these children must be taught individually.

Each group should have two reading lessons a day. During the first part of the year the slower groups in Grade II should use books of first reader difficulty. This plan helps to develop desirable attitudes and habits. The best group might be given a great deal of free reading and special cases dealt with in these periods.

Opportunities for expression through constructive activities, dramatization, drill, and through enjoyment in doing what one can do well, should constantly reinforce the work in reading both in the class and when children are working independently.

In silent reading the pupil is given the opportunity to practise the necessary techniques for effective reading, both oral and silent, but through silent reading especially, rate and span of recognition are increased.

Recreatory Silent Reading

There should be in every classroom a good selection of suitable library books ranging in difficulty from the reader of the preceding year to that of the following grade. A few sets of readers in addition to the basic text should be provided. Pupils should be given a few minutes of free reading every day.

Reading Readiness

The techniques of Reading Readiness should be used to give children the preparation needed for understanding and enjoying the material they are to read. In the past this term has been applied chiefly to beginner's reading but it now has a wider application. It deals with both the mechanical and the thinking aspects of reading and, as the time given to the teaching of mechanics is reduced, more emphasis in Reading Readiness is placed on the experiences, information, and vocabulary needed to appreciate the selection being read. This background may be provided through activities, discussions, and picture study.

Objectives in Silent Reading

1. Ability to read comprehensively for enjoyment.
2. Ability to gather information.
3. Ability to use information gained in reading.
4. Ability to organize and evaluate material read.
5. Ability to follow directions.
6. The ability to skim material rapidly and select essential data.
7. To develop habits of intelligent interpretation.
8. To develop and train the power of imagination.
9. To read with few or no lip movements and without finger pointing.
10. To develop the habit of concentrating on content rather than symbols.
11. To develop the habit of carrying a problem in mind while reading.

Silent Reading Activities

1. Using question and answer method:
 - (a) Children read question silently and answer orally,
 - (b) Children read question and write answer,
 - (c) Children read material and formulate questions to ask class,
 - (d) Children read selection and teacher questions them on it.
2. Reading for information and then:
 - (a) Filling blanks in sentences,
 - (b) Choosing the correct word,
 - (c) Labelling statements "true" or "false",
 - (d) Matching words or groups of words.
3. Preparing to dramatize a story:
 - (a) Using words,
 - (b) Pantomime,
 - (c) Puppets.

4. Illustrating ideas gleaned from reading:
 - (a) Drawing,
 - (b) Modelling (plasticine, soap, clay, wood),
 - (c) Paper cutting and assembling to make a picture.
5. Organizing a selection into thought units.
6. Following blackboard directions for various activities—reading, hand-work, writing, duties about the room.
7. Answering a Comprehension Test:
 - (a) Children are given time to read a new selection which contains few reading difficulties and are then tested for comprehension,
 - (b) Teacher tests for both rate and comprehension by placing time limit on reading of selection.
8. Assembling and sorting words, phrases, or sentences.
9. Reading for information on a subject which has been under discussion, e.g., Eskimo life.

Oral Reading

1. In the early stages of learning, oral reading helps the child to associate the meaning with the symbol.
2. It facilitates the habit of accurate recognition of words.
3. It provides the teacher with a check as to the accurate recognition of words and meaning.
4. It serves as a means for the development of the organs of speech.
5. It provides an opportunity for the training of the child's voice to express various moods.
6. It enables the child to get a feeling for good structure in language.
7. It gives opportunity for the appreciation of rhythm in poetry.
8. It gives an opportunity to read aloud simple material at sight.

Work Type of Oral Reading

1. Group Lessons:

The purpose is to provide definite standards of oral reading—voice, enunciation, posture, etc. Teacher and children may give constructive criticism.

The basic reader may be used for these lessons. Motivation may be provided by having pupils read aloud:

- (a) To answer questions asked by the teacher,
- (b) To tell what happened next in the story,
- (c) To tell what a certain person did,
- (d) To describe someone in the story,
- (e) To practise the parts that could be used in a play,
- (f) To verify a point,
- (g) To tell the parts of a story that could be illustrated,
- (h) To indicate the most interesting part of a story,
- (i) To show appreciation of rhythm, rhyme, choice of words, etc.

2. Drill Lessons:

- (a) Word and phrase drill—on the blackboard, on cards. Make use of various devices and games found in magazines and manuals.
- (b) Speech games to give practice in the use of certain sounds.
- (c) Practice of parts of a selection in preparation for dramatization.
- (d) Memorization of poems.

3. Phonics:

Pupils have already learned to analyse known words to some extent to discover what a certain combination says e.g., 'ar' from 'car'. Many, however, will still need a great deal of help in both analysing words into sounds and in combining these sounds to form new words.

- (a) Consonant blends, such as st, br, gl, etc.,
- (b) Short and long vowels, the latter including oa, ee, ea, ai, ay,
- (c) Combinations such as sh, ng, ar, er, ir, or, ch, th (voiced), th (breathed), ow (cow), ou (out), oy, oi, wh, aw, a (all), wa (was), ow (snow, ew (new), etc.

Phonetic Activities

1. List words for each sound in a phonic work book.
2. Make an illustrated work book. In this the pupils list only the words that can be illustrated and draw a picture for each word written.
3. Build a phonic chart. One well known word is written for each sound and that sound written separately beside it, e.g., out—ou.

Oral Reading—Recreatory

This type of oral reading is not concerned with the skills. Its purpose is to encourage children to use their imagination and to do creative thinking. The child should feel the experiences suggested by the poem or story and the teacher does not attempt to correct errors made at this time. An exercise has distinct social value when it permits an individual to bring pleasure to others by reading to them and children should be encouraged to bring books to school and read from them sometimes to the class.

Activities

1. Oral reading by the teacher;
2. Oral reading by the children, with an audience situation (by groups);
3. Oral reading by the children, with an audience situation (individual);
4. Reading of short simple book reports to the class, by individuals;
5. Correlating music and poetry;
6. Dramatizing stories.

STANDARDS OF ATTAINMENT

Pupils who complete satisfactorily the third year of development in reading exhibit the following attainments:

1. They have established the habit of reading independently.
2. They interpret accurately the materials related to other curricular fields.

3. They seek reading materials that relate to activities in which they are interested.
4. They read more rapidly silently than orally.
5. They are able to read at sight materials suited to their stage of development.
6. They show increasing skill in combining contextual clues with visual and auditory elements in recognizing unfamiliar words.
7. They show increasing ability to make adjustments required when reading for different purposes.
8. They exhibit rapid progress in acquiring wholesome and diversified reading interests.

By the end of the third year a child should read suitably graded story books using the vocabulary of the Gates fifteen-hundred word list at a speed of about 95 words per minute and with a comprehension of 90 to 100 per cent. A comprehension of 90 per cent means that, by looking at the book open before him, the child is able to answer nine out of ten questions that may be asked him regarding the content of a passage or story. Answering questions with the book closed is a test of memory, not a test of comprehension.

Graphs

Simple class or individual graphs will stimulate interest and enable pupils to compare their own records from time to time.

A SUPPLEMENTARY LIST OF READING ACTIVITIES FOR PRIMARY GRADES

These are not arranged in order of difficulty and should be selected to suit the requirements of the class.

1. Illustrating, e.g.,
A poem you like,
A Mother Goose rhyme,
Various parts of a story.
2. Drawing pictures to illustrate riddles, e.g.,
I am little.
I like milk.
I say "Mew-Mew".
Draw my picture.
3. Writing original riddles.
4. Reading orally from books brought to school.
5. Following directions, e.g.,
Add a letter to 'kate' and make something on which to slide,
Add a letter to 'age' and make a bird's house,
Add a letter to 'top' and make it stand still.
6. Supplying rhyming or single words, e.g.,
A little brown mouse
Lives under our _____.
7. Finding travel words, e.g.,
Select and write the words used in connection with a train: conductor, gasoline, station, cabin, passenger, dock, engineer, garage, etc.

8. Classifying words, e.g.,
Put the things made of wood under the word *wood*, things made of iron under *iron*, things made of cloth under *cloth*: table, chair, desk, house, pencils, stove, dress, cap, engine, etc.
9. Placing the name of a story after each phrase, e.g.,
A bowl of porridge,
Jump over the stile,
The sky is falling,
Glass slipper, etc.
10. Dramatizing stories or events or experiences.
11. Matching story units with pictures.
12. Making booklets and scrap books.
13. Labelling objects and pictures.
14. Reading to find answers to specific questions.
15. Finding small words in larger words, e.g., nothing, indeed.
16. Using small words to make larger words, as:
to, in — into
other, an — another.
17. Making families of words, as: mad, bad, sad, had.
18. Writing the word that does not belong in a list, as:
plate, saucer,
orange, cup.
19. Drawing a line under the words in each line that do not look like the first word in that line, as:
no no on no on no
was was saw was was saw.
20. Drawing a line under the word that makes sense, as:
(tied)
The old man was (tried) and hungry.
(tired)
21. Filling blanks in easy sentences to distinguish between words such as:
even, ever, every, very
though, through, throw, thought.
22. Making a picture dictionary.
23. Matching opposites, e.g., *long*—light, thin, short, big.
24. Matching similars, e.g., *warm*—cold, hot, thin, weak.
25. Completing lists of words in certain classes, e.g.,
colours—white, blue, brown _____,
fruits—apple, orange, pear _____,
animals—horse, cow, dog _____.
26. Holding a reading party to which mothers may be invited.
27. Organizing a reading club.
Reading stories and informational articles about: plant and animal life; toys, pets, and sports; children of other lands; workers in the community who help us; early pioneer days.
28. Arranging a group of sentences in sequential order.
29. Learning how to use "The Table of Contents" in a book.
30. Forming the habit of reading for a definite purpose.
31. Making questions to ask others after reading a selection.

32. Taking turns in telling experiences similar to those read about.
33. Looking through various books to find material related to a certain topic.
34. Making and using a library corner.
35. Completing an unfinished story orally.
36. Memorizing and reciting gems of poetry.

A BASIC SIGHT VOCABULARY OF 220 WORDS

DR. E. W. DOLCH

These 220 words make up 50 to 75 per cent of all reading matter usually found in school books. They should be recognized *instantly* by good second grade readers and by average third grade readers.

a	come	grow	make	round	together
about	could		many	run	too
after	cut	had	may		try
again		has	me	said	two
all	did	have	much	saw	
always	do	he	must	say	under
am	does	help	my	see	up
an	done	her	myself	seven	upon
and	don't	here		shall	us
any	down	him	never	she	use
are	draw	his	new	show	
around	drink	hold	no	sing	very
as		hot	not	sit	
ask	eat	how	now	six	walk
at	eight	hurt		sleep	want
ate	every		of	small	warm
away		I	old	so	was
	fall	if	on	some	wash
be	far	in	once	soon	we
because	fast	into	one	start	well
been	find	is	only	stop	went
before	first	it	open		were
best	five	its	or	take	what
better	fly		our	tell	when
big	for	jump	out	ten	where
black	found	just	over	thank	which
blue	four		own	that	white
both	from	keep		the	who
bring	full	kind	pick	their	why
brown	funny	know	play	them	will
but			please	then	wish
buy	gave	laugh	pretty	there	with
by	get	let	pull	these	work
	give	light	put	they	would
call	go	like		think	write
came	goes	little	ran	this	
can	going	live	read	those	yellow
carry	good	long	red	three	yes
clean	got	look	ride	to	you
cold	green		right	today	your
		made			

INTERMEDIATE DIVISION (Grades IV, V, VI)**THE PERIOD OF WIDE READING TO EXTEND AND ENRICH
EXPERIENCES AND TO INCREASE READING EFFICIENCY****The Relation of Literature to Reading**

Literature is most appreciated and makes its best contribution when it is approached in a recreational mood of curiosity and not in the way of study and work. Enjoyment is recognized as an essential factor in developing appreciation. In many schools there is a separate reading period for recreational reading and this period is one to which pupils look forward with delight. In this period the approach to and consideration of any literary selection is not analytical but recreative. Many reading experiences are provided, including free reading, oral reading in an audience situation, silent reading to prepare for later discussion, dramatization, book reviews, the memorization of poetry, the singing of poetry set to music, etc.

The amount of independent reading for pleasure has been greatly increased through the enjoyment of literature in the reading period, and the close relationship between literature and the other fields of the curriculum has been emphasized in recent years.

The chief avenues of learning are reading, hearing, observing, experiencing, creative thinking, and spiritual understanding. The study of life through literature will make use of all these avenues. The course of study in leisure reading for the intermediate grades should be a constructive medium through which the teacher may guide and direct the pupils to a fuller and richer interpretation, enjoyment, and appreciation of life than would otherwise have been possible.

Main Types of Reading Activities

The main types of reading activities or lessons in these grades are:

1. Preparatory exercises (on blackboard, in workbook, or in text);
2. Group interpretative reading (class-fashion procedure with same selection in hands of all in the group);
3. Individual recreative reading and related activities;
4. Work-type and practice reading (silent):
 - (a) Practice for speed in cursory reading.
 - (b) Practice for skills in careful or study reading;
5. Special systematic vocabulary lessons:
 - (a) Exercises related to fluency, accuracy, and independence in word recognition,
 - (b) Exercises related to word meanings;
6. Practice in oral reading:
 - (a) Group reading:
 - (1) Rereading prepared selections,
 - (2) Sight reading of new selections,
 - (3) Practice following silent reading,
 - (b) Individual remedial practice;
7. Audience reading;
8. Reading in connection with other activities and subjects: incidental, correlated, integrated reading.

Group Instruction

Experience has shown that a fifth grade class is often made up of pupils ranging in reading level from third grade to seventh grade, and that the reading material suited to those on the fifth grade reading level would not be suited either to the poorer readers or to the better readers in the class. It is highly important to provide easier material for the poorer readers in the class, since it is highly important to have them practise with reading material upon a level of difficulty comparable to their comprehension level in reading. In this case grouping for reading instruction would be on the basis of grade scores secured on a power test revealing a child's level of comprehension, e.g., *New Stanford Reading Test* or *The Metropolitan Reading Test* (Grades IV-VIII).

If standardized tests are not available the teacher will have to group her pupils on the basis of improvised, informal tests supplemented by her judgment of the child's ability as gained in connection with various reading activities.

If uniform material is used in the reading instruction of the class-fashion type, individual differences should be provided for by flexible assignments, by giving attention to those with common weaknesses during periods allotted to free reading, and by providing individual practice for extreme cases.

Oral or Silent Reading?

The reading situations of life show that an adequate reading programme will provide instruction in both oral and silent reading. Investigations show that, because of its greater value in terms of frequency of need and relative effectiveness, the emphasis must be placed on silent reading. This does not mean that oral reading should not be taught. In fact, the reading requirements of life make it necessary to teach the right sort of oral reading, but in terms of the needs and values of life the most time and energy must be directed at intelligent instruction in silent reading.

The Value of Oral Reading

1. It facilitates the development of habits of accurate recognition and serves as a check upon the completeness of the association formed.
2. It serves as a means for the development of pleasant, well-modulated voices.
3. It improves oral diction.
4. It helps to develop desirable personality traits, e.g., poise and confidence.
5. It presents an opportunity for inculcating social responsibility. The reader who realizes that he owes his group the best he has to give has learned an important lesson in pleasant social relationships.
6. It creates a feeling for effective language structure.
7. It encourages creative thinking by helping the reader to submerge himself in the thoughts and emotions of the writer.

Teachers would do well to remember:

1. That the technique of oral reading cannot be effectively taught incidentally, but that a time must be set aside for learning the art;
2. That the teacher with a pleasant voice, accurate speech, and a knowledge of the fundamentals of voice production can do more for the oral reading of her pupils through the models that she presents than can any amount of practice or drill on the isolated technique of speech;

3. That the co-operative setting up of standards by which oral reading shall be judged is more effective than a great deal of extemporaneous criticism of individual readers;
4. That the material read should be something that the group actually wants to hear.

Diagnosing Silent Reading

In analysing silent reading ability three questions must be answered:

1. *What can the pupil read?* To answer this question it is necessary to find out what kinds of reading matter can be read in a reasonably satisfactory fashion.
2. *How does the pupil read?* This demands an investigation into the pupil's attack on words, fluency, attentiveness, etc.
3. *Why have the difficulties arisen?* Before this can be answered a careful investigation must be made into the pupil's intelligence, physical status, and the other factors related to reading difficulties.

What to Measure in Silent Reading

1. The most important thing to measure in silent reading is the *level of difficulty* at which a child can read. The most accurate estimate can be obtained by using standardized tests.
2. Most silent reading tests include a separate section for measuring *vocabulary*. Each test word is usually given in a short sentence, with several synonyms from which the correct one is to be selected.
3. *Speed* of silent reading is measured on material which is of the same level of difficulty throughout. A time limit is set and usually a question is asked on each of a large number of short paragraphs of equal difficulty.
4. *Accuracy* in silent reading is measured in terms of the proportion of correct answers on a comprehension test to the total number of questions answered.

Informal Measurement of Silent Reading

Informal tests of reading rate are easy to give and should be administered from time to time as a routine procedure in reading instruction. A simple way to measure rate is to start the pupils off together and measure the time necessary for each child to finish the selection. The pupils should be advised to read at their normal rate and should be told that they will be questioned about the selection when they finish. They should be instructed to look up when they finish and copy on their papers the number that is written on the board or displayed on a card. The teacher should expose a new number at regular intervals; every ten or fifteen seconds will give sufficient accuracy. Knowing the number of words in the selection the teacher can prepare in advance a little table which gives in words per minute the rate corresponding to each number.

Remedial Instruction

1. Remedial instruction should be based on diagnosis. The slogan "teach, test, re-teach" sums up briefly a good deal of educational wisdom, but when children are scheduled for remedial work the slogan needs a little modification. It should read "test, teach, re-test".

2. Without good motivation a remedial programme is sure to be ineffective. It depends on three factors: the way the child is treated by the teacher, the extent to which the subject is made attractive and interesting, and the degree to which he experiences success in it.
3. As the child's reading improves, the difficulty of the materials should be gradually increased but care must be taken not to introduce too much new material at one time.
4. Progress charts should be used freely.
5. Retarded readers should be given reading material which is not more difficult than the grade level at which they can read successfully. A book intended to provide practice in fluent reading of easy material should not have more than two or three words in a hundred running words that are unknown to the child.
6. Basal readers with a carefully controlled vocabulary are recommended, but story books, informational books, work books, and newspapers can be employed to give variety and richness to a remedial programme. See *Remedial Reading* for primary and senior grades. These suggestions may be adapted to the needs of pupils in the intermediate grades.

Improving Comprehension, Fluency, and Speed

Lack of ability to understand reading material may be due to:

1. *Low general intelligence.*
2. *Inadequate skill in word recognition.* Above the fourth grade level, difficulties in word recognition are more apt to involve long words than short words. Syllabication and looking for words within words will be found helpful devices. There is a close relationship between success in reading and success in spelling. Good readers are sometimes poor spellers but readers who are poor in word recognition are rarely, if ever, good spellers.
3. *A scanty meaningful vocabulary.* Vocabulary tests should be employed to afford opportunities for introducing and teaching new words:
 - (a) Synonyms, e.g., List all the words you can think of that mean about the same as *happy*.
 - (b) Opposites, e.g., Underline the word that means the opposite of curved: twisted, bumpy, round, straight.
 - (c) Classification, e.g., (1) Make a list of all the kinds of clothing you can think of (or jobs, colours, animals, vehicles, etc.). (2) What are the parts of: an automobile? a plant? a city government?
 - (d) Analogy, e.g., *good* is to *bad* as *light* is to: bright, naughty, dark, happy.

Pupils must be stimulated to take advantage of the opportunities for self-help offered by dictionaries. Vocabulary note books are effective in encouraging use of dictionaries.

4. *Lack of ability to read in thought units.* Word by word readers need to be taught to read phrases. Oral reading by the teacher and choral reading by a group will help weak readers to develop a feeling for the way words should be grouped in reading. There should be abundant practice in reading sentences, with a specific question asked about each sentence (who, what, where, when, how, why).

As a child improves his word recognition, enlarges his vocabulary, learns to read in phrases, and recognizes the use of punctuation marks, his ability to read improves.

5. *A rate of reading which is inappropriate for the kind of material being read.* A child may show one of three patterns:

- (a) He may be retarded in both rate and comprehension. In this case speed should not be emphasized at all until there is an adequate basis for reading with understanding.
- (b) He may have a satisfactory rate but poor comprehension. This child may be a context reader whose difficulty is due in part to inadequate word recognition techniques. Again, the trouble may be simply due to an attempt to employ a rapid or skimming rate on material which requires careful reading.

- (c) He may have satisfactory comprehension but be excessively slow. This is the easiest of all remedial problems and considerable improvement may confidently be expected in most cases. If we regard inadequate eye movements as symptoms of poor reading habits rather than causes of them, we may assume that the major cause of slow reading is lack of enough practice in reading easy material and lack the motivation to improve speed. The procedure is to explain to the child the importance of increasing his rate of reading and then to test his rate frequently by means of *informal* speed tests. Relatively easy material should be used for these tests. Each child should have a graph or table on which he enters his performance after each test and should be encouraged to try to improve his rate on each test.

The following *standards* are suggested for silent reading:

Grade IV: 120 to 130 words per minute.

Grade V: 150 to 160 words per minute.

Grade VI: 180 to 200 words per minute.

6. *Not enough practice in reading varied kinds of materials for specific purposes.* *Recreational reading* involves reading stories for pleasure or reading selections to appreciate humour or beauty of description. It does not ordinarily demand highly concentrated attention or careful noting of details. *Work-type reading*, on the other hand, is similar in meaning to "studying", and involves discovering the main thought, finding the answers to specific questions, outlining and summarizing, following directions, etc.

Children need special help in reading social studies materials. An intermediate or senior pupil does not possess a general skill in reading; actually, he possesses a number of different skills and as he reaches higher grades he needs more and more of these specialized skills. Special training should be given in:

- (a) locating information in reference books,
- (b) reading maps,
- (c) selecting main topic and supporting details of a selection,
- (d) taking notes from one's reading,
- (e) seeing connections between a series of related events,
- (f) discriminating between relevant and irrelevant material,
- (g) recognizing a difference between facts and opinions,
- (h) helping to plan a report to a larger group.

STANDARDS OF ACHIEVEMENT

The following characteristics are exhibited by pupils who complete satisfactorily the requirements of this stage of development in reading:

1. They can read orally selections of both informational and literary character with fluency, proper emphasis, and good expression of thought.

2. They have acquired strong motives for and keen interest in reading for information and pleasure, and devote time regularly to recreational reading.
3. They can read new easy sixth grade stories silently at the rate of two hundred words a minute with a fair grasp of content.
4. They show versatility in combining context clues, inspectional analysis, and phonetic knowledge in recognizing new words.
5. They are familiar through reading with numerous aspects of human activity.
6. They are able to use economically and skilfully books, dictionaries, encyclopedias, and other sources of information used in their reading and study activities.
7. They are able to make a grade score of 7.0 on a standardized power test in comprehension in silent reading.
8. They have a fairly good knowledge of synonyms, antonyms, homonyms, prefixes, and suffixes of rather frequent occurrence in reading material on a sixth grade level.

READING ACTIVITIES FOR INTERMEDIATE GRADES

1. Developing ability to make appropriate emotional response to content of reading by:
 - (a) recalling related experiences,
 - (b) attempting to show how a character felt in a given situation,
 - (c) justifying or condemning the behaviour of a character.
2. Looking through library books, sets of readers, etc., to find material related to a certain topic.
3. Developing the ability to derive meanings from the content of reading by:
 - (a) using the context as a means of arriving at the meaning of words and phrases,
 - (b) making interpretation of passages,
 - (c) trying to see relationship between events,
 - (d) anticipating the sequence in which events are to follow.
4. Reading stories about the problems of modern industry.
5. Reading stories dealing with the work carried on in the community.
6. Providing classroom situations calling for purposeful reading in connection with social studies.
7. Verifying statements by reading.
8. Practising reading "between the lines".
9. Completing an unfinished story orally.
10. Forming the habit of looking closely at new words as they occur in reading material and keeping a list in a note book.
11. Skimming to locate information by reading only paragraph headings.
12. Using reading material as a basis for writing short plays.
13. Dividing a story into four or five parts and writing a heading for each part.
14. Reading aloud to give evidence supporting one's opinion.
15. Reading frequently before an audience to overcome timidity and self-consciousness.

16. Impersonating two different characters to try to show different qualities of voice.
17. Studying stories and poems about people in other places and other times.
18. Collecting information that will aid in the solution of a problem.
19. Reading to get precise directions for making or doing something.
20. Trying to discover cause and effect relationships, e.g., Why are steel mills often located near coal mines?
21. Reading to note details, e.g., Present a selection about one page long, and follow it by a number of questions about specific points in the selection.
22. Selecting the best of several suggested titles for a paragraph or selection.
23. Reading to predict the outcome of given events.
24. Finding answers to questions based on selections in reading and literature.
25. Dramatizing a selection.
26. Searching in books to check the accuracy of statements and answers.
27. Illustrating the material read.
28. Giving a summary of a selection.
29. Making short oral reports on books read, with the purpose of helping others to locate interesting books.
30. Taking part in character impersonations and pageants.
31. Enjoying and understanding literary stories with a dominant supernatural element.
32. Enjoying poems and stories in which word music and sensory imagery are especially important elements.
33. Using tables of contents, indexes, and subheads as guides in locating desired information.
34. Examining carefully and frequently the alphabetical arrangement of dictionaries, encyclopedias, directories, etc.
35. Helping to find and organize material for an English unit of work on an interesting topic, e.g.,

TRANSPORTATION

- (a) Finding and studying informative articles about trains, boats, airplanes,
 - (b) Learning to use and to spell words related to airplanes, boats, trains,
 - (c) Writing letters of inquiry, thanks, etc.,
 - (d) Searching for poems about transportation and reading them to the class,
 - (e) Writing original stories about experiences enjoyed while travelling,
 - (f) Reporting orally to the class information about means of transportation, gleaned from reading and research,
 - (g) Making an illustrated transportation dictionary as new words are encountered,
 - (h) Reading newspaper articles on modern achievements in transportation and bringing clippings for the bulletin board,
 - (i) Composing and broadcasting over the classroom "microphone" a March of Time programme on transportation,
 - (j) Reading biographies of men who have played a prominent part in the development of transportation facilities.
36. Memorizing and reciting worthwhile poems.

DIAGNOSTIC CHECK LIST OF PUPIL'S READING

Teacher _____ Pupil _____ Grade _____
 Length of time teacher has known pupil _____

Fill in whatever information you have regarding the following items. Do not merely check items. Where a defect or undesirable habit is present, comment on its extent and how it is displayed.

Silent Reading:

1. Lack of interest in material _____
2. Lack of sustained application _____
3. Too rapid or slow reading rate _____
4. Suspected visual deficiency _____
5. Suspected auditory defect _____
6. Undesirable eye movements _____
7. Unnecessary head movements _____
8. Excessive vocalization _____
9. Lip movements _____
10. Pointing _____
11. Restricted ability to note detail _____
12. Incorrect or inadequate interpretation _____
13. Other deficiencies _____

Oral Reading:

14. Inefficient breath control _____
15. Expression (perfunctory or meaningless) _____
16. Improper phrasing _____
17. Extreme timidity or self-consciousness _____
18. Mispronunciation _____
19. Substitution or guesses _____
20. Omissions _____
21. Hesitancy in attacking new words _____
22. Reversals of letters _____
23. Reversals of words _____
24. Pointing _____
25. Stammering or stuttering _____
26. Letter or word reading _____
27. Incomplete mastery of phonics _____
28. Slow oral reading rate _____
29. Repetitions _____
30. Other deficiencies _____

Remedial suggestions may be listed below and numbered to accord with the items checked above.

A THERMOMETER CHART

Have prepared for each pupil, a drawing of a thermometer, indicating a scale of 70 to 250. Use the drawing as a chart for recording individual improvement in rate of reading. Mark on each pupil's chart (1) his score at the beginning of the term, (2) the standard he should reach, and (3) his progress from time to time.

SENIOR DIVISION (GRADES VII and VIII)

THE PERIOD OF REFINEMENT OF READING ATTITUDES, HABITS,
AND TASTES

Pupils now become more and more aware of the purpose of reading and they have the feeling that rewards for all their previous training and study of the subject are coming into view. They now have a consciousness that by means of reading they have access to information, enjoyment, and a wider and deeper appreciation of human life and character. They can get at least a glimpse of the great truth that in Literature we are "heirs of all the ages". This is the ideal and the goal which the proper teaching of literature will set before the pupils.

Poetry is an art and the reason for including it in the curriculum can only be that we wish to develop the æsthetic sense, the feeling for beauty, in our pupils. It is true that poetry does more than this; but not only is the desire to develop this love of the beautiful the main reason for teaching it in school, but if poetry is to do more for us, it will do so only in proportion as we feel its beauty. Do not explain too much; many a good selection has been "done to death" by inopportune explanation or forced interpretation. Poetry is to be read with the ear, with the imagination, with the emotions. The words of the poem are not merely dictionary words each with the plain duty of meaning what its definition tells it to mean; they have escaped from the dictionary—they skip, they dance, they sing. Moreover, they challenge us, the readers, to call up pictures, sounds, sensations, ideas that are not stated in the poem at all, but are created by us under the stimulating glow of real feeling in response to the imaginative hint of the poet.

A poem is meant primarily to be read aloud and, in the reading, a feeling for rhythm and harmony, a liking for the emotional element, and a sense of the unusual way of saying things must be aroused.

The refinement of human sensibilities and taste can be best effected in our schools by the enthusiastic teaching of good literature. The approach to this experience should be free from rigid time-table regularity and stricture. It should be invested with the atmosphere of delightful edification. Its incentive to the good life, while unobtrusive, should be inspiring. We should strive to make our pupils' experience in literature "a thing of beauty is a joy forever".

Major Objectives

1. To enrich and enlarge the child's experience.
2. To develop worthy interests and to foster appreciation of the higher values of life.
3. To inculcate fundamental behaviour habits and desirable ideals.
4. To develop economical and efficient habits and skills in silent reading.
5. To develop the ability to read to others with accuracy, fluency, and adequate expression of the meaning and feeling.

6. To help the pupil to reach a high level of literary appreciation by developing his critical and interpretative powers.
7. To develop the aesthetic sense; to stimulate in the child a desire to seek beauty and to awaken in him a strong urge to create beauty for himself.
8. To help the pupil to find social satisfactions.
9. To extend and refine reading interests and tastes that will direct and inspire the present and future life of the reader and provide for the wholesome use of leisure time.
10. To broaden one's range of information as in cursory reading of articles in weekly and monthly periodicals or browsing in books.
11. To develop skill and efficiency in study activities, including the use of books, libraries, and other sources of information, and to extend and refine habits involved in locating, collecting, and summarizing printed materials.
12. To lay the foundations for the growth of a consciousness of spiritual reality.
13. To help the child to live an abundant and happy life by bringing him into close communion with some of the great masters in the field of literature.

Specific Aims in Work-Type and Practice Reading (Silent)

To teach pupils:

1. To recognize a problem and comprehend its essential conditions.
2. To locate and select data that bear on a problem or topic.
3. To analyse, associate, and organize according to the purpose at hand.
4. To retain and recall information when needed.
5. To understand the author's purpose and organization.
6. To evaluate reading material and judge the validity of statements.
7. To get the central idea or meaning, the correct general impression, or the significance of a paragraph or larger unit.
8. To anticipate meaning and predict outcomes.
9. To sense implications or read "between the lines".
10. To note significant details.
11. To read silently with fluency and accuracy.
12. To increase their power of comprehension.

Specific Aims in Oral Reading

1. To develop the ability to convey meaning and feeling to an audience.
2. To aid in the development of appreciation and interpretation in the case of selections with conversational, dramatic, oratorical, and humorous elements.
3. To heighten community of experience and to facilitate co-operative interpretation in situations where each member of the class has the same reading material.
4. To develop and refine the appreciation of shades of meaning and the feeling of language relations.
5. To help develop and refine language accomplishments (correct pronunciation and enunciation in speech, and the use of correct language forms).
6. To develop proper use of the voice.
7. To promote in the individual ease, poise, confidence, power of sustained thought, and the control of emotions.
8. To discover those who have exceptional ability in oral reading and to encourage them to develop it.

METHOD AND PROCEDURE

Group Recreative and Cultural Reading

1. The initial step in the teaching of any literature lesson should be directed towards the creation of an atmosphere of eager anticipation.
2. This approach should be brief and devoid of fact-obtruding elements.
3. Although the interpretation of a literary selection should prompt a consideration of problems and study, the predominating mood should be recreative rather than work-type.
4. While the best authorities are agreed that the extensive method of teaching literature is the more profitable, nevertheless, the merits of intensive study should not be overlooked.
5. Minute vivisection of a literary selection is to be avoided. It should be treated as an entity, details or mere facts never being considered except in their relation to the story as a whole.
6. The literature period should be marked by co-operative and creative activity. Children should be encouraged to assist one another to relive the experiences embodied in the poem or story. In other words there should be a sharing of enjoyment.
7. Pupils may be led to a spontaneous enjoyment of literature—an enjoyment which may attain a high degree of enthusiasm—if the teacher avoids smothering the life of the selection under a mass of formal questions and answers. The teacher should be the helpful guide while the children experience the thrill of discovery.
8. It is of particular importance in the literature lesson that all interpretative problems be interesting and thought provoking and that they lead the pupils to an understanding of the significant values and points of importance in the selection.
9. Poetry is more readily comprehended and enjoyed by children when introduced by a skilful oral rendering on the part of the teacher.
10. Again the case of poetry, a judicious and adequate oral repetition of the selection as a whole will give the pupils a sense of living intimacy with the store of pictures, music, feelings, and ideas to be found in every great poem.

Work-Type and Practice Reading (Silent)*General Comments*

1. Practice in silent reading can be effective only when pupils have a definite aim or purpose in mind. For example, the slow reader should be encouraged to increase his rate of reading, and the careless reader should be directed to improve the accuracy of his reading.
2. If the teacher can stimulate in the pupil a lively interest in overcoming his own deficiencies in reading, and thereby enlist his willing co-operation in eradicating these weaknesses, the practice period in reading will be highly profitable.
3. Having aroused the pupil's interest in improving his reading, the teacher should use all available means and methods to see that his interest is maintained at a high pitch. Such methods might include the keeping of graphs or charts of each pupil's progress.
4. If practice is to be effective, material must be suitably graded and should, moreover, be organized for correction of a particular type of reading disability; for example, deficiency in (a) speed (b) accuracy (c) comprehension.

5. The predominating mood of the lesson period should be work-type rather than recreative, and the teacher should follow a somewhat formal type of procedure.
6. Scientific investigation has shown that at least a month should be devoted to regular and frequent practice on a particular skill in silent reading before proceeding to practise on another.

Improving the Rate of Silent Reading

1. The teacher's first problem is to locate the slow reader. The best method is to use a standardized narrative rate test such as the Stone Narrative Reading Tests.
2. The next step is to discover the factors adversely affecting the pupil's rate of reading (deficiencies in word recognition; lip, hand, or head movements; etc.).
3. The third step is to devise ways and means of assisting the child to overcome his special handicaps. His rate of reading may be increased by:
 - (a) Providing him with comparatively simple but exceptionally interesting and attractive narrative reading material,
 - (b) Giving him daily practice in silent reading and having him keep a record of his progress,
 - (c) Giving him individual instruction and practice to enable him to increase fluency, accuracy, and independence in word recognition,
 - (d) Presenting him with reading material especially arranged to improve eye movement habits. The span of recognition may be greatly increased by using flash cards or related printed material with extra spacing between the word groups, the length of these word groups being gradually increased.
 - (e) Giving frequent timed tests using relatively easy reading material,
 - (f) Making the individual aware of such faults as lip, hand, or head movements, and encouraging him to make a strong conscious effort to overcome them.
 - (g) Providing practice in skimming simple reading material for the purpose of discovering answers to questions on some specific detail.
4. Teachers are warned against hindering the child's improvement in reading rate by emphasizing comprehension unduly in speed practice exercises. In such reading, it is sufficient to ascertain that he has grasped the theme or the main points of the selection being read.

Improving Accuracy of Comprehension

1. The pupil may be led to overcome careless and inaccurate reading if the teacher assists him to develop the habit of verifying the accuracy of the responses which he makes in answer to questions based upon material read.
2. If a progress record is used in connection with practice exercises in careful reading, the pupil will develop a keen interest in improving the accuracy of his reading.
3. Accuracy of comprehension will be greatly improved if the child is given an abundance of practice in the reading of material demanding exact understanding in order to give the correct response to questions.
4. It is inadvisable to set a time limit in reading practice for increased comprehension. Only after accuracy of comprehension has been firmly established in the child's reading habits, should an attempt be made to achieve adequate speed.

STANDARDS OF ACHIEVEMENT

1. Interest and greater facility in independent individual recreative reading of a wide variety on the grade level.
2. Joyful co-operative interpretation and realization of the experiences embodied in the grade reading material.
3. A grade score of at least 8.0 on a standardized power test in comprehension in silent reading.
4. The ability to read orally easy seventh (eighth) grade selections of both informational and literary character with fluency, proper emphasis, and good expression of the thought.
5. Interest and success in conveying the thought of such selections to an audience, following supervised preparation for accuracy and effective interpretation.
6. Ability to read new easy seventh (eighth) grade stories silently at the rate of 210 (230) words per minute with a fair grasp of the content.
7. Skill in syllabication in attacking new words.
8. Ability to locate a word quickly in the glossary or the dictionary, to pronounce it and to select the appropriate meaning.
9. Enjoyment and appreciation of literature on a seventh (eighth) grade level.
10. Knowledge of synonyms, antonyms, homonyms, prefixes, and suffixes of rather frequent occurrence in reading material.

ACTIVITIES RELATED TO READING AND LITERATURE FOR THE
SENIOR GRADES

1. Reading for main ideas (central thought).
2. Reading for details (supplementing the main idea).
3. Reading to emphasize important words (those that carry meaning).
4. Interpreting figures of speech.
5. Using references, aids, and the library.
6. Skimming for information (and other speed reading techniques).
7. Organizing and outlining material read.
8. Following printed directions such as recipes, road guides, etc.
9. Phrasing properly (with attention to punctuation).
10. Forecasting the trend of a story and drawing conclusions.
11. Interpreting tables, charts, diagrams.
12. Associating past experience with present reading.
13. Keeping a vocabulary note book.
14. Challenging and evaluating what is read.
15. Keeping informed concerning current events by reading news items, editorial comment, book and play reviews in newspapers and periodicals.
16. Reading editorials, discussions in magazines, and books on special topics to learn the opinions of others on civic, social, and economic problems.
17. Finding specific information connected with efficient ways of doing any definite piece of work in which one may be interested, e.g., building a model airplane.
18. Seeking definite information to be used in giving an oral report to the class.

19. Through reading, trying to know and fairly evaluate the work and personality of a great writer, e.g., Charles Dickens:
 - (a) Making lists of well-known Dickens' characters,
 - (b) Preparing a talk on "Dickens as a Humourist",
 - (c) Giving individual or group reports on typical scenes, customs, characters, or incidents described in his books,
 - (d) Dramatizing a scene, e.g., Christmas Dinner at the Cratchets'.
20. Trying to solve the puzzles contained in simple mystery stories.
21. Giving reign to fancy by enjoying simple fantasies, allegories, and myths.
22. Making life richer by recapitulating some of the experiences of our predecessors; comparing present day life and thought with those of the people of other ages.
23. Through reading, seeking to understand the hardships and privations of early travellers, explorers, and pioneers.
24. Searching in books for information that will enable us to compare our present economic system with systems of other days.
25. Enjoying and participating in plays in which suspense and character interest are both strong.
26. Imagining vividly the sights, sounds, and other sensations, suggested by poems in which sensory images are especially prominent.
27. Realizing the social significance of our government and institutions and sharing in worthy expressions of patriotism.
28. Choral Reading (Verse Speaking).
29. Giving a summary of a poem, prose selection, or chapter which has been studied.
30. Presenting an informal, oral report on a book or a piece of assigned reading.
31. Dramatizing a poem, story, or play.
32. Searching for interesting news items and rewriting them for the school newspaper.
33. Clipping newspaper and magazine articles on current events for the school bulletin board.
34. Helping to find and organize material for an English unit of work on an interesting topic, e.g.,

CANADA, A COUNTRY OF IMMIGRANTS

- (a) Classification of books, stories, poems pupils have read which relate to peoples of foreign countries,
 - (b) Essay or short talk on "Why Come to Canada?"
 - (c) Comparison of Europe in 1800 and Canada in 1800,
 - (d) Assigned readings explaining the result of industrialism in Europe,
 - (e) Drawing graphs to show the influx of Europeans in the early years of this century,
 - (f) Talks by parents of foreign birth on advantages offered by Canada,
 - (g) Men of foreign birth who have served Canada well,
 - (h) Writing letters to foreign lands,
 - (i) Debate: Resolved that Canada should restrict immigration.
35. Memorizing choice selections of prose and poetry.

REMEDIAL WORK IN READING*

<i>Description of Deficiency</i>	<i>Probable Cause of Deficiency</i>	<i>Remedy</i>
Failure to direct attention effectively to content.	Over-emphasis on oral reading in lower grades.	Silent reading accompanied by some device for securing effective interpretation.
	Poorly developed habits of sustained application.	Provide relatively easy and interesting content. Arrange periods of silent reading followed by periods of discussion in which pupil is led to contribute.
	Lack of interest in material.	Arouse interest in selections by raising questions and by making suggestions about them. Tell briefly the story of unfamiliar selections before pupil reads them. After part of a story has been read and interest has been aroused permit pupil to complete story alone. Choose selections likely to appeal to pupils' interests.
Lack of attention to detail.	Pupil has formed habit of superficial reading.	Give specific directions to centre interest on important points. Direct attention to details by means of questions.
Inaccuracy in interpretation.	Careless or ineffective reading habits.	Provide practice in reproducing content of short selections. Direct attention to errors by having pupil re-read parts of selections which have been misinterpreted.
Inability to interpret with facility reading materials ordinarily assigned in upper grades.	Meagre reading experience due to such things as loss of time from school, illness or physical disabilities, lack of interest in reading, etc. Slow learning in all subjects, including reading.	Provide a variety of interesting reading material of easy gradient to accelerate growth in reading ability. Accelerate growth in reading by giving extra time for reading. Materials suited to pupil's ability.
	Poorly developed habits of recognition.	(See suggestions for improving habits of recognition given below.)

<i>Description of Deficiency</i>	<i>Probable Cause of Deficiency</i>	<i>Remedy</i>
Failure to relate reading materials to previous experience and to think independently.	Lack of training in using reading as an aid to higher thought processes.	Ask thought-provoking questions about passages which have been read. Begin with relatively easy passages and gradually increase difficulty as pupil's ability improves. Guide pupils in the study of problems connected with subjects other than reading.
Meagre meaning vocabulary.	Limited experimental background or limited reading experience.	Stimulate wide reading of relatively simple and varied selections. Encourage use of dictionary when unfamiliar words are encountered. Assist pupil to derive word meaning independently by directing attention to context.
Inability to cope with new words.	Lack of training in word recognition.	Divide words into syllables to assist pupil in recognizing familiar parts. Direct attention to phonetic elements which assist in word recognition. Compare unknown words with familiar words containing similar phonetic elements. Use words missed repeatedly in quick perception drills.
Inaccuracies in the recognition of familiar words.	Eye defects which interfere with visual acuity. Careless habits of recognition.	Correction with glasses by competent specialist. Provide practice in careful reading of relatively easy material.
Oral reading jerky and expressionless.	Poorly developed habits of recognition. Failure to direct attention effectively to content. Reading material too difficult.	(See suggestions above for training in recognition.) (See suggestions above for directing attention to content.) Use easier material.

<i>Description of Deficiency</i>	<i>Probable Cause of Deficiency</i>	<i>Remedy</i>
	Speech defects.	Provide corrective speech exercises Consult specialist in speech training if possible.
Narrow span of recognition.	Over-emphasis on oral reading in lower grades.	Provide practice in rapid silent reading of simple material.
	Over-emphasis on word drill in lower grades.	Direct attention to thought units by passing pencil under them, as, The boy saw the dog and ran away. Drill with flash card exercises using familiar phrases. Have pupils read silently as teacher reads aloud emphasizing phrasing.
Slow rate of reading.	Difficulties in interpretation	(See suggestions above for improving comprehension and interpretation.)
	Poorly developed habits of recognition	(See suggestions above for improving recognition.)
	Slow worker in all subjects, including reading.	Accelerate growth in reading ability by giving extra time to rapid reading.
	Poorly developed habits in rate of reading.	Provide short timed exercises requiring pupil to read as rapidly as he can interpret. Provide opportunity for much rapid reading of relatively simple material. Encourage voluntary practice of rapid reading.
	Improper habits in mechanics of reading such as excessive vocalization or excessive head movement.	Guide pupil in overcoming improper habits by explaining their effects and giving suggestions for overcoming them.
Rapid superficial reading.	Poorly developed habits of interpretation.	(See suggestions above for directing attention to content.)

Language

GENERAL OBJECTIVES

1. To develop the attitude of mutual respect between speaker and audience, resulting in habits of courteous expression and consideration.
2. To form habits essential to the effective use of the voice.
3. To form habits essential to the effective expression of ideas through the organization of content with respect to:
 - (a) Selecting content material in accordance with some definite purpose,
 - (b) Recognizing important centres of interest,
 - (c) Grouping details around centres of interest,
 - (d) Arranging ideas in sequence to secure unity of thought.
4. To form habits essential to the effective expression of ideas through gaining control over sentences with respect to:
 - (a) Development of sentence sense,
 - (b) Development of correct usage,
 - (c) Development of ability to co-ordinate ideas,
 - (d) Development of ability to subordinate ideas.
5. To form habits essential to the effective expression of ideas through gaining control over the use of words by:
 - (a) Enriching the vocabulary,
 - (b) Growing in ability to use words more accurately,
 - (c) Observing and understanding the rules of good usage that are really necessary as a guide to one who is looking forward as he expresses himself, or backward as he passes judgment upon what he has said.
6. To form the habit of making all written work meet the requirements of the grade in handwriting, spelling, capitalization, punctuation, and manuscript form.

SPOKEN LANGUAGE

Oral communication, or speech, is vastly more important than writing. An average adult speaks thousands of words for every one he writes. Therefore, speech should receive by far the major portion of attention, particularly in the early grades. The teacher should think of himself, first of all, as a teacher of speech. He must not emphasize writing to the neglect of training boys and girls to speak easily, readily, and attractively.

The only way to secure practice in oral English which will be adequate from the standpoint of quantity, variety, and conformity to correct and natural usage is to have the work of the class and the school so arranged that there shall be ample opportunity for free expression in connection with all kinds of interesting and intrinsically valuable activities. Things must be going on that are worth talking about, and to this end the school must help to establish wider contacts with the best which the environment offers. Nothing can take the place of such informal and semi-formal intercourse. School life of this type approximates in linguistic opportunity a full, rich, natural community life, and offers in addition the aid of an alert teacher ready to note the stage of progress attained by the pupils and competent to help them to improve.

Telling Stories

There are stories whose purpose is merely to entertain or develop appreciation and those whose purpose is to transmit information or extend

knowledge. Both types—the appreciative and the informational—hold a significant place in the story telling programme of the elementary school. The average child, like the average adult, is limited in his experiences. Stories supplement and compensate for this and serve as a means of broadening his comprehension and of stimulating interest in environments other than his own. This is particularly true of the numerous realistic stories on the market today which correlate with the social studies, the health, the science, and the safety programme in the lower grades.

As far as possible, the story intended for the small child should take place in a setting somewhat familiar to him so that he may be able to visualize the scene of the action. Stories laid in foreign and entirely strange surroundings lose much of their charm as far as the child is concerned. Long, elaborate descriptions of scenes have no interest or appeal for the young child. Individual original stories should always be based on personal experiences. Factual topics should never be chosen as the subject matter. They are much too meagre and the subject matter is not sufficiently interesting. When original stories are based on personal experiences children will be eager to tell them. They will never be at a loss for ideas, the dearth of which accounts for much of the dislike apparent in children when composing compositions.

Every successful teacher in the primary grades is a good story teller and has learned to intensify the appeal of the story by animated manner, effective gestures, interesting facial expression, and skilful blackboard sketching.

One way of creating atmosphere for oral story telling is by the use of pictures. There are, in general, two kinds of picture stories: first, those for which pictures merely serve as a means to recall ordinary experiences and everyday activities; second, those of a purely fictitious nature for which a suggestive picture is used to arouse and stimulate the imagination.

Taking Part in Conversation and Discussion

Conversation is the most common form of speech. The child should learn to take an informal part in conversation at school just as naturally as he would in the home circle. From the first school days the atmosphere of the classroom should be such that the child will converse naturally with those around him. Any habit of incorrect grammar, of faulty pronunciation and enunciation, or of slang and vulgarity, should be carefully noted by the teacher, and the child taught sympathetically and individually to substitute the better form. Children should have opportunities to tell the class of their experiences, to carry on conversations with small groups of children, and to meet situations in which they must respond accurately and courteously to inquiries.

A discussion differs from a conversation chiefly in one respect—it deals with a definite topic or problem and all speakers keep rather closely to this topic or problem. It involves planning and to some extent preparation, and it leads to a decision or a conclusion.

Dramatizing

Dramatization has an important place in the language work of the elementary school. It teaches poise and a sense of sequence, and develops initiative and imagination. It appeals to the imitative and play instinct of children. It makes them forget themselves, overcome their timidity and self-consciousness, and express themselves naturally. It is an efficient means of helping pupils to remember information secured through literature and is one of the most potent means of vocabulary enrichment. Young children have not

the power to organize a story for dramatization and it should not be expected of them. They will, however, be able to plan the action and the conversation, and to help decide how the performance can be staged in the schoolroom. Poems and stories should never be dramatized literally in the lower grades, for the production deteriorates into mere memorization; whereas individuality, ingenuity, and power of interpretation are developed if children are given liberty in reproduction. The memorization is then accomplished as an incidental by-product of the procedure. During the try-outs, slovenly enunciation and mispronunciation should never be permitted to slip by without notice. The children themselves should detect such errors and help their fellow pupils correct them. If the teacher works for good voice placement, correct diction, and appropriate interpretation during the progress of the dramatization, much valuable speech training will be unconsciously absorbed by the children.

Dramatization may be pantomime or it may involve dialogue, or both. It may be done by one child or by a small group or by the whole class. It may come as the culmination of a unit of work in literature, travel, social studies, or the celebration of a holiday or it may come as the result of the spontaneous desire of two or more children to "pretend" or to "give a play". It is a suitable and profitable exercise for all grades and ages of pupils.

Giving Directions, Explanations, Announcements

There are innumerable situations in life outside of school in which both children and adults must make announcements and give directions and explanations, and in schools where enriched courses of study are employed there will be no lack of real situations to provide appropriate and meaningful instruction. Announcements may be made by children relative to such matters as programmes to be given, exhibitions to be held, articles lost, parties, etc. Conditions, situations, problems, processes, etc., need to be explained rather frequently. The need for giving directions concerning how to play a given game, how to get to a certain place, how to construct a given article, and how to prepare certain foods arises with considerable persistency.

Making Reports

The very young child often observes facts or operations at home that are new to him and that he wishes to report to his classmates in school. As he grows older and becomes more and more a part of the community, he finds other needs for reporting facts. These may include reports on

1. Something read that is not available to the class as a whole;
2. Certain phases of investigation;
3. The work of a class committee;
4. A plan for a club activity;
5. Important community or national happenings.

In the senior grades pupils should be taught that making a formal report involves the ability to analyse the thinking of others, and the ability to present a summary of the ideas gleaned in a vivid way in order to hold the attention of the audience. Much practice will be necessary before the average child can expect to develop skill in organizing and delivering a concise, effective report.

Outlining may be used by senior pupils in preparing a formal report. This teaches them to discriminate between the main and subordinate ideas and serves as a check on the clarity of their thinking. For this purpose, the sentence outline and the question outline are much more valuable to the student than the topic outline.

Using the Telephone

No course of study in oral composition can be adequate without provision for instruction in the use of the telephone. Many of the abilities required in using the telephone should receive consideration as part of the programme in teaching the techniques of conversation.

Other abilities include:

1. How to make a call;
2. How to answer a call;
3. How to make oneself understood;
4. How to make calls for special services;
5. How to make calls for emergencies;
6. How to observe the common courtesies peculiar to the use of the telephone.

Giving Talks

The best way to make the teaching of language interesting and vital is to give the pupils real audience situations for their oral work. Such situations include:

1. Taking part in a planned and rehearsed dramatization;
2. Giving a talk in support of some school project;
3. Making a short original speech based on a definite assignment;
4. Making a speech of presentation;
5. Introducing a speaker;
6. Telling a funny story;
7. Giving a travelogue;
8. Describing an interesting place, person, or thing.

Striving for Effective Speech

Much oral expression which takes the form of conversation, story-telling, speeches, and other types of activities is marred by faulty speech. Enunciation is frequently poor, words are mispronounced, ungrammatical forms are used, and the voice is often ineffective.

While habits of poor enunciation may be the result of imitation, they are often the consequence of "jaw laziness" and indifference. Correct, precise enunciation demands the proper use of various parts of the speech mechanism, namely, the teeth, the tongue, the jaws, the hard and soft palates and the larynx. Unless there are physical defects in the speech apparatus there can and should be correct enunciation. Most children require little more than systematic exercise of the lips, tongue, and jaws. A survey of the mistakes commonly made by the class should be carried out early each year before any kind of corrective programme is launched. Among errors prevalent among young children are: *git* for *get*, *ketch* for *catch*, *fur* instead of *for*, *dontcha* for *don't you*, *lemme* for *let me*, *gimme* for *give me*, *lookit* for *look at*, *wanna* for *want to*, and all *ing* endings. Language games, rhymes, and other exercises may be used to correct the errors.

There is an essential difference between enunciation and pronunciation. The former refers to the proper voicing of vowel and consonant sounds, while the latter is the correct sounding of the syllables in a word, with the proper accent. Mispronunciation is not so common nor so general among small children as is poor enunciation. As the child matures and his vocabulary expands, pronunciation becomes more of a problem, but it seldom requires the

same amount of remedial work as does enunciation. Mispronunciation among children is, on the whole, the result of ignorance or imitation; hence the teacher must be sure of the accepted pronunciation of common words. Simple words like the following are frequently mispronounced: *February, forehead, grocery, address, library, hundred, picture, programme, recess, regular.*

Incorrect use of verbs, adverbs, pronouns, and prepositions is usually the result of habit formed by imitation. Every teacher should make a survey of the errors common to his group, and on these concentrate all efforts for improvement. This survey should include a check on the English used by children in their conversations both in the classroom and on the playground, in their discussions, and in all other situations where the teacher may note the type of English used. The teacher must be very careful of his own diction. He cannot successfully control two vocabularies: one for use in the classroom, the other for use in his social life. He must remember that the teaching profession demands an all-round culture, and that refinement of speech is one of the best indications thereof.

A complete and effective speech course should enable children:

1. To breathe in the right way;
2. To make all the sounds of standard English;
3. To combine with facility these sounds into words, and words into phrases;
4. To appreciate the character of words and the rhythm and music of prose and verse;
5. To use the voice effectively.

Verse Speaking (Individual and Choral)

Reciting poems gives the pupil practice in standing before an audience, in vocalizing clearly, distinctly, and with agreeable tone quality. A limited amount of this type of work has values which no teacher can afford to overlook. It enriches the child's mind with a store of beautiful word pictures. It forms a basis for making literary associations and for recognizing relationships between ideas and pictures, and it increases the child's vocabulary by providing new or expressive words and phrases. Meaningless repetition, however, should be avoided; the poem should be understood. This involves word study, paraphrasing, and interpretation, together with class conversation and discussion. The teacher's reading should be so well done as to impress the class with the charm of the poem, its rhythm, its adornments, and its meaning.

Choral speaking is the interpretation of poetry, or poetic prose, by several voices speaking as one. It is speaking in unison, in groups, and by parts. It has its advocates and its opponents among experienced teachers. If, however, the teacher selects his material with care, it has a distinct value. Choral speaking, to succeed in any school, must have a constructive speech programme as a background, and the first step in such a programme is the setting up of good speech standards by the children themselves. In addition, the teacher must:

1. Know the formation and tonal value of each sound-unit;
2. Use attentive repetition to fix the correct sound-unit in the consciousness of the pupil;
3. Allow no exceptions. In this way good speech will become habitual.
4. Offer frequent opportunities for successful speech participation in conversation, story-telling, oral reports, choral speaking, etc.

Some of the values of choral speech are:

1. It stimulates greater appreciation and enjoyment of poetry.
2. It tends to develop better speech patterns.
3. It provides finer student co-operation and tends to eliminate self-consciousness.
4. It makes for the development of character through interdependence.

WRITTEN LANGUAGE

Writing Letters, Invitations, and Acceptances

Letter writing is unquestionably the most fundamental instructional job in written composition. Few, if any, escape its need and use. Most certainly it should receive the major emphasis in the teaching of written language, and instruction devoted to it should include the writing of social letters, business letters of all types, notes, invitations, excuses, and acceptances.

Suggested Methods to be Used in the Teaching of Letter Writing

1. Set up a standard or model letter form determined by research. This standard should be used throughout the school.
2. Discuss, before writing, some of the things which should be included in a letter to make it interesting.
3. Always have a real situation for writing a letter. Whenever possible make use of a situation when it arises.
4. Allow pupils to read their letters to the class and sometimes to other grades.
5. Post good letters on the bulletin board.
6. Place replies to business letters on the bulletin board.
7. When business letters are written, have a small group of pupils examine the best letters and choose the one to be sent.
8. Set up given points upon which to score letters and have pupils score their own letters on these points. Occasionally have an exchange of letters for scoring.
9. Post a standard letter form in the room. Children should judge their own letters on the basis of comparison with the standard.
10. Have pupils discuss each other's letters to see where they could be made clearer and more interesting.
11. Choose the best six letters and number them 1, 2, 3, etc. Post the standard letter form in the centre of the bulletin board and group these letters around it. During the day all pupils may judge the six letters by the standard and rank them 1, 2, 3, etc.
12. Find time for conferences with pupils who need help on some specific, persistent error revealed by the tabulation of their errors over a given period.
13. Occasionally excuse the better letter writers from the drill periods but not from the writing of real letters.
14. Check for one thing at a time until all parts of a letter have been mastered.
15. Devise ways and means of getting the child to realize that without good content a letter is nothing, and that *items of form are an important but secondary matter. The whole matter of interest factors in social letters and of essential items in business letters should be discussed and understood.*
16. Arrange for an occasional exchange of letters with other schools. *This should always be under the supervision of the teacher.*

Writing Reports, Summaries, Reviews, and Directions

Many situations arise in the modern school which require the writing of reports and summaries. Reports may be written about such matters as experiments carried out, meetings attended, programmes heard, information gained through reading, etc. These reports, however, should always be made when they meet a real need. At no time should they be compiled merely for the sake of making a report.

The need for writing summaries will arise if the programmes in the content subjects are adequate. Such work will include summaries relative to units of work in social studies, science, health, literature, and the like.

An important type of record is the recipe book in which pupils record brief and accurate directions about how to make or do certain things—preparing foods, constructing objects, playing games, etc.

Reviews may be written:

1. In recommendation of books, magazines, or stories to other pupils;
2. For a special report at a club meeting;
3. For the information of the class on special occasions—Empire Day, Thanksgiving Day, Armistice Day, etc.

Doing Creative Writing: Stories, Poems, Articles, Plays, News Items, Diaries

The complete freedom necessary for the life of the creative spirit has always stood opposed to the methodical acquisition of English skills and techniques. Correctness has appeared the antithesis of spontaneity. That a more careful analysis of these antagonisms is needed has been deeply felt by many persons dealing with young children. Writing is "satisfying" when a child writes only when he knows he has something to say. It seems odd that while we would ridicule an author who said, "I am going to write a novel, but I have no idea what it will be about," schools have for years placed blank sheets of paper before children—and demanded stories. Little attention has been paid to the fact that even the successful adult writer would find it difficult to produce a good story simply by being told to do so. We know too well the dull, trite writing that is the usual result of such procedures. That children can write with honesty and power only when they have ideas of their own on which to build now seems to us so obvious as to be almost axiomatic. Ideas are an absolute prerequisite for story writing.

The important thing is that the child, out of himself and working in his own way, has produced a thing of which he can approve. And once having tasted this deep delight of momentary kinship with omnipotent power he rarely rests content, but tries again and again, spurred on by those exhilarating moments when the excitement of creating possesses him.

Making Notes and Outlines, Taking Minutes, and Copying

Writing Notices, Announcements, and Advertisements

Theme Writing

The writing of themes may begin in the second grade. The earliest themes may follow upon the oral presentation of a simple story and should not be more than two or three sentences in length. As pupils progress through the grades they should learn to consider interest, clearness of sentences, sequence of ideas, arrangement, spelling, punctuation, and capitalization as the standards for a good composition. Moreover, they should use these standards to judge the worth of a given story and to evaluate their own attempts.

Using Good Form

1. Capitalization, punctuation, sentence sense

The speaking and writing of the pupils show, in many instances, a lack of sentence sense and sentence skill. It is this lack that explains the undesirable "and" habit, the improper use of the compound sentence where the meaning clearly indicates the complex, the failure to capitalize the first word of a sentence, the failure to follow each sentence with a punctuation mark, and in extreme cases the failure to distinguish between a group of words that is a sentence and a group that is not. These are serious faults, the more so because they often persist to the end of school days and show themselves in adult speaking and writing.

The following procedures are suggested:

- (a) See that children have plenty of opportunity for oral expression. They should begin with one-sentence compositions which tell *one thing and only one thing*.
- (b) Pupils should continually hear good sentences that are read well by a good oral reader. This means that the teacher should read excellent material frequently to the class.
- (c) These types of exercises may be used:
 - (1) those in which each child makes one statement about such things as a project, an object, or a picture;
 - (2) dictation exercises requiring punctuation and capitalization;
 - (3) answering questions with the expression of one complete thought;
 - (4) distinguishing sentences from mere groups of words;
 - (5) making sentences out of non-sentence groups of words.
- (d) Some attention should be given to establishing the sentence concept by contrast. Very brief stories told by the children may be written twice by the teacher in such a way that both good and poor sentence sense is shown. The two compositions should be discussed and evaluated, and the poor form should be reconstructed.
- (e) Require pupils in all grades to speak slowly and to pause at the end of each thought in oral expression. Insist upon short single sentences until the "run-on" sentence is eliminated.

2. Paragraphing

Pupils should learn these fundamental characteristics of a good paragraph:

- (a) It deals with only one thing and all the sentences in the paragraph tell something about that one thing.
- (b) It should have an interesting beginning sentence and an effective ending sentence.
- (c) The sentences must be arranged in proper order.
- (d) The first sentence in a new paragraph is indented on a new line.

One of the best means of developing paragraph sense lies in the limitation of compositions. In the lowest grades the teacher should insist upon oral statements including only one idea. When writing begins, most of the work should be limited to single paragraphs containing at first only one sentence and later two, three, four, five, or more sentences.

The teaching of paragraphing should be closely correlated with and reinforced by the programme in the work type of silent reading which includes the job of teaching children how to organize what they read. This is fundamentally a matter of teaching paragraph sense.

3. *Vocabulary Enrichment*

English is a very wonderful language. It is so rich and so pliable that if you choose the right words you can get any effect you want. A good writer can paint vivid pictures, or tell thrilling stories, or explain profoundly difficult problems, or make people laugh or weep—all by the use of words. But they must be the *right words*.

The following suggestions are offered as aids in vocabulary building:

- (a) At all stages children should be encouraged to inquire concerning the meaning of new words contacted.
- (b) Exercises may be used in which pupils are asked to give synonyms for words presented. The words presented, however, must be familiar.
- (c) Children should be permitted to gain indirect experiences through wide reading and by having well-written stories and selections read to them.
- (d) Exercises may be used in which children substitute a more colourful word for a word given in a statement.
- (e) The teacher should call the child's attention in reading material to words that are particularly colourful in selections written by master writers.
- (f) Campaigns such as "Learn a new word a day" may be employed.
- (g) Pupils should be encouraged to make a careful study of synonyms through regular use of the dictionary.
- (h) Exercises may be used in which the pupil selects from a list of words those which have approximately the same meaning and those which are different in meaning.
- (i) Each pupil should keep a notebook in which to place new words learned at various times. This book should be used not only as a depository but also as a study guide.
- (j) There is little chance of stimulating the child to enlarge his vocabulary unless the teacher is enthusiastically sensitive to the value of words.

4. *Manuscript Form*

- (a) Margins at left and right sides of paper;
- (b) Spacing at top and bottom of page and between the title and first paragraph of a composition;
- (c) Indenting the first word of a paragraph;
- (d) Correct placing of date, name, and title on the paper;
- (e) Avoiding crowding at the end of lines;
- (f) Placing of all work on paper with attention to beauty as well as correctness.

MAKING GRAMMAR FUNCTION

Whatever view we take of grammar, this is certain, that grammar cannot be eliminated from school curricula. Since grammar is necessary for the good behaviour of language, it must receive careful consideration and study, for no child hears expressive, elegant, faultless English all his days. Every child, every adult, finds it necessary at times to look forward as he speaks or writes, and to construct consciously the sentences that are to express his thought. Not only is such provision necessary, but a conscious revision is just as imperative—a revision to make what is said or written conform to the laws of good usage. But the teaching of grammar in the elementary school should

set forth only those laws of good usage that are really necessary as a guide to one who is looking forward as he expresses himself, or backward as he passes judgment upon what he has said.

It is possible to correct "Between you and I" without mentioning "preposition" or "objective" or "grammar" but the correction is still a purely grammatical one. We cannot teach the difference between *boys*, *boy's*, and *boys'* merely as a matter of spelling without some appeal to grammar. There are people who seem to believe that calling "good" an adjective is grammar, and therefore wicked, but that calling "good" a describing word is not grammar and therefore admirable. The apparent advantage of the "not grammar" is that it uses two words where one would do. We should condemn grammar, the formal science, which exalts nomenclature and definition, but not grammar, the useful art, which emphasizes construction and application.

COMMON ERRORS IN PRONUNCIATION AND ENUNCIATION

The teacher should keep a record of words wrongly pronounced and enunciated by pupils, and should occasionally give corrective drills.

Omission or Imperfect Enunciation of Final Consonantal Sounds

- (a) Omission or indistinct enunciation of final "d":
"Tom an' Jim", "Jack tol' me", "An ol' man".
- (b) Dropping final "g": Singin', goin', runnin', etc.
- (c) Dropping final "t": Correc', recollec', etc.
- (d) Dropping one of a combination of final consonantal sounds:
"ask" or "ast" for "asked"
"mons" or "monta" for "months"
"twelfs" for "twelfths"
"lenth" for "length"

Omission of a Consonantal Sound from the Middle of a Word

Artic	for Arctic
catridge	for cartridge
Febuary	for February
goverment	for government
libry	for library
litature	for literature
nomative	for nominative
paticular	for particular
reconize	for recognize
suprise	for surprise

Adding the Sound of "ed" or "t"

acrost	for across
drownded	for drowned
onct	for once

Transposing a Consonantal Sound

interduce	for introduce
hunderd	for hundred
childern	for children

Omission or Addition of the Aspirate "h" at the Beginning of a Word

'ouse	for house
wen	for when
warf	for wharf
wy	for why

Assimilation and Contractions

somefin	for something
gimme	for give me
lemme	for let me
doncha	for don't you
I'm gonna gaout	for I'm going to go out
Wergero?	for Where did she go?
Gesee the prade?	for Did you see the parade?

Inserting a Vowel Sound

flum	for film
realum	for realm
tha-ur	for there
per-a-rie	for prairie
umb-er-ella	for umbrella
ath-a-letics	for athletics

Omitting a Vowel Sound

diffrent	for dif-fer-ent
famly	for fam-i-ly
reely	for re-al-ly
finly	for fi-nal-ly
compny	for com-pa-ny
pom	for po-em
roon	for ru-in
evry	for e-ver-y
salry	for sa-la-ry
reglar	for reg-u-lar
dimond	for di-a-mond
histry	for his-to-ry
gography	for ge-og-ra-phy

Using a Wrong Vowel Sound

e for a	ketch	for catch
	kerry	for carry
	gether	for gather
i for e	git	for get
	chist	for chest
	kittle	for kettle
	ingine	for engine
i for ee	crick	for creek
	briches	for breeches
oo for u	dooty	for duty

Many words are in this class. Other examples are: new, dew, tube, deduce, pursue, constitution, institute, avenue, enthusiasm.

- ū for e in final unaccented syllables:
useluss for useless
Other examples are: goodness, longest, sleepeth, decent, silence, camel, judgment, different.
- ū for a in final unaccented syllables:
Romun for Roman
Other examples are: Jordan, thousand, instant, England, Frenchman.
- ū for i in final unaccented syllables:
promus for promise
pilgrum for pilgrim
Other examples are: service, spirit, worship, captive, civil, ruin, province, justice.
- ū for o
uv for of
fur for for
Other examples are: from, was, cause, because, Oxford, Hereford.

Errors in Accent

Avoid	address	for	adress
	adult	for	adült
	contrary	for	cötrary
	hórizón	for	horizon
	indústry	for	industry
	interésting	for	interesting
	municipal	for	municipal
	primarily	for	primarily
	superflúous	for	superfluous
	théâtre	for	théatre

Errors Arising from Peculiarities of Spelling

- (a) Words with silent letters:
b(u)oy os(t)ler
cor(p)s (p)sa(l)m
epis(t)l(e) sa(l)mon
kil(n) su(b)tl(e)
of(t)en We(d)n(e)sday
- (b) Words with other peculiarities:
against, bouquet, deaf, depot, gourd, hearth, iron, nuptial, quay, said.

Errors Arising Through Confusing Voiced and Whispered Sounds

Letter	Whispered sounds	Voiced sounds
th	thin	this beneath
	bath	baths bequeath
	cloth	with booth
s	thus	was (waz)
	persist (sist)	expose (poz)
	explosive (siv)	discern (dizzern)
x	exile (ks)	exult (gz)
	exit	examine
		exactly
s	sugar	pleasure
	Asia (Ashia) not Azhia	
	Persia (Peršia) not Perzhia	

GRADE I**SPOKEN LANGUAGE**

Read the Introduction to the Language Course carefully.

Conversation

Free and natural conversation about:

1. Classroom experiences, classroom activities, and stories in the Reader;
2. Experiences of the children at home—toys and playthings, pets., etc.;
3. Natural Science: birds and other animals common to the district, the weather, flowers and trees, the work of Jack Frost, signs of the seasons;
4. Health rules, good manners, etc.;
5. Special days and occasions: Hallowe'en fun, plans for Thanksgiving, plans for Christmas.

In these conversation periods children should be trained to speak clearly in complete sentences.

In conducting a conversation, the teacher will endeavour to train pupils in habits of mutual consideration and courtesy. He will make each child understand that he must be a good listener as well as a good talker and that at times he must wait for a chance to speak. He will also endeavour to bring into the conversation children who are too shy to take part without being encouraged to do so.

Story Telling

1. Listening to stories told or read for sheer enjoyment;
2. Reproducing and dramatizing stories heard or read—fables, nonsense stories, fairy stories, folk tales, nursery tales, nature stories;
3. Telling stories of personal experiences;
4. Giving short original stories of two or three sentences developed from conversational lessons.

Children like stories with action, repetition, human interest, and imaginative appeal.

Dramatization

Fables, nature stories, nursery tales, and Bible stories acted and then retold, the retelling to be done in part by the teacher and in part by the class:

1. The story should not be too long and should reveal plenty of action.
2. Questioning should not be continued until interest is killed.
3. Children may tell the parts of the story they like best.
4. Children should be encouraged to make up their own lines to fit the situations suggested by the story.
5. Pantomime (action without words) should be used occasionally.

Picture Study

The teacher's work with the class should quicken observation, stimulate orderly thinking, and elicit clear and orderly expression of thought in appropriate sentences.

Realistic pictures should be used from time to time in this grade for the development of one- and two-sentence compositions. These pictures should be of a miscellaneous character dealing with a variety of subjects based on pupil experiences and everyday activities.

Realistic pictures are easily secured from the advertising sections and the covers of magazines.

Group Composition

1. Riddles describing fruits, flowers, birds, and animals;
2. Stories dictated by the pupils and written on the board by the teacher.

After a composition is completed, it may be read to the pupils for their enjoyment, and later, it may form the basis for word study and a lesson in reading.

Developing Sentence Sense

A child is inclined to tell all he knows about a topic in a prolonged disconnected series of words such as the following:

Yesterday when I came home from school mother sent me to the store and I bought some sugar and on the way home I met some boys and we played marbles.

Failure to understand the sentence idea is clearly shown by a child's use of such connectives as *and* and *because*. The most effective way of developing sentence sense is to limit most of the oral composition during the first year to one- and two-sentence stories, the latter to be taken up only after the one-sentence idea has been firmly established.

Pupils should be encouraged to improve their spoken sentences by using such beginnings as:

Every day	Once in a while	Very often
Every week	One day	When
Last week	On Saturday	While
Often	Sometimes	Yesterday

Verse Speaking

Nursery Rhymes, Songs, and Poems.

Rhymes and jingles should be rich in sound. Poems should have rhythmic charm and appeal and be related either to the child's experience or to nature. At least one poem should be studied each week, and when a poem is made the basis of a language lesson care must be taken to bring out its beauty of expression. Individual recitation should be encouraged, in an audience situation.

Children should hear at least one poem well read or recited every day and they should memorize many short poems during the year.

Original verses may be composed and recited by pupils. A beginning should be made in simple choral speaking.

Speech Training

See the grade III outline.

Vocabulary Enrichment

1. Help pupils to acquire new words from school experiences and activities.
2. Make sure pupils know the meaning of any new or unfamiliar word used in stories, poems, or other types of language lessons.
3. Give pupils an opportunity to use new words they have learned through social studies, stories, etc.

4. Keep a list of new words learned and refer to them occasionally.
5. Make lists of rhyming words in poems and have children suggest other words that rhyme.
6. Build new words with the aid of phonics.
7. Make lists of words that have somewhat similar meanings: wee, little; pretty, lovely.

Corrective English

In the case of persistent errors, drill in the use of the correct form is necessary, and this can best be secured by a series of questions each of which calls for the use of the form that should eliminate the error. For example, the child who says, "I seen two robins," should be required, first of all, to repeat his sentence in correct form. He should then be asked such questions as the following:

Where did you see them?
 When did you see them?
 Who else saw them?
 What else did you see?

The repeated use of "saw" in a natural context will make a much more permanent impression than a single, isolated correction.

Language games, drill exercises, questioning, and other devices should be used to eliminate such common errors as *seen* for *saw*, *done* for *did*, *have went* for *have gone*, *we was* for *we were*, *ain't* for *isn't*, *themselves* for *themselves*, *him and me* for *he and I*, the double negative.

WRITTEN LANGUAGE

1. Practice in the use of letter cards as an aid in keeping lines straight, spacing words, and spelling;
2. Learning to write one's name and the names of a few others, using capitals;
3. Copying words and short sentences written as models by the teacher;
4. Transcribing short portions of selections that have been mastered as reading lessons. In these transcription exercises the child should learn:
 - (a) To begin each sentence with a capital letter and end it with a period.
 - (b) To use capitals for the pronoun I and for the names of persons;
5. Writing words and short easy sentences from the teacher's dictation;
6. Writing simple original sentences.

GRADE II

Read the Introduction to the Language Course carefully. Review the work outlined for grade I.

SPOKEN LANGUAGE

Conversation

1. Free, natural conversations. The work should be a natural response to comments and requests by the teacher, the purpose being to develop in pupils a social spirit by giving them an opportunity to share their experiences and observations. Suggested topics are:

Home Experiences	Experiences during Play
Experiences with Pets	Experiences when Children are in Trouble
Birthday Experiences	Nature Experiences in Spring
Winter Fun	Surprises
Fun in Vacation	

2. Right attitudes and courtesy forms: please, thank you, I beg your pardon;
3. Training in good enunciation and speaking;
4. Increasing ability to make complete sentences.

Story Telling

1. Listening to stories told or read for sheer enjoyment;
2. Reproducing and dramatizing stories heard or read—fables, folk tales, and health, nature, fairy, and Bible stories;
3. Giving short original stories of three or four sentences based on conversation lessons;
4. Telling stories of personal experiences.

Stories should do these things for the child:

1. Provide him with vicarious experiences dealing with other persons, places, and phases of life, and thus develop and extend his concepts of life;
2. Stimulate and develop imaginative power;
3. Cultivate the power of intelligent self-expression through enrichment of vocabulary and embellishment and accuracy of style;
4. Provide relaxation and enjoyment.

Picture Study

A teacher should not expect art appreciation or description from pupils before they reach the age when they can see relations and interpret actions. Before this, however, he may use story telling as a basis for a study of pictures or he may use pictures as a basis for story telling. Well-drawn and attractively coloured magazine pictures which show children at work or at play, animals in a dramatic situation, or some other subject of inherent story interest, are good. To develop the imagination the picture study may be divided into three parts:

1. What is happening now;
2. What has happened;
3. What is going to happen.

A complete story may be developed from the picture in this way.

The terms foreground, background, principal objects, and skyline should be taught.

Dramatization

Dramatization of stories told or read, of pictures studied, or of interesting experiences, imaginary or real, is a most successful means of vitalizing language training. No other form of oral expression makes a greater appeal to a child's natural interests or arouses greater spontaneity of expression. The teacher will do well to direct the children's activities as unobtrusively as possible.

Dramatization should be conducted as a game of make-believe.

The teacher should secure pupil co-operation in making the necessary arrangements which involve:

1. Assigning the characters;
2. Setting the stage, or determining the position of persons, places, and things;
3. Reviewing with the players the order of events;

4. Getting from each player what he is going to do and say.

The game may be played a second time by a different group if there are enough children in the class.

The health and social studies programmes will provide interesting material for dramatization.

The Sentence

The teacher should (i) make pupils familiar with good sentences by reading to them stories of literary merit and by having them read books and memorize poetry, (ii) lead pupils to use good sentences as they retell or imitate fables and other stories expressed in brief dramatic sentences that show variety of form, (iii) require pupils, in group composition, to express one thought at a time as he writes their sentences on the board for them.

Emphasis in this grade should be on the two-sentence composition. Train pupils:

1. To start in the first sentence to tell the story—to make the class see something happen;
2. To tell more about the same idea in the second sentence;
3. To pause between sentences so that the class can count them.

The process of transfer from the two- to three-sentence composition is a relatively simple matter if pupils have fully grasped the idea of talking about *one idea only* in their stories.

Verse Speaking and Verse Making

1. Learning rhymes, songs, and jingles;
2. Choral and individual recitation of suitable poems;
3. Finishing a poem by supplying words that rhyme, e.g.,

Once I saw a little bee
 Buzzing round an apple ———.
 Another time I saw a frog
 Fast asleep upon a ———.
 Then one time I saw a bunny
 Hopping, jumping, oh, so ———.
 Everywhere there seems to be
 Something new for me to ———.

4. Co-operative work in making up simple poems.

Speech Training

See outline for grade III.

Enriching the Vocabulary

1. Finding in sentences words that suggest colour, action, time, and place;
2. Listing words not recognized and asking teacher what they are;
3. Asking for new words when they are needed to express an idea;
4. Using in conversation, story telling, or writing, new words found in poetry or other reading;
5. Making word charts;
6. Finding pictures to illustrate new words;

7. Adding *s, ed, ing* to known words to form new ones;
8. Acquiring new words from phonics and context;
9. Joining small words to make new words, e.g., daylight;
10. Learning easy similars and opposites;
11. Listing words that rhyme.

Corrective English

Appropriate language games, drill exercises, and other devices should be used to correct errors that are made habitually by pupils. The following are common:

has came for *has come*, *have went* for *have gone*, *them* books for *those* books, *John he* for *John*, *done* for *did*, *seen* for *saw*, the double negative.

WRITTEN LANGUAGE

1. Helping with group compositions:

Short stories are dictated to the teacher and written by him on the board. Pupils may write sentences used in their group compositions when they have mastered the words.

2. Arranging words correctly in jumbled sentences;
3. Making lists of easy synonyms and antonyms;
4. Copying sentences, riddles, and easy poems from the blackboard;
5. Writing two or three easy sentences from dictation;
6. Writing original two-sentence stories;
7. Sending short letters or invitations to school mates or parents, such letters to show only the salutation, body, and signature;
8. Writing name and address, correctly punctuated.

Using Correct Form

1. *Capitalization*

Continued attention to first grade items. The name of the school, the name of the town or city, titles of stories, the names of persons or places used in pupil's writing, first word of a line of poetry, the beginning of a sentence, the first word in the salutation of a letter.

2. *Punctuation*

Continued attention to first grade items. Question mark at the end of a question, comma between day of month and year, comma between name of town and province, period after shortened forms: Mr., Mrs., St., ft., period at the end of a sentence.

3. *Manuscript Form*

Leaving margin at left and right, the proper placing of titles.

GRADE III

Read the Introduction to the Language Course carefully. Review the work outlined for grade II.

SPOKEN LANGUAGE

Conversation

There should be frequent conversations based on current interests and studies, always purposeful. These should be conducted in such a way that pupils will give enthusiastic response and show spontaneity in their manner of expression. The atmosphere of informality is essential to good learning.

These points should be stressed:

1. Listen to what others have to say.
2. Do not speak while others are speaking.
3. If someone in the group will not talk, ask him what he thinks.
4. Talk about what interests the others in the group.
5. Speak clearly.
6. Look at the others while talking.
7. Be natural, friendly, and polite at all times.

Topics like these might be used:

How to earn money	Little people of other lands
How to spend money	Games that provide the most fun
Men and women who make our town a safe place to live in	Play experiences
How we can help our parents	Topics related to health, nature science, safety, etc.

Story Telling

Story telling should include not only the reproduction of stories which the pupils have heard or read, but also original stories and personal experiences. No pupil should be required to tell a story which he does not enjoy. He should frequently be allowed to select a topic from his own experience rather than have an unfamiliar, uninviting topic imposed upon him by the teacher. The reproduction of a story, where it is possible, should follow the dramatization of the same story.

Little, if any, desirable progress in story telling can be made without the sensible use of standards and criticism. Standards of good performance should be set by the pupils themselves as their understanding of good work develops.

As an outgrowth of informal conversations children should have much practice in giving a three-sentence story and they should be trained:

1. To start the story in the very first sentence;
2. To be sure that the second sentence contains more about the idea contained in the first sentence;
3. To finish the story in the last sentence so that the class feels satisfied.

Dramatization

Dramatization may be pantomime or it may involve dialogue or both. It may be done by one child or by a small group or by the whole class. Speeches need not be memorized and there may be a decided variation in the performance as the story is played from time to time.

1. Pantomiming and dramatizing songs, poems, and games;
2. Dramatizing stories taken from dramatic readers and other books for the third grade;
3. Making up and acting out an original playlet as a group activity under the guidance of the teacher;
4. Pantomiming characters, scenes, and situations, e.g.,

Cleaning house,	Sweeping the floor,
Washing dishes,	Playing a game,
Activities related to safety, health, music, etc.;	
5. Making up conversations for situations like the following:

Introducing people,
Buying groceries for mother,
Talking over the telephone.

Description

The use of language for descriptive purposes may be based on (i) pictures and (ii) descriptive passages found in the readers or elsewhere. In description, as in stories, "sentence sense" and the beginning of "paragraph sense" should continue to be developed.

1. Pictures

Picture appreciation should not be sacrificed to mere language drill. In fact, if the picture study does not increase the child's joy and stimulate his imagination it will contribute little to his language achievement.

2. Descriptive Passages

Passages in the school readers provide good material for descriptive composition. Preparatory questioning should direct attention to the features to be described and should suggest a logical order for the descriptive statements. Descriptions should be limited to three or four sentences.

Verse Speaking and Verse Making

1. Memorization of poems which pupils have first learned to read understandingly. During the year each child should learn to recite at least ten poems that especially appeal to him.
2. Choral and individual recitation of poems of literary merit.
3. Finishing lines by finding words that rhyme, e.g.,
In gloomy days and days that shine,
I want you for my ———.
4. Group and individual work in making up verses.

Enriching the Vocabulary

1. Using in original three-sentence stories, meaningful picture words or phrases learned from carefully selected stories and poems;
2. Building original sentences containing words learned in activities in health, natural science, and social studies. The study of airplanes in a transportation unit made a grade III class familiar with these words:

beacon	dirigible	pilot	rudder
biplane	keel	parachute	throttle
cabin	hull	monoplane	skids
cockpit	hangar	lever	
dial	airport	pontoons	

3. Watching for interesting words during reading periods, conversations with others, and various other activities. These words may be placed on charts after their meaning has been clarified by use in conversation or in stories.
4. Searching for picture words to describe objects, e.g., snow: whirling, twirling, sparkling, shining, dancing, crackling, fluffy, etc.;
5. Listing similar opposites, homonyms;
6. Developing a consciousness that some words more nearly express an idea than do others and learning to select those most suitable;
7. Listing colour words, time words, place words, action words, sound words;
8. Preparing to use the dictionary by learning to list words alphabetically.

Corrective English

Pupils should be taught to take a pride in our language and to respect the purity of its use. Language games, drill exercises, and other devices should be used to correct such expressions as *I and Tom*, *I haven't got none*, *him and me went*, *he give me*, *I drunk*, *It is him*, *has went*, *has saw*, *has came*, etc.

Emphasis should be placed on the correct pronunciation of words frequently mispronounced. Some of these are *can, catch, get, just, again, pretty, library, Tuesday, February*, words ending in "ing", and the combinations *don't you, give me, let me*, etc.

SPEECH TRAINING

For the young child, speech training should never be allowed to become tedious or little related to reality, but should be "good fun".

Aims

1. To make children proud of English as a language.
2. To make them proud to speak it well, and conversely, ashamed of slovenliness.
3. To train their ears to distinguish sounds.
4. To train their articulatory organs to reproduce what they hear.
5. To train the voice so that this reproduction may be pleasant to the ear.

The Voice Mechanism

The voice mechanism is made up of:

1. The chest walls which control the stream of air;
2. The vocal chords which produce the voice;
3. Resonance chambers in the throat, nose, and mouth which enlarge and enrich the voice;
4. The mouth, with the hard and soft palates, the tongue, the teeth, the teeth ridge, the lower jaw, and the lips, which forms each of the different vowel and consonant sounds of the language.

Requirements for Good Speech

1. A normal, healthy voice mechanism;
2. A well-functioning breathing system;
3. Co-ordination between breathing and imitating system (vocal chords);
4. Resonance for clarity of note, musicality, flexibility, modulation (adequate range);
5. Articulation—the correct shaping or modification of the tone after the vocal chords have made it;
6. Pronunciation—the correct ordering and stressing of the proper sounds.

Proper breathing depends upon posture. The posture is good when the body weights are so balanced that the body can function with greatest ease.

Steps in a Speech Lesson

1. Relaxation exercises;
2. Assuming correct posture;
3. Breathing exercises;
4. A resonance exercise;
5. An articulation exercise;
6. Group practice—jingles, poems, sentences, word enunciation, tongue twisters, choral speech.

SUGGESTED EXERCISES

Relaxation

1. Children play they are rag dolls. Puppy takes hold of the middle of their backs and shakes them roundly in limp, loose action.

2. Children play they are flowers. The wind causes them to nod their heads very slowly down, around to the right shoulder, back to the left side and then to the front. Let jaw drop. The wind blows a little harder and the body gently aways in the direction in which the head is moving.
3. Children play they are trees in autumn. They fold their hands and sway from side to side, letting their heads fall when the wind says, "oo, oo, oo". To illustrate leaves falling, the children raise their hands above their heads, with wrists relaxed, then allow the hands to move loosely up and down, resting on knees when leaves lie fast asleep.

Breathing

Avoid raising shoulders in all breathing exercises.

1. General Exercises

- (a) Vigorously inhale through the nose and mouth. Now exhale in three or four pants, like a tired dog after running.
- (b) Place palm at base of breast-bone and, breathing in and out, make the diaphragm swing rhythmically to counts, thus: *In*, 1-2-3; *Out*, 1-2-3. The counts may be increased, 1-2-3-4, etc.
- (c) Yawning and pleasurable sighing are good exercises.

2. Breath Control

- (a) Breathe in and allow the air to escape softly on the sounds, *f*, *s*, *sh*, *v*. Prolong sounds for twenty-five seconds.
- (b) Blow objects off the hand, varying the pressure.
- (c) For more advanced work, breath can be controlled in saying a sentence as: One man and his dog came to see me go away. Then: One man, his horse, and his dog came to see me go away. Later: One man, his cow, his horse, and his dog, etc.

Resonance Exercises

The three nasal resonants are *m*, *n*, *ng*, and the resonance exercises for these are especially essential for producing bright voices and tone.

1. Humming to four counts. Begin with *m*, *n*, *ng*. Let the jaw drop loosely on the fourth count. End sometimes on the fourth count with *ah*, *oo*, *oh*.
2. Drill on words:
 - (a) bang, ding-dong, singing.
 - (b) man, men, min, mon, mun.
3. Drill on couplets:

Spin, lassie, spin
An even thread and thin.

Articulation Exercises for lips, jaw, tongue, and soft palate

1. For lips:

- (a) Singing "me, me, me, me", to each note up and down the scale, accenting the first "me".
- (b) Stretching and rounding the lips to: "ee-oo; oo-ee; ee-ah; ee-ay; ay-ee; ee-ay-ah." Place consonant sounds before these combinations for variation.
- (c) Pouting and smiling.

2. For jaw:

- (a) With fingers at articulating points let jaw: drop-close-drop-close, etc.,
- (b) Waggle jaw sideways,
- (c) Use some simple rhyme to exercise jaw, for example,
Wee baby Martha looks so small,
Wee baby Martha soon will grow tall.

3. For tongue (to get a firmly rounded and freely moving point):

- (a) Children practise lapping milk like kitty,
- (b) Stretch tongue out of mouth and flick from side to side and then to the gums behind the top teeth as rapidly as possible.

4. For soft palate:

- (a) All exercises for forcing the breath through the mouth are good for the soft palate.
- (b) Use mirrors to show the children movement of soft palate.
- (c) Pronounce in quick succession: pm, bm, tn, kn, dn, k-ng, g-ng.
- (d) Jerk the palate by saying "gong-gong-gong" strung together like one long word.

Teachers can enlarge upon the foregoing exercises to produce variety as the work continues, or to meet the needs of more advanced speech training.

Choral Speaking

1. The simplest type is the refrain which requires a leader (the teacher at first), who reads the narrative, inviting the class to join in the refrain.
2. Two-Part or Antiphonal Arrangement. This means tone against tone and is especially adaptable in question-and-answer poetry.
3. Line-A-Child. This is an arrangement which gives each child a chance to speak one or more lines by himself.
4. Part Speaking and Unison Speaking are more difficult and better suited to the higher grades.

Tongue Twisters may be used for attacking difficulties, e.g.,

1. A cup of creamy custard cooked for Cuthbert.
2. Six stiff silk stitches.
3. A tooter who tooted the flute
Tried to tutor two tooters to toot.

Verse Speaking can be admirably adapted to language corrections, for example, "I haven't" instead of "I haven't got":

I haven't a cuddley teddy-bear,
I haven't a puppy dog,
I haven't a kite to fly in the air,
I haven't a gollywog,
I haven't a big round drum to beat,
I haven't a bouncing ball,
But I have a baby sister, sweet,
And she's the best of all.

WRITTEN LANGUAGE

1. Copying short poems and paragraphs correctly;
2. Re-arranging jumbled sentences;
3. Re-arranging sentences in a short paragraph;

4. Combining facts in two or three short sentences to make one sentence, e.g.,
 - (a) Mary has a new dress. It is a red dress. Mary's mother made it for her.
 - (b) Mary's mother made her a new red dress.
5. Writing an original paragraph story of three or four sentences with margins, indentation, punctuation, and capitalization;
6. Writing a short friendly letter showing simple heading, salutation, body, complimentary close, and signature;
7. Making natural science, health, or citizenship booklets;
8. Creative writing. A few sentences may be written on such topics as:
 - (a) Imaginative—If I were king
When I am twenty
 - (b) Descriptive—A ball game
A fire
Something beautiful

Written stories should frequently be preceded by (i) a group composition which is dictated to the teacher who writes it on the board and then reads it aloud for the enjoyment of the class, (ii) a study of the words used.

Using Correct Form

1. Capitalization

Names of months and days of week, local geographical names, names of holidays, Mr., Mrs., Miss, titles of compositions (no period after titles), first word in quotations.

2. Punctuation

Comma in a series (The comma should be used before the "and" connecting the last two items in a series.), comma separating quoted words from the rest of the sentence, abbreviations for the days of the week, the months, and for denominate numbers used in Arithmetic, the two uses of the apostrophe, period after abbreviations and after initials of a person's name, simple use of quotation marks.

3. Manuscript Form

See page 104.

GRADE IV

Read the Introduction to the Language Course carefully. Review the work outlined for grade III.

SPOKEN LANGUAGE

Conversation and Discussion

Conversations and discussions based upon current interests, the significance of different holidays, children in other lands, the care of animals, vacation plans, recreational reading, safety, observations in nature, care of health and clothing, thrift, social services (policeman, fireman, postman), poems, how to make or do things, planning a programme, a party, or a school project.

While these lesson periods should be free and informal, they should also be purposeful and carefully directed.

Telling Stories

1. Retelling all or part of a story as the occasion may warrant;
2. Telling a short interesting bit of personal experience;
3. Narrating a longer personal experience;
4. Telling an anecdote or joke with a point;
5. Retelling a conversation;
6. Relating imaginary incidents;
7. Reproducing incidents read about in school readers, newspapers, or elsewhere;
8. Finishing stories by adding sentences to them;
9. Telling informational stories related to natural science and social studies.

Pupils should be trained to:

1. Speak slowly enough to be understood;
2. Speak clearly enough for all to hear;
3. Begin the story with the first sentence;
4. Use picture words;
5. Keep to the subject and avoid distracting details;
6. Recall events in proper sequence;
7. Think of a strong ending sentence;
8. Stop promptly.

Description

1. Stories about pictures

Use of (i) *realistic pictures* which serve as a means to recall ordinary experiences and everyday activities, (ii) *fictional pictures* to arouse and stimulate the imagination.

Realistic pictures should be true to life and represent experiences common to children. The teacher should have a wide and varied assortment of such pictures. Fictional pictures suggest imaginative stories and the theme of each picture should be of such a general character as to make possible a number of story plots. The teacher should discuss the picture with the class and, while doing so, bring out various ideas for effective plots. It is a good plan occasionally to divide the class into two or three groups, giving a different picture to each group. The members of each group collaborate in making a short story about the picture and a spokesman is appointed by the group to tell the story orally to the rest of the class.

Following is a group composition developed by grade IV pupils:

(Picture of a little boy sitting up in bed staring at something)

During the night Harry awoke and saw something sparkling near his bed. He was so badly frightened that he could not move for several minutes. When he turned on the light, he found that it was only the rim of the alarm clock. He put the clock in the drawer and the next morning he was late for school.

2. Descriptions of person, animals, and objects

The study of these should at first be directed by the teacher. Questions asked will suggest matter and arrangement to pupils. The description should be in short, clear-cut sentences as in the case of a picture study. An interesting exercise is to have a pupil describe another pupil without mentioning his name. Other members of the class will try to identify the person described. In like manner a game of riddles may be used in which pupils try to name the fruit, vegetable, animal, or bird described.

Using the Telephone

Discuss the courtesies of telephoning. Have make-believe conversations in the classroom dealing with the following situations:

1. Receiving a telephone call for another member of the family;
2. Accepting an invitation by telephone;
3. Extending an invitation to a friend;
4. Telephoning a message for someone else;
5. Giving a tradesman an order;
6. Telephoning thanks for a favour;
7. Seeking information, e.g., arrival and departure of trains.

Reporting, Explaining, and Giving Directions

Reporting, explaining, and giving directions should be limited to telling briefly what objects are for; how they are made, how they are used, or how they work; how to do simple things; what is seen on visits; what happens in the neighbourhood; etc. For example, the class may be asked to do these things:

1. Prepare a talk for giving directions for making a birdhouse and think of these points in planning:
 - (a) What material do you use?
 - (b) How do you keep the rain out?
 - (c) What kind of door will you have?
 - (d) How can you place it so that cats cannot reach it?
2. Plan a short report on a worker chosen from this list:

farmer	actor	milkman
doctor	grocer	engineer
fireman	plumber	bricklayer
milliner	preacher	train conductor

Get all the information you can by talking to someone who does such work, reading stories about such workers, watching people at work, or asking some grown person questions.

3. Be ready to explain to the class what is meant by each of the following things about a book:

Title page	Table of Contents	Publisher
Chapters	Author	Illustrations

Dramatization

1. Taking part in simple plays related to health and social studies;
2. Dramatization of stories found in school readers and story books;
3. Dramatization of fables, proverbs, pantomimes, pageants;
4. Acting out an original play prepared by a group of pupils;
5. Impromptu dramatization, e.g.,
 - (a) Two hockey players discussing a game.
 - (b) An argument in a baseball game.
 - (c) A conversation between a traffic officer and a motorist;
6. Introducing people, e.g.,
 - (a) Introducing a new pupil to other children on the playground at recess.
 - (b) Introducing to your mother a new pupil you have invited to your home.
 - (c) Introducing a new friend to your teacher.

Speech Training

See outline for grade III.

Verse Speaking (Individual and Choral)

Memorizing and reciting poems and passages of prose from the Reader and other grades. In this way pupils not only enlarge their vocabulary and enrich their minds, but they develop literary taste as well.

In choral work these points should be kept in mind:

1. Every word must be spoken distinctly.
2. The chorus must keep together.
3. Each pupil should memorize the poem.
4. The pupils should discuss these questions with the teacher before they begin speaking the poem:
 - (a) Which parts of the poem should be spoken softly?
 - (b) Which parts should be spoken loudly?
 - (c) Which parts should be spoken slowly?
 - (d) Which pupils are to speak each part?

Using the Dictionary

1. Finding words in the dictionary;
2. Using the dictionary key to learn the pronunciation of a word;
3. Selecting from several meanings of a word the one that will satisfy the context;
4. Learning from the dictionary how to spell words;
5. Consulting the dictionary for any information it contains instead of appealing to the teacher.

Enriching the Vocabulary

To be serviceable a vocabulary must be encountered, developed, and used in life situations. It cannot be memorized; it must be acquired through direct speech. The extent to which the teacher's vocabulary is vivid and colorful will determine, in large measure, the growth of the pupil's vocabulary.

Familiarizing pupils with carefully selected stories and poems is one of the most effective means of acquainting them with choice new expressions and of stimulating their use. One grade IV class learned to use the following words to describe stories they had heard or read:

sad	weird	excellent	amusing
dull	strange	humorous	exciting
funny	charming	unusual	inspiring
queer	unreal	fanciful	enchanted
witty	lifelike	readable	artistic
odd	absurd	dramatic	imaginative

Pupils should keep a note book in which to put short poems, quotations, and words suggesting colour, sound, action, size, shape, etc. Practice should be given in pairing words: similars, opposites, and homonyms.

Corrective English

The errors most frequently made by the children are the ones that the teacher should watch. Those mentioned in earlier grades are likely to persist in grade IV:

1. Hold pupils responsible for correcting such errors as *Him and me are, I come yesterday, I and John went, It was him, etc.*;
2. Make pupils familiar with the use of *is* and *are, was* and *were*, and taught to say *are you, were you, doesn't he*, and to distinguish between the use of *began* and *begun, sang* and *sung, went* and *gone, broke* and *broken, wrote* and *written, may* and *can, learned* and *taught*;
3. Teach pupils the correct pronunciation of words frequently mispronounced, giving special attention to:
 - (a) Vowel sounds: just, catch, such, poem,
 - (b) the sound of "ng": something, nothing, going,
 - (c) initial sounds: what, throw,
 - (d) slighted syllables and syllables incorrectly pronounced.

WRITTEN LANGUAGE

The Sentence

1. Distinguishing between groups of words that are sentences and those that are not;
2. Improving rambling or run-on sentences;
3. Experimenting with different methods to find the best way of expressing an idea;
4. Re-arranging jumbled sentences;
5. Making complete sentences from groups of words that are not sentences;
6. Learning to get variety in sentences by changing the order of the words;
7. Combining short sentences into longer ones;
8. Writing sentences containing only one main idea but including modifying ideas;
9. Using in written exercises:
 - (a) sentences that tell something,
 - (b) sentences that ask questions,
 - (c) sentences that give commands,
 - (d) sentences that express feeling.

The Paragraph

Much of the written work may be based on group composition by following this procedure:

1. Class conversation and discussion;
2. A subject for a group composition chosen by the class and the story dictated, sentence by sentence, to the teacher, who writes on the board;
3. A class study of the words and sentences used and also of the capitalization and punctuation of the story. After the composition has been erased, each member of the class writes the group story or one of his own.

Mastery of the single paragraph containing four or five sentences should be the aim. Pupils should be able to write a short paragraph related to description, narration, a report, an announcement, or an explanation, and they should learn these things about a good paragraph:

1. Every paragraph should have a main thought or topic.
2. Every sentence in the paragraph should be about the topic.

3. Each sentence should help to build the paragraph by adding a new, important idea about the topic.
4. The first sentence should give the paragraph a good start.
5. Events should be told in time sequence.
6. The paragraph should end with an interesting, lively sentence.
7. The first line should be indented.

Letter Writing

1. See Introduction to Language Course.
2. Writing short friendly letters, including all the conventional parts.
3. Addressing the envelope.
4. Using actual situations for the development of letter writing, for example,
 - (a) Writing to a pupil who is ill or who has moved away,
 - (b) Writing letters of request, asking for the loan of materials or asking a person to speak to the class,
 - (c) Writing short informal invitations to class or school entertainments,
 - (d) Writing short letters of thanks for favours done for the class,
 - (e) Writing short "newsy" letters to other classes or schools.

Creative Writing

Creative ability in varying degrees is present in all children. Creative writing is the translation of experience into words. First hand experience told with discriminating observation and natural sincerity is the end toward which creative expression strives. The child tries to fit words to the details of experience and to discover suitable forms for the transfer of experience to others.

Encourage pupils to try to:

1. Write what comes to mind, either prose or verse, when they think of such things as autumn, spring, winter, rain, stars, snow, wind, special days (Thanksgiving, Christmas);
2. Add a few lines to some short, familiar rhyme written on the blackboard;
3. Write original fables;
4. Prepare conversation for a dramatization of a familiar story.

Using Correct Form

Review the work outlined for grade III.

1. Capitalization

Names of persons and places consisting of two or more words, such as King George, River St. Lawrence, Lake Superior, Prince Edward Island, Rocky Mountains, Dominion Day.

2. Abbreviations

Mr., Mrs., Dr., Esq., St., Ave., a.m., p.m., Sask.

3. Punctuation

The comma to separate a quotation from the rest of the sentence, in dates and addresses, in a series, and after the complimentary close of a letter; the two uses of the apostrophe; quotation marks to set off the words of a speaker; hyphen separating parts of a word when divided at the end of a line; period after initials and after abbreviations; exclamation mark at the end of a sentence that shows strong feeling.

4. Manuscript Form

All that is outlined for previous grades.

GRADE V

Read the Introduction to the Language Course carefully. Review the work outlined for grade IV.

SPOKEN LANGUAGE

Conversation and Discussion

All conversation and discussion should be characterized by complete informality. There should be no degeneration into the atmosphere of the ordinary recitation and the actual discussion should not involve the raising of hands although pupils should adhere to the rules of common courtesy.

Conversations and discussions might relate to:

1. Vacation trips, individual interests, and games;
2. A movie seen, a talk heard, a picture studied, or an excursion taken;
3. Stories and anecdotes heard or read;
4. Information gained from sources outside the school and related to topics of study in school work;
5. Interesting newspaper and magazine articles;
6. Poems of particular appeal and characters met in literature;
7. Local episodes or happenings;
8. Introducing people and helping the newly introduced to find a topic of conversation.

Telling Stories

1. Retelling all or part of a story that a class wishes to hear again;
2. Recalling experiences in some way similar to those others have encountered;
3. Telling a one-paragraph single phase story of a personal experience;
4. Reproducing a conversation vividly and accurately;
5. Telling original stories occasionally in imitation of stories of literary merit;
6. Reproducing humorous anecdotes, riddles, and conundrums;
7. Completing unfinished stories, e.g.,

A girl sat reading in the shade of an old oak tree. She fell asleep and dreamed that the tree spoke to her. It said . . .

8. Preparing simple outlines and then improvising stories based on pictures, e.g.,

The Home of the Beaver

- (a) Location
- (b) Materials used
- (c) The rooms
- (d) The beaver as a builder.

Through group discussion, pupils should build up a set of standards by which to judge stories told by classmates.

Dramatization

1. Dramatizing stories that have been told to the class or read independently;
2. Making up an original play as a group activity under the direction of the teacher;
3. Taking part in simple plays related to social studies, health, and safety;
4. Interpreting and illustrating fables, proverbs, pageants;

5. Pantomiming characters, scenes, and situations;
6. Improvising conversations for such situations as making introductions, buying an article at the store, talking over the telephone, etc.;
7. Giving a demonstration of social life in another country;
8. Making puppets to be used in puppet plays.

In preparing to dramatize a story, the class, through group discussion, should decide which incidents to dramatize, what each character will say, how each character will act, who will take each part, how the scene will be represented, and what properties or objects are needed.

Description

In preparing to give an oral description, pupils should be taught to (i) observe closely, (ii) select only a few important features, (iii) organize the details in logical order, (iv) use vivid picture words. A simple plan like the following will prove helpful:

A Snowstorm

- (a) The approach of the storm—its fury
- (b) An interesting incident during the storm
- (c) After the storm—changed appearance of buildings, streets, highways, countryside.

Suitable Topics

- | | |
|---------------------|---------------------------|
| An Exciting Contest | A Bad Accident |
| A Winter Thaw | A Sight I'll Never Forget |

Using the Telephone

1. Playing a telephone game with toy or imaginary telephones, e.g.:
 - (a) Report a fire to the fire department. Another pupil will pretend that he is answering at the fire station.
 - (b) Report an accident to the police.
 - (c) Inquire about a friend who is sick.
 - (d) Plan with a friend for some activity such as going on a hike, getting up a surprise party, or going to an entertainment.
 - (e) Order groceries for mother.
 - (f) Extend an invitation to a friend.
 - (g) Telephone thanks for a favour.
2. Learning and dramatizing the following guides for calling someone on the telephone:
 - (a) Be sure of the number.
 - (b) Allow time to answer.
 - (c) Speak directly into the mouthpiece.
 - (d) Do not shout. Speak in a natural, smiling voice.
 - (e) Speak to the person—not at the telephone.
 - (f) Be brief. Consider the interest and time of the person called and the rights of others who may wish to use the line.
 - (g) Do not interrupt. Listen to the other person and, if you do interrupt, say "I beg your pardon".
 - (h) Apologize for mistakes. If you get the wrong number, say, "I'm sorry, I have the wrong number."

Giving Directions, Explanations, and Announcements

Pupils should learn (i) that the various items of their material must be given in proper sequence, (ii) that all that is to be said about a given point should be presented before a new item is introduced, (iii) that the *what*, *where*, and *when* of an announcement must be stressed, (iv) that the final test of the value of explanations and directions lies largely in the accuracy of attempts made by listeners to follow the procedure suggested, (v) that directness, simplicity, and brevity are important.

The following situations are suggestive:

1. Announcing: the loss of a pen or a book, a meeting of the Junior Red Cross Society, an entertainment to be given;
2. Giving directions: about how to go to a place or building several miles away, concerning the care of an animal, on how to make something;
3. Explaining (with diagrams): how to make a baseball diamond, how to plan a garden.

Using the Dictionary

1. Practice in arranging words in alphabetical order:
 - (a) Words beginning with the same two letters, e.g., hesitate, height, heart, etc.,
 - (b) Words beginning with the same three letters, e.g., thread, thrush, thrift, etc.,
 - (c) Words beginning with the same four letters, e.g., perish, period, perimeter, etc.;
2. Finding a definition and then using the words in an original sentence;
3. Breaking words into syllables: to help in pronunciation, to learn how to divide a word at the end of a line, as an aid in spelling;
4. Learning the use of accent marks, simple diacritical marks, and key words;
5. Selecting an appropriate synonym from a number given.

Making Reports

1. Submitting a brief report on a book or story:
 - (a) The title and author of the book,
 - (b) When and where the story takes place,
 - (c) What the story is about,
 - (d) An interesting incident that will arouse in others a desire to read the book;
2. Finding and reporting the answer to a definite question raised in class;
3. Securing through reading, inquiry, or observation, information desired by the class and reporting this;
4. Presenting a plan for some class activity;
5. Reporting nature observations, important happenings in the community, etc.

Pupils should be trained to:

1. Decide what they want to say;
2. Speak in complete sentences;
3. Be sure their statements are true;
4. Tell things in the right order;
5. Show by a pause that they have finished a sentence;
6. Talk so that all can hear them;
7. Use drawings, diagrams, or pictures when they aid the presentation.

Enriching the Vocabulary

1. Building words by using easy prefixes and suffixes, e.g., home *ward*, change *less*, grace *ful*, man *ly*, reason *able*, *un* true, *mis* chance, *in* take;
2. Making a dictionary and adding words from day to day;
3. Noting vivid, colourful words used by good writers and speakers;
4. Substituting more effective words for words given in a statement;
5. Filling blanks in sentences with appropriate words chosen from a list;
6. Using the dictionary regularly for the study of synonyms and learning to use these to express shades of meaning;
7. Listing antonyms and homonyms.

Verse Speaking (Individual and Choral)

Memorizing and reciting poems and choice passages of prose should continue, as in previous grades. A pupil should first learn to read a selection well before attempting to memorize it.

In choral work the class is not ready to read a poem aloud together until everyone understands it. The pupils should try to interpret the meaning and the mood of the selection by answering pointed questions asked by the teacher, by following its rhythm, by pronouncing each word distinctly and correctly, and by making the vowels and the consonants clear-cut.

After deciding, through class discussion, which parts of the selection should be read (i) softly, (ii) loudly, (iii) slowly, (iv) rapidly, the following procedure may be followed:

1. The entire class may memorize the poem and speak it together as a chorus.
2. The teacher may assign solo parts to various pupils.
3. The boys may read parts, and the girls other parts better suited to their voices.
4. Various arrangements of a poem may be tried in order to secure the most pleasing effect.

Speech Training

See outline for grade III.

Corrective English

Errors are linguistic weeds that are hard to kill. It is not the work of a year but of several. Typical errors in grade V are colloquialisms, mispronunciations, and errors in verb and pronoun forms. A list of common errors will be found on page 105.

1. Children should attain skill in selecting the correct word from words frequently confused, as, *teach* and *learn*; *may* and *can*; *lie* and *lay*; *sit* and *set*; *rise* and *raise*; etc.
2. They should establish the habit of using pronoun forms correctly after a comparative and after relational verbs, as:
Helen is taller than I;
Mary likes Hazel better than me;
It was I, we, she, etc.
3. Drill should be given to correct faulty expressions such as *ain't*, *this here*, *that there*, *hissself*, *between you and I*, *awful hard*, the double negative.

WRITTEN LANGUAGE

The Sentence

1. Learning to avoid the use of the run-on sentence and the half-sentence;
2. Keeping to one purpose in a sentence but including modifying ideas in both subject and predicate;
3. Experimenting with different methods of expressing ideas by
 - (a) using declarative, interrogative, imperative, and exclamatory sentences,
 - (b) inverting the order of words;
4. Combining short sentences into longer ones;
5. Breaking up long, involved sentences into shorter, clearer ones;
6. Understanding the terms subject and predicate as applied to sentences of simple construction.

The Paragraph

1. Writing single paragraphs of five or six sentences related to the following:
 - (a) *Announcements* in regard to school work, meetings, parties, programmes, and articles lost or found about the school,
 - (b) *Reports* of meetings attended, places visited, and projects carried out,
 - (c) Directions on how to play a new game, how something is made, or how to locate a certain building,
 - (d) Simple *descriptions* of persons, places, and objects.
2. Writing single paragraph stories containing five or six sentences.
3. Making a simple outline for a short story of two paragraphs. Teacher and pupils working together may develop part of a story in outline after which the pupils may complete the story.
4. Learning to paragraph written conversations and friendly letters.

Letter Writing

See Introduction to Language Course.

Letter writing should include the friendly letter, and the informal invitation and reply. Pupils should be taught to revise carefully their own work to improve sentence structure, choice of words, spelling, punctuation, manuscript form, and thought content. They should learn the approved method of folding a letter, of addressing the envelope, and of properly placing the return address.

Actual situations should be used to provide practice in letter writing. The grade IV outline should be reviewed and extended.

Creative Writing

Creative expression is the translation of experience into words and is the birthright of every child. Children will develop writing power only against a background enriched by story telling, dramatics, hearing fine stories, listening to beautiful poetry, and enjoying varied experiences. Any expression that the pupil makes, not for the practical motives with which he writes letters or makes reports, but for the sheer pleasure of putting into words an experience that has interested him, is considered as creative expression.

1. Writing original stories and poems for Christmas, Easter, or other special days, for a school display book, for children who are ill, for the sheer delight of writing them;

2. *Writing plays* for school or class programmes, for the fun of writing them;
3. *Keeping diaries* for a personal "line a day" book, for a school diary of interesting or laughable incidents;
4. *Writing jokes, stunts, anecdotes, riddles, puzzles.*

Direct and Indirect Narration

Learning the form of direct narration:

Actual conversations reported by the pupils provide interesting content;

Changing from direct to indirect narration, and from indirect to direct narration.

Using Correct Form

1. Capitalization

The following uses of the capital letter should be thoroughly mastered:

The first word of every sentence, the first word of each quotation, the first word of every line of poetry, the pronoun "I" and the interjection "O", proper nouns, important words in titles, words referring to the Deity, salutations in letters, words denoting titles of respect, and all uses outlined for preceding grades.

2. Punctuation

Period at the end of a sentence, after numbering in problems, and after initials and abbreviations; *comma* after a term of address, after each member of a series except the last, after such words as *yes, no, indeed, also, certainly, and however*; *quotation marks* to enclose the exact words of a speaker; the *apostrophe* to indicate contractions and to show ownership.

3. Manuscript Form

All that is outlined for preceding grades.

GRADE VI

Read the Introduction to the Language Course carefully. Review the work outlined for grade V.

SPOKEN LANGUAGE

Conversation and Discussion

1. Conversing with a group about sport, school, or local-event topics;
2. Introducing guests who do not know each other;
3. Planning under teacher guidance some classroom or school-grounds activity;
4. Planning an activity under the direction of a pupil chairman;
5. Discussing the results of an undertaking just completed by the class;
6. Discussing a topic that might arise in the science or social studies class;
7. Joining in the development of such social topics as:
 - (a) How to make the best use of a newspaper,
 - (b) Laws that we must obey,
 - (c) How to decide which motion picture to see,
 - (d) Choosing an occupation,
 - (e) Current events;

8. Taking part in easy formal debates;
9. Practising the rules of order at a club meeting:
 - (a) Addressing the chair,
 - (b) Nominating candidates,
 - (c) Making a motion,
 - (d) Seconding a motion,
 - (e) Discussing a motion,
 - (f) Amending a motion,
 - (g) Voting on a motion.

Story Telling

By this time the pupil should be able to speak in an easy conversational tone without diffidence, maintain good posture, and recall events in proper sequence. Clear enunciation and correct pronunciation should be insisted upon, and common errors of speech and unfortunate mannerisms eliminated.

Poems, fables, legends, myths, biographies, autobiographies, anecdotes, personal adventures, and amusing incidents will provide material in abundance.

Giving a Talk

The programme in making speeches should include only those speeches for which a need arises, but the teacher should create many real situations deliberately by enriching certain phases of school work.

1. Speeches of felicitation where speakers are introduced or where gifts are presented or accepted;
2. Reports of meetings, visits, and reviews;
3. Talks of an informational, historical, or educational character;
4. Talks on current events;
5. Participation in plays, programmes, etc.;
6. Speeches in support of some school project;
7. Announcements of exhibits, games, or special programmes.

Pupils should be trained:

1. To speak audibly and distinctly, and as deliberately as the occasion requires;
2. To speak directly to the audience;
3. To speak in complete, clearly separated sentences;
4. To keep the succession of ideas in mind, not trying to remember phrases;
5. To carry a card with notes to be consulted when necessary;
6. To vary their sentences beginning some of them with *where* and *when* words and phrases;
7. To use their hands only if they wish to emphasize a point;
8. To close strongly with an expression of opinion or an appeal for action.

Picture Study

Study the outlines for previous grades. Two new elements are to be introduced at this stage. First, the child is to be led to the interpretation rather than to the description of pictures. As the pictures themselves become

more complex and provocative so must more and more be expected of the pupil. Second, artistic values must not be neglected. In his examination of the picture, the child must be brought to realize the harmony of its colours, the justness of its proportions, and the adequate attainment of its purpose. The addition of these two elements will not only enlarge the field of interest, but will provide a means of training in discriminating expression.

Description

Practice should be given in describing familiar scenes, persons, animals, and objects.

Games like the following may be played:

One pupil leaves the room and a person is selected to be described. The class works out the description. A pupil is chosen to give the description to the pupil who left the room. This pupil returns and tries to guess the name of the person who is being described. These points might be mentioned—his eyes, his hair, his facial expression, his complexion, any distinguishing mark, etc. Riddles requiring descriptions of birds, vegetables, fruits, and animals may also be used.

There should be much practice in searching for vivid, meaningful words to use in description. One grade VI class made the following list of words to describe a day or the weather:

dismal, gloomy, cheerless, dreary, dark, cloudy, sunless, pleasant, sunny, bright, cloudless, delightful, scorching, withering, sweltering, mild, balmy, hot, warm, cool, chilly, raw, damp, bleak, bitter, inclement, sultry, stifling, stuffy, oppressive, bracing, refreshing, invigorating.

Dramatization

1. Learning to follow the five important steps in dramatization:
 - (a) Choosing the story,
 - (b) Planning the play,
 - (c) Preparing the play,
 - (d) Acting the play,
 - (e) Judging the play;
2. Dramatizing stories or incidents in books, especially portions which are largely conversational;
3. Presenting a play before another class at a parents' party;
4. Making up and acting out a simple story, for example, an additional incident in a story read, an act for some historical programme, or a demonstration of social life in another country;
5. Making up and acting out brief plays with plots, for example, illustrating proverbs or qualities of character;
6. Dramatizing correctly before the class such introductions as these:
 - (a) A boy introduced to a girl,
 - (b) A girl introduced to an older woman,
 - (c) A boy introduced to a boy or an older man,
 - (d) A man introduced to a woman,
 - (e) A young woman introduced to an elderly man;

7. Using the telephone:

- (a) Answering the telephone properly,
- (b) Learning the rules of courtesy,
- (c) Ordering merchandise,
- (d) Making inquiries,
- (e) Extending invitations,
- (f) Having a social chat.

Speech Training

See outline for grade III.

- 1. Making a list of words most frequently mispronounced and practising the correct pronunciation;
- 2. Learning to make oneself heard by speaking distinctly rather than in loud tones;
- 3. Developing the carrying power of the voice;
- 4. Improving the tone of the voice by repeating;
- 5. Learning how to place the voice by using the lips instead of the throat;
- 6. Listening to victrola records or the radio to note clearness of enunciation;
- 7. Pronouncing words by syllables;
- 8. Continuing drill on difficult sounds;
- 9. Trying to control the voice to secure variety of expression;
- 10. Taking part in a speaking choir. (See grade V outline.)

Vocabulary Enrichment

- 1. Finding satisfaction in using striking and picturesque words;
- 2. Making new words by using prefixes and suffixes;
- 3. Using in original sentences some of the words found in a reading lesson;
- 4. Making dictionaries of new words;
- 5. Playing a word game in which each side tries to find the greatest number of suitable words to describe a thing, for example, a river;
- 6. Trying to find substitutes for overworked words;
- 7. Developing the ability to pair words as antonyms, synonyms, and homonyms;
- 8. Making lists of synonyms from which to select the best for any given purpose;
- 9. Keeping interesting or unusual words in a note book for future reference;
- 10. Getting a variety of pictures from the same sentence by changing just one word: The child came—running, toddling, limping, tripping, creeping, dancing, etc.

Reporting, Explaining, and Giving Directions

- 1. Reporting to the class something that is not available to the class as a whole;
- 2. Assuming responsibility for a certain phase of investigation and reporting what is found to classmates;

3. Presenting a plan for a club or room activity;
4. Using demonstrations with diagrams and pictures when they are needed in making an explanation;
5. Giving an oral account of a visit, an excursion, or a project;
6. Explaining how things are made, how they are used, or how they work;
7. Telling clearly how to locate a certain building several miles away.

Memorization

Memorizing and reciting poems and choice bits of prose should be continued. The average child should memorize at least ten selections during the year. Classroom periods should occasionally be set aside for listening to pupils recite favourite selections. Choral work should not be neglected.

Using the Dictionary

There should be continued practice in using the dictionary to give pupils a better understanding of the purpose of accent marks, diacritical marks, key words, syllabication, etc.

Corrective English

Attention should be directed to the needs of the individual child and appropriate drill given to remove specific errors. Mistakes often made are:

1. Verbs:

set for *sit*; *sit* for *sat*; *lay* for *lie*; *raised* for *rose*; *have got* for *have*; *come* for *came*; *guess* for *think*; *sung* for *sang*; *have rode* for *have ridden*; lack of agreement of verb with subject.

2. Pronouns:

(a) Wrong case form for personal pronouns,

(b) Pronoun disagreeing with antecedent in number, e.g.,

Each must do *their* own work for *Each* must do *his* own work.

3. Incorrect comparison of adjectives.

4. Adverbs:

good for *well*.

Continued practice should be given in pronouncing words correctly.

WRITTEN LANGUAGE

The Sentence

1. Combining a series of short, abrupt sentences into more pleasing forms;
2. Learning ways to secure variety of sentence structure, for example, placing adverbs, adverb phrases, or adverb clauses at the beginning of sentences;
3. Breaking up long, involved sentences into shorter, clearer ones;
4. Using simply constructed compound sentences and giving attention to the careful selection of connectives to express the proper relation: *and* (in addition to); *but* and *yet* (in contrast to); *or* (choice);
5. Eliminating the incomplete sentence error and the misplaced-modifier error;
6. Changing sentences from direct to indirect narration and from indirect to direct narration;
7. Beginning a new paragraph, in written conversations, each time the speaker changes.

The Paragraph

Pupils should be taught to re-read and revise their paragraphs with these questions in mind:

1. Have I said what I want to say?
2. Does each sentence express a complete thought?
3. Is there a topic sentence that gives the main thought of the paragraph?
4. Does each sentence tell something about the main thought?
5. Are the sentences clear, interesting, and varied in form? Are they in the right order? Have I effective opening and closing sentences?
6. Is the paragraph correct for spelling, capitalization, and punctuation?
7. Does the title tell what the paragraph is about?
8. Is the title written about an inch from the top of the paper? Is there a blank line between the title and the first line?
9. Is the first line indented about one-half inch?
10. Is there a margin on each side of the page? Is the left hand margin straight?

Grade VI pupils should be able to write single paragraphs of six or seven sentences about any of the following:

1. Announcements in regard to articles lost or found about the school;
2. Announcements in regard to meetings, parties, programmes, or school activities;
3. Stories, jokes, anecdotes, riddles;
4. Reports of lectures, projects, experiments, excursions, and meetings (including minutes);
5. Book reviews;
6. Summaries on units of work in social studies, science, health, etc.;
7. Directions on how to make or do something, how to reach a certain place, etc.;
8. Descriptions of persons, animals, objects.

Making Notes and Outlines

Pupils should be trained:

1. To take notes in such a way as to be able to report information accurately;
2. To choose a few key words which will recall the information later;
3. To choose important and discard minor details;
4. To make an outline for a two- or three-paragraph composition with main topics and first and second sub-topics.

Creative Writing

The work of grade V continued and extended.

Letter Writing

See Introduction to Language Course.

1. *The Social Letter*

- (a) Writing an informal invitation or a reply to such invitation,

- (b) Writing a note of thanks or request,
- (c) Writing, with warmth and sincerity, a note of greeting or congratulation,
- (d) Writing a social letter to a group of acquaintances, such as a class or club,
- (e) Writing a letter to a relative or friend.

2. *The Business Letter*

- (a) Making a request for information,
- (b) Giving an order for merchandise of more than one type,
- (c) Registering a complaint,
- (d) Changing or cancelling an order for goods or a subscription,
- (e) Asking a publishing house for a booklet advertising materials.

Pupils should learn the four C's of a business letter: *clearness, conciseness, correctness, and courtesy.*

Correct Usage and Grammatical Relations

The aim should be to create an attitude and atmosphere of willingness to accept standards of expression which society in general deems "correct", and to provide opportunity for the practice of these forms until they become agreeable, natural, and habitual. Diagnostic, practice, and mastery tests should be used:

1. Recognition of the parts of speech and of adjective and adverb phrases in their simple, straight forward relations;
2. The correct use of the forms of the personal pronoun;
3. Improving the vocabulary and giving tone to sentences by filling blanks with well-chosen verbs, adjectives, and adverbs;
4. The agreement of the verb with the subject;
5. Practice in forming adverbs from adjectives;
6. Analysis of the simple sentences into subject, predicate, and modifiers;
7. The use of conjunctions and prepositions as connectives. Practice in the use of *in, into; between, among; of, off*;
8. Assertive, interrogative, imperative, exclamatory sentences.

Correct Form

A thorough review of punctuation, capitalization, and manuscript form as outlined for previous grades.

GRADE VII

Read the Introduction to the Language Course carefully. Review the work outlined for grade VI.

SPOKEN LANGUAGE

Conversation

1. Exchanging ideas and opinions on topics of mutual interest, e.g., books, games, movies, radio programmes, current events, hobbies;
2. Showing deference to elders by yielding them the right of way in conversation and avoiding direct contradiction of their opinions;

3. Congratulating a school mate upon achievements or good fortune without exaggeration of manner or language;
4. Learning to introduce a joke or humorous anecdote into conversation to relieve stiffness;
5. Recognizing the qualifications of a good conversationalist;
6. Practising social formalities:
 - (a) Making and acknowledging introductions,
 - (b) Offering an apology and suitably acknowledging an apology offered,
 - (c) Expressing and acknowledging good wishes, congratulations, appreciation, or thanks,
 - (d) Extending, accepting, or declining invitations,
 - (e) Taking one's leave at social gatherings;
7. Using the telephone:
 - (a) Receiving and making calls in a courteous manner,
 - (b) Learning how to make friendly calls—see (b), (c), and (d) above,
 - (c) Making business calls—ordering goods, asking for or giving information,
 - (d) Inquiring about a friend who is ill;
8. Interviewing people:
 - (a) Applying for a position,
 - (b) Seeking information or advice,
 - (c) Arranging with a representative of another group for a game or contest.

Discussions

1. Discussing class projects, Red Cross activities, Civic League activities, sports activities, etc.;
2. Joining in a discussion of current events under teacher chairmanship;
3. Evaluating reading material—books, magazines, poems, stories, etc.;
4. Making reports on books and articles read and holding discussions following these reports;
5. Holding formal debates on easy subjects of general interest and learning correct procedure in such debates;
6. Taking part in informal arguments with each member of the class participating. A pupil may present a number of arguments on each side of a question.

Explanation

1. Asking and answering questions (one-sentence answers), e.g., What is the value of Port Churchill to Western Canada?
2. Answering questions which require several sentences for a satisfactory answer, e.g., What causes soil drifting?
3. Giving clear directions for finding a certain place or object;
4. Explaining how to make things in common use, how to play games, how to do things;
5. Making explanatory comments on pictures, poems, books, etc.;
6. Learning to explain by using blackboard, diagrams, charts, maps, pictures, and graphs;
7. Giving specific definitions of terms, e.g., trade discount, a touchdown.

Narration

1. The work outlined for grade VI continued and extended;
2. Telling anecdotes and jokes;
3. Retelling a conversation vividly and accurately, e.g., a quarrel or an interview;
4. Reproducing an incident from a book;
5. Relating incidents from history;
6. Recalling experiences in some way similar to those others have encountered;
7. Making and following simple outlines in telling a story;
8. Developing the ability to stand in an easy posture before the class and talk for two or three minutes upon a familiar topic in simple, clear, grammatical English with distinct enunciation and a natural pitch of voice;
9. Reading model stories and noticing the craftsmanship of the author.

Description

1. In single sentences;
2. In paragraphs.

For list of suggested topics see "Written Language".

Dramatization

1. Writing and producing simple classroom plays;
2. Dramatizing passages from literature;
3. Writing and speaking simple dialogues; e.g., two boys washing a car;
4. Staging reproductions of scenes from history;
5. Staging pantomimes.

Conducting Meetings

1. Conducting an organization meeting—order of business, agenda;
2. Learning how to make motions, amendments, nominations.

Reference text: *The Conduct of a Meeting*, Frisby.

Platform Speaking

1. Making announcements, as of an entertainment or a lecture;
2. Giving a "pep" speech for some school activity;
3. Presenting reports containing information secured through reading, observation, or inquiry;
4. Participating in plays, programmes, etc.;
5. Introducing a speaker;
6. Moving a vote of thanks;
7. Giving a travelogue;
8. Learning to watch the audience to see to what extent they are interested;
9. Preparing reports carefully to make them correct, interesting, and informative.

Speech Training

(See Introduction and work outlined for previous grades.)

1. Learning how voices carry meaning;
2. Making voice inflections carefully—that is, sliding up and down the scale;
3. Pronouncing words by syllables;

The Sentence

1. Developing the sentence concept;
2. Securing unity in the sentence;
3. Expanding sentences by adding appropriate modifiers—words, phrases, clauses;
4. Contracting sentences through the elimination of modifiers, e.g., substitution of a word or phrase for a clause;
5. Reconstructing long cumbersome sentences;
6. Re-arranging the positions of word groups in sentences to secure more effective expression;
7. Combining short sentences to form longer simple, compound, and complex sentences;
8. Remodelling sentences to overcome ambiguity or lack of coherence;
9. Learning how to secure variety in sentence structure;
10. Rewriting indirect narration in direct form and direct narration in indirect form;
11. Writing topic sentences and concluding sentences for paragraphs.

Paragraph Study

1. Strengthening of the skills developed in previous grades with special emphasis on the following requirements:
 - (a) There should be an interesting introductory sentence;
 - (b) The paragraph must have unity;
 - (c) The sentences should be orderly arranged and should help to develop the main idea;
 - (d) The sentences should vary in length and in arrangement of words. They should sometimes begin with an adverb, adverb phrase, or adverb clause;
 - (e) There should be an effective closing sentence;
2. Examining model and imperfect paragraphs to find the main idea in each and criticizing each according to the standards set out above;
3. Re-arranging jumbled paragraphs and eliminating interloping sentences;
4. Planning and writing paragraphs—descriptive, narrative, and explanatory;
5. Developing a paragraph from a topic sentence;
6. Paragraphing a conversation.

Description

1. Collecting good examples of descriptive writing from books, magazines, and newspapers;
2. Noting similes and descriptive phrases in reading assignments;
3. Observing clouds, sunsets, rain, snow, storms, trees, flowers, etc., and building a vocabulary adequate to describe such observations;
4. Practising phrasal description, e.g., a dull, leaden sky; a raw, stinging blast;
5. Describing, in single paragraphs of six or seven sentences, simple landscape scenes, real or pictorial (Pictures used for this purpose should be clear, coloured, and free from too much detail.);
6. Writing paragraph descriptions of
 - (a) Common sights: a wheat field, a roadside, a used car lot, a sign board,
 - (b) Persons and animals.

Letter Writing

(See Introduction to Language Course and outlines for previous grades.)

1. The Social Letter

- (a) Observing correct form—margins, spacing, punctuation, paragraphing,
- (b) Examining models of well-written friendly letters,
- (c) Writing formal notes: invitations and acceptances,
- (d) Sending informal notes: notes of thanks, notes of invitation, notes accepting or declining invitations,
- (e) Planning and writing post card messages,
- (f) Writing letters to classmates who are ill or who have moved out of the district,
- (g) Exchanging letters, under teacher supervision, with children in other provinces or in other countries,
- (h) Writing a social letter to a group of acquaintances, such as a class or club,
- (i) Writing to a relative or friend.

2. The Business Letter

- (a) Examining models of well-written business letters for form and style—clearness, courtesy, conciseness, correctness,
- (b) Making a request for information,
- (c) Ordering several articles from a catalogue,
- (d) Registering a complaint,
- (e) Subscribing for a magazine and enclosing payment,
- (f) Changing or cancelling an order for goods or a subscription.

Creative Expression

1. Writing conversations between a child and a grocer, a boy and his father, a teacher and a pupil who is late, etc.;
2. Writing articles which draw largely on imaginative power, e.g.,
A day in the life of a dime,
What the school clock saw,
A bean plant tells its life story,
The story of a piece of coal;
3. Writing original stories, plays, diaries, jokes, anecdotes, riddles, puzzles;
4. Reporting in writing a definite unit of personal experience;
5. Finishing a story told by the teacher or read in part;
6. Studying simple rhyme systems followed by attempts at verse making—limericks, simple verses, and short poems;
7. Writing articles for a school paper.

Writing can play a very significant part in a child's development and the teacher should search for a way to release freer, more genuine self-expression and at the same time cultivate the skill necessary for writing with correctness and ease. It is important to give ample training in *practical* writing but *personal* writing should be a frequent and enjoyable experience. The teacher, therefore, must watch very carefully for manifestations of the individual spirit and give enthusiastic appreciation to any evidences of original and unique expression.

Narration

Most compositions in grade VII should be limited to a single well-organized paragraph. Some practice, however, should be given in writing compositions of three or four paragraphs. This work must never become a formal task, an exercise which the pupil is required to do for the teacher. The skilful teacher will find many ways to motivate the pupil's work. Very useful for this purpose is the school paper or magazine which may be written by hand and read to the pupils, or mimeographed and published at regular intervals. Pupils contribute news, stories, original narratives, articles, jokes, etc., which must be edited to assure that they are worthy of the school before being published.

Reviews, Reports, and Outlines

Pupils should develop the ability to write:

1. A short account of a visit, an excursion, or a project;
2. A short summary of what has been learned about some topic, e.g., Pioneer Life in the West;
3. A topical outline of a short article read;
4. The minutes of a meeting of a school society or club;
5. A brief review of a book or article;
6. A report of a lecture, meeting, experiment, sports activity;
7. Directions on how to make or do something.

Using Correct Form

A thorough review of punctuation, capitalization, and manuscript form as outlined for previous grades.

FUNCTIONAL GRAMMAR AND CORRECT USAGE

The grammar which should be taught in this grade is frequently referred to as *functional* or *instrumental* grammar; that is, it includes the essential principles which function in correct English sentences. Much of this grammar should be oral, but constructive written work on the part of the pupils ought to accompany every stage of their progress. Whether oral or written, the grammar lesson is always a language lesson.

Sentence Study

1. Strengthening the sentence concept.
2. Sentences according to meaning.
3. Sentences according to form:
 - (a) The simple sentence,
 - (b) Easy complex and compound sentences.

These may be developed from the use of the conjunction since the shade of meaning in a sentence depends so largely on this part of speech. Casual reference may be made to the noun clause to prevent its use as a fragment but fuller treatment of the adjective and adverb clause should be given, with the use of the comma in the periodic sentence, as, When you have finished your work, you may go.
4. Parts of the sentence:
 - (a) Bare subject,
 - (b) Modifiers of bare subject—words, prepositional phrases, adjective clauses,

- (c) Bare predicate,
- (d) Modifiers of bare predicate—words, prepositional phrases, adverb clauses,
- (e) The relationship of the object to the bare predicate,
- (f) The relationship of the complement of a linking verb to the bare predicate and to the subject,
- (g) Expansion of sentences by adding modifiers of the bare subject and of the bare predicate.

Parts of Speech

1. The Noun

- (a) The use of proper and common nouns,
- (b) Plurals of nouns,
- (c) The apostrophe with nouns.

2. The Pronoun

- (a) Recognition of pronouns as substitutes for nouns,
- (b) Conditions under which pronouns such as *they, he, she, we, I*, change to *them, him, her, us, me* in a sentence,
- (c) The agreement of the pronoun with its antecedent in number and person.

3. The Verb

- (a) The function of the verb as an action word and as a linking word.
- (b) The verb as a single word or as a group of words, e.g.,
The boy *runs* quickly.
The boy *was running* quickly.
- (c) The agreement of the verb with its subject in number and in person,
- (d) Verbs that are troublesome because of:
 - (1) Confusion in meaning: *lie* and *lay*; *fetch* and *bring*; *set* and *sit*; *teach* and *learn*; *leave* and *let*.
 - (2) Confusion between past tense and past participle forms: *went—gone*; *wrote—written*; *broke—broken*; *saw—seen*; *drank—drunk*.

4. The Adverb

- (a) Practice in using picture-making adverbs in original sentences,
- (b) The relation of the adverb or adverb phrase to a verb, to an adjective, or to another adverb,
- (c) The distinction between adjective and adverb forms, e.g., *good* and *well*,
- (d) Adverbs formed from adjectives, e.g., *beautiful—beautifully*,
- (e) Elimination of the double negative.

5. The Adjective

- (a) Practice in using picture-making adjectives in original sentences,
- (b) Recognition of the function of adjectives used either as words, phrases, or clauses,
- (c) The use of the adjective in making a comparison,
- (d) The double function of the predicate adjective,
- (e) The use of adjective forms after verbs of seeming, appearing, feeling, etc. Thus: She looks *beautiful* (not *beautifully*).

6. *The Conjunction*

- (a) Recognition of the conjunction as a joining word,
- (b) The use of *either—or, neither—nor, so—as*, in sentences,
- (c) The careful selection of connectives to express the proper relation: *and* (in addition to), *but* and *yet* (in contrast to), *or* (choice),
- (d) The use of appropriate conjunctions to join the principal clause and the subordinate clause of a complex sentence: *if, since, while, because, although, as, than, etc.*

7. *The Preposition*

- (a) The function of the preposition,
- (b) The difference between a prepositional phrase and a clause,
- (c) The correct use of *in, into; between, among; off, of; at, to; without; like; different from.*

GRADE VIII

Read the Introduction to the Language Course carefully. Review the work outlined for grade VII.

SPOKEN LANGUAGE**Conversation**

1. Recognizing the qualifications of a good conversationalist;
2. Addressing and drawing out anyone in a group who seems shy or crowded out of a conversation;
3. Employing more dignified equivalents for such expressions as *swell, O.K., fine and dandy, not so hot, peachy, crazy* (about something);
4. Trying to be well enough informed to talk about general topics, rather than local or personal ones;
5. Leaving a group gracefully before others are ready to break up;
6. Taking part acceptably in jocular conversation;
7. Practising social formalities (see grade VII outline.);
8. Using the telephone (see grade VII outline.);
9. Interviewing people:
 - (a) Soliciting support for a candidate or a proposal,
 - (b) Holding imaginary interviews with famous people,
 - (c) Applying for a position,
 - (d) Selling an article.

Discussions

1. Continuing and extending the work of grade VII;
2. Seeking by questions to locate the basic reason for a difference of opinion;
3. Evaluating moving pictures, radio programmes, and cartoons.

Reporting and Explaining

1. Continuing and extending grade VII work;
2. Assuming responsibility for a certain phase of investigation and reporting what is found to classmates;
3. Giving an oral account of a visit, an excursion, or a project;

4. Reporting a plan for a club or room activity;
5. Submitting a brief report on a book or story that others have not read;
6. Explaining or describing a process in sequential order;
7. Interpreting actions of people.

Narration

1. Continuing and extending work suggested for grade VII;
2. Telling stories using an outline prepared in advance as a basis for organization;
3. Using biography and autobiography as a basis for story telling.

Description

See outline for grade VII.

Dramatization

1. Continuing and extending activities of grade VII;
2. Staging for classmates a short story or play, or an incident from a longer story, which they have not read.

Conducting Meetings

1. Continuing and extending the work of grade VII;
2. Developing a sense of audience responsibility;
3. Forming and adopting a constitution—committee work.

Platform Speaking

1. See grade VII outline;
2. Giving a radio talk asking for the observance of Remembrance Day, Empire Day, Thanksgiving Day, Book Week, etc.;
3. Delivering speeches for special occasions—addresses of welcome, presentation, etc.;
4. Learning to express one's own individuality without attempting to dominate others.

Speech Training

See Introduction and grade VII outline.

Verse Speaking

1. Individual work. Memorizing and reciting poems and choice passages of prose should continue, as in previous grades;
2. Choral speaking. (See Introduction and outline for grade V.) In making choral speaking arrangements, the teacher is advised to:
 - (a) Choose poems adapted to the literary appreciation of the group,
 - (b) Know thoroughly the rhythm and sound patterns of poems selected,
 - (c) Read the poem aloud to the class, with sincerity and inspiration,
 - (d) Afford a correct example of good speech (Check your own vowels, consonants, and diphthongs.),
 - (e) Clarify the meaning of the poem by discussing difficult words and phrases or unfamiliar references,
 - (f) Keep in mind thought mastery, correct rhythm, pure tone, good diction,
 - (g) Keep the voices light (Tones should never be forced),
 - (h) Avoid choosing "star" pupils for all solo parts.

WRITTEN LANGUAGE**Word Study and Vocabulary Enrichment**

1. Continuing and extending studies of grade VII;
2. Developing curiosity concerning new words which convey interesting meanings and new ideas;
3. Finding more expressive words to use in place of overworked words;
4. Selecting from lists of synonyms those that most exactly express the shade of meaning desired;
5. Finding in the dictionary the literal meaning of a word as a help in determining whether it should be used;
6. Selecting words to the end that one's conversation and writing will be forceful, vivid, and accurate;
7. Learning to choose words that are rich in meaning; those that bring to mind concrete pictures and specific impressions;
8. Studying the history of words and using them in their literal sense;
9. Scrutinizing each written sentence to see whether or not the choice of words is good;
10. Using words frequently associated with one another, e.g., snow-capped peaks, thunder of hoofs, litter of puppies, swarm of bees, etc.

The Sentence

1. Continuing and extending work of grade VII;
2. Learning the classification of sentences according to meaning and to form;
3. Re-arranging the positions of word groups to secure more effective expression. Changing periodic to loose sentences and vice versa;
4. Remodelling of sentences:
 - (a) See grade VII outline,
 - (b) To remove misplaced structures, e.g., the separation of an adjective clause from the word it modifies,
 - (c) To secure emphasis where it is desired;
5. Securing variety in sentence structure by:
 - (a) Varying the length of sentences,
 - (b) Using both the active and passive verb forms,
 - (c) Using participial constructions as substitutes for subordinate clauses,
 - (d) Learning to use infinitives correctly,
 - (e) Experimenting with the inversion of word order;
6. Combining short sentences to form longer simple, compound, and complex sentences.

Paragraph Study

1. Strengthening the skills developed in previous grades (see grade VII outline.);
2. Writing a paragraph when the topic sentence or the closing sentence has been given;
3. Recognizing the paragraph as a unit within a larger whole;
4. Learning how to group into two or three divisions a selection of informational material and to show the supporting details belonging to each division;

5. Making a careful study of paragraphing in well-written prose selections, e.g., the first five or six paragraphs of *Rip Van Winkle*;
6. Developing the ability to write a story or account containing more than one paragraph and to prepare a suitable plan for it;
7. Acquiring skill in effecting the transition from one paragraph to the next when writing a composition of three or four paragraphs.

Description

1. Developing further the content of previous grades;
2. Describing one's feelings;
3. Giving, in a single paragraph, a description of: (a) a building, (b) a store window, the interior of a store, or the interior of a grain elevator, (c) the appearance of a person: size, form, clothing, posture or gait, distinctive features of head, face, etc., (d) an action: a simple performance of a pupil or pupils in the classroom, or a narrow sector of a game, (e) a simple landscape scene.

Pupils should acquire the following technique in writing a description:

- (a) Observe closely the thing you are going to describe.
- (b) Begin with a general impression. Do not begin with details.
- (c) Include only those details which help to give the reader the particular impression you wish to convey, and arrange them in definite order.
- (d) Keep your point of view.
- (e) Search for vivid, descriptive phrases.
- (f) Vary the length of your sentences.

Letter Writing (See Introduction to Language Course.)

1. *The Social Letter*

The work outlined for grade VII to be continued and extended.

2. *The Business Letter*

- (a) Reviewing the course outlined for grade VII.
- (b) Answering advertisements.
- (c) Applying for a part-time position.
- (d) Writing pointed and definite letters of inquiry.

Creative Expression

1. Reviewing the items listed in the grade VII outline;
2. Writing the sequel to a story;
3. Changing the plot of a short story and re-writing it;
4. Reporting in writing a short and definite bit of personal experience in which emotion is the centre of interest;
5. Fashioning dialogue, e.g., Mr. and Mrs. Jones buy Mr. Jones a new hat;
6. Writing a short play dealing with an incident in history;
7. Preparing editorials for a school newspaper;
8. Composing letters, accounts, or diaries such as might have been written by an explorer, a pioneer, an old-timer, or a person living in an outpost of the Empire;

9. Recognizing rhythm and expressing feeling in rhythmical patterns—verse making;
10. Writing an imaginative story after outlining it under two or three major heads with supporting details for each.

The Longer Composition

1. Outlining compositions under three or four major headings, with supporting details for each (Main headings may be indicated by Arabic numerals and sub-headings by small letters.);
2. Writing compositions of three or four paragraphs on interesting topics—narration, description, exposition;
3. Preparing editorials, stories, and articles for the school newspaper or magazine;
4. Studying examples of well-written narratives and noting the craftsmanship of the author;
5. Writing a précis of a prose selection;
6. Writing a new story including a report of an interview;
7. Keeping a diary in which entries are made regularly.

Reviews, Reports, Summaries, Outlines

See grade VII outline.

Using Correct Form

A thorough review of punctuation, capitalization, and manuscript form as outlined for previous grades.

A SCORE CARD FOR MEASURING THE GENERAL MERIT OF A COMPOSITION

Directions: In scoring a paper, decide how many points of credit the composition deserves under each heading listed below. If the record in any section is very poor, mark it 0, 1, 2; if poor, mark it 3 or 4; if fair, 5 or 6; if good, 7 or 8; if excellent, 9 or 10. Judge by quality rather than by quantity; by predominating merit rather than by the number of errors.

SCORE CARD

1. *Choice of subject.* Is the subject of interest from the standpoint of information or entertainment? Is it limited to a topic that can be adequately treated in a short paper?
2. *Organization of thought.* Does the composition form a unified "story" or is it a mere list of events strung together in the form used for a diary? Has it a distinct introduction, development, and conclusion?
3. *Development of thought.* Is enough said to make the point of the composition clear? Is the story in good proportion? Is it told with economy?
4. *Rhetorical effect.* Does the introduction contain a forewarning? Does the story work up to a climax? Is the story dramatic without being over-dramatic? Is it vivid? Is it in good taste?
5. *Sentence unity and coherence.* Is the story written in separate and complete sentences? Are all sentences clear in meaning? Are they free from grammatical errors?

6. *Evidence of style.* Do the sentences sound well? Do they show variety in length and form? Are the ideas so clearly related that the thought flows from one sentence to another? Does the writer give an impression of his own personality and his mood?
7. *Use of words.* Are all words correctly and effectively used? Has the writer a good vocabulary? Does he choose his words carefully? Does he avoid awkward repetitions, cheap slang, and all trite and flowery expressions?
8. *Exceptional merit.* Does the composition deserve extra credit for elaboration and control of thought, for rhetorical effect, the use of the sentence, or the choice of words? Is it beyond the median accomplishment of a succeeding grade in any or all of these respects?
9. *Mechanics.* Is the paper free from errors in spelling, punctuation, and capitalization? Is it correctly paragraphed?
10. *Appearance of paper.* Is the paper neat in appearance? Is the paper free from blots and scratches? Are the margins even? Is each paragraph indented? Is the penmanship the writer's best?

FUNCTIONAL GRAMMAR AND CORRECT USAGE

(Review the course outlined for grade VII.)

There is an irreducible minimum of pure *grammar* chiefly concerned with the function of words and the structure of sentences which must be taught to provide pupils with a weapon with which to master their language difficulties. The teacher should constantly bear in mind that certain indisputable facts of grammar, while they may be of little intrinsic value as isolated bits of information, are indeed invaluable as guides to correct language usage.

The Sentence

1. Differentiate between sentences and groups of words which are not sentences.
2. A clause is often used with the function of a single word, i.e., as an adjective, as an adverb, as a noun.
3. Construct and break down sentences which contain one or more independent thoughts or ideas and one or more dependent thoughts or ideas. Compound and easy complex sentences.
4. Exercises to show the purpose of subordinate clauses in providing clearness, economy of words, and amplification of thought.
5. Detailed analysis of sentences of simple construction: word subject, modifiers of subject (words, phrases, clauses), verb, modifiers of verb (words, phrases, clauses), object, modifiers of object, complement.

Parts of Speech

1. The Noun

- (a) Proper, common, and collective nouns.
- (b) Use of collective nouns correctly as subjects: *A flock of geese is flying over the school.*
- (c) Use of the noun as subject, object of a verb, and object of a preposition.
- (d) Possessive form of nouns—the use of the apostrophe.
- (e) The nominative of address, nominative in apposition, and nominative absolute, with special reference to the use of the comma.
- (f) The relationship of a predicate noun to the verb and to the subject.
- (g) Ways of forming the plurals of nouns.
- (h) Masculine and feminine gender forms.

2. *The Pronoun*

- (a) Recognition of personal, relative, and interrogative pronouns,
- (b) Practice in the use of the correct case forms of personal, relative, and interrogative pronouns after transitive verbs, after the verb "be", and after prepositions, e.g.,
Whom do you want?
 It was *he* who did it.
 The boy to *whom* he referred is absent.
 He gave it to Tom and *me*.
- (c) The plural of pronouns,
- (d) Agreement of a pronoun with its antecedent in number, e.g.,
Neither of the boys has finished *his* work.
Everybody must do what *he* can.

3. *The Verb*

- (a) A study of transitive and intransitive verbs,
- (b) Recognize from their respective function: the auxiliary verb, the participle, the infinitive, and the gerund,
- (c) The principal parts and correct usage of irregular verbs such as, *begin, blow, give, drink*, etc.,
- (d) The participle phrase as a means of securing variety in sentence structure,
- (e) The active and passive voice in their relationship to flexibility of sentence structure,
- (f) Practice in using the simple and perfect tense forms (active voice),
- (g) The use of the subjunctive mood in such expressions as:
 If I were, I wish I were, etc.,
- (h) The correct use of *shall* as an auxiliary verb,
- (i) The agreement of the verb with the subject in number and person,
- (j) Discrimination in the use of the past tense form and the past participle form of certain troublesome verbs, e.g., *saw, seen; did, done; went, gone; wrote, written*; etc.

4. *The Adjective*

- (a) Learning how to use the degree forms of adjectives correctly in sentences,
- (b) Practice in building sentences containing picture-making adjectives,
- (c) *This, that, these, those* used as adjectives. Avoid such expressions as—*these kind of apples, those kind of people*.

5. *The Adverb*

- (a) Recognition of words, phrases, and clauses used as adverbs,
- (b) Practice in using the degree forms of adverbs correctly,
- (c) Elimination of the double negative.

6. *The Conjunction*

Co-ordinate and subordinate conjunctions.

Pupils should learn that the conjunction is an important factor in sentence building. The conjunction is responsible for errors in sentences like the following: Either John or Harry is (not *are*) guilty.

7. *The Preposition*

See grade VII outline.

Handwriting

Handwriting is a graphic representation of spoken language. The ability to write legibly and rapidly is of prime importance to children and adults alike, and for this reason it must be developed in the elementary schools.

General Objectives

1. An understanding of the necessity of good writing.
2. A determination to acquire it, and a desire to write well at all times.
3. A habit of self-criticism.
4. Pride in good accomplishment.
5. A style of writing which will insure,
 - (a) legibility,
 - (b) beauty,
 - (c) speed, and
 - (d) ease.

Styles

Styles of writing include form and movement. This course presents two styles of writing—print writing and cursive writing. The first is made up of vertical lines and circles or parts of the circle. The second, cursive writing, is made of running or connected lines of various forms. The slant form is recommended. The standards of form are to be found in approved writing books. Allowance is made for variations in style and variations due to individuality.

Factors in Quality

1. Heaviness of line;
2. Smoothness of line;
3. Uniform slant—within thirty degrees of the vertical;
4. Uniform size;
5. Letters aligned horizontally on the paper;
6. Uniform spacing between letters;
7. Wider spacing between words than between letters;
8. Neatness;
9. Form of letters according to accepted standards.

A natural combination of finger and arm movement is recommended.

Motivation

When beginning school the child has naturally a desire to learn to read and write. This desire should be fostered by creating writing situations throughout the course.

Mental Pictures

The initial step is to establish in the pupil's mind a clear and vivid picture of the correct form of the letters. The models on paper or at the blackboard should be large, accurate, and plainly visible to all the pupils. The principal features of each letter under study should be referred to by the teacher. In pointing out errors in the pupil's writing, the teacher should be very specific, indicating clearly what the defect is and laying stress on the correct form.

The teacher's writing on all occasions should be of high quality. It should constantly be an inspiration and an incentive to the pupils.

Maintaining Effort

Too much writing in the junior grades results in bad writing habits. The incorrect forms become established in the eye and hand. The defects, when neglected, become more pronounced in the senior grades where a greater amount of writing is required. Writing must not become automatic unless it is of good quality. There must be a carry-over from instruction periods into all written work. *In all the grades, every piece of written work must be considered a writing exercise.*

Rhythm

Writing rhythmically contributes to speed, ease, and quality. At first to establish rhythm, the speed and rhythm is controlled by the teacher's requiring the pupils to write in unison to counting, to music, or to simple songs. Later each pupil directs his or her own speed and rhythm by counting, etc., and finally without counting.

Counting is done in the following manner: the number is called on the down stroke and the word "and" on the up stroke. The counting for the word "nine" is: and one and two and one and one and two and one.

Posture

1. The writer should sit erect;
2. Shoulders practically level;
3. Both forearms resting on the desk;
4. Feet on the floor;
5. Head inclined slightly towards the paper, but not low over it.

Penholding

1. Pen or pencil is held lightly between thumb and first and second fingers.
2. When writing on paper the hand glides lightly on the third and fourth fingers rather than on the side of the hand.

Position of Paper

The paper should be directly in front of the writer, the writing lines of the paper running obliquely to the edge of the desk at an angle of about thirty degrees.

Movement Drills

The carry over value of such movement drills as ovals, swings, ups and downs, and other exercises leading to the formation of letters has been greatly exaggerated. If at all, they should be used very sparingly.

Writing Scales, Graphs, and Tests

The use of writing scales for rating writing is strongly recommended. Class scales, individual and class graphs will serve not only as measuring devices but also as incentives to greater progress.

For a class scale, a sample from each pupil's writing is taken and these are sorted according to quality into five or six groups. One sample from each group is selected and rated to make the scale. For purposes of comparison, reference to the scale should be made from time to time.

Tests should be given once or twice a month and the samples kept so that progress may be noted. Each pupil should keep an individual graph. A graph should also be kept, showing the class standing in speed and quality.

Speed tests are given only to pupils from Grade V on. The pupils start at a given signal, write something from memory, keep on writing without racing for two or three minutes and cease writing at the command "stop". The letters are counted and averaged for the rate per minute.

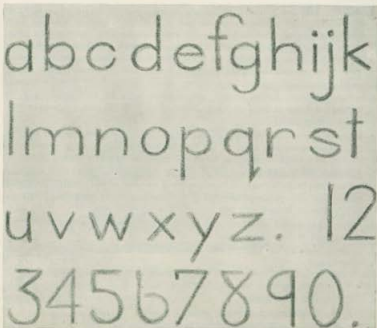
Left-handedness

Approximately 4% of school children are left-handed.

1. Discover whether the child is really left-handed by observing him in various activities. Attempt to get the child to write with his right hand, and if it is found that he has equal skill with either hand and offers no resistance to writing with the right hand, he should be taught to write with the right hand. If strong preference is shown for the left hand he should be taught to write with that hand.
2. The matter of left-handedness should be handled in the first grade, and great care should be taken with the correct position before wrong habits are formed.
3. The paper must be placed obliquely to the right rather than the left.
4. The arm must be placed perpendicular to the lower edge of the paper, and the hand never allowed to curve around above the writing. (Freeman has suggested that either a backhand slant or vertical writing should be accepted, as it is very difficult to get the same slant as that of a person using the right hand.)

Print Writing

Print writing should be in more general favour throughout the grades of the elementary school. There are many occasions where it may be used to advantage: blackboard reading units for beginners, special notices on the school bulletin board, printing on maps, Friday afternoon programmes, many art activities, etc.



The teacher sets the example in this regard. The higher grades use it occasionally. In this way, the lower grades will not think that they are using an inferior kind of writing.

Grouping Instruction

As the content in writing is practically the same for all grades from grade III on, there is no need of "A" and "B" courses. The formal writing period may be at the same time for all grades. It does not follow that grades IV and VI will give the same performance. They may be practising the same exercise, but with different standards with respect to quality, speed, and size, each pupil receiving individual attention from the teacher.

GRADE I

Print Writing

Cursive writing is not undertaken in this grade.

Advantages of Print Writing

1. The simple forms reduce physical strain.
2. It allows immediate use of capitals.
3. Because of its similarity to printer's type, it is an aid in:
 - (a) reading,
 - (b) spelling,
 - (c) early written composition and expression, such as: word dictionaries, labelling, blackboard instruction, and other writing and reading situations.

Procedure

1. For the first few months, beginners should do little or no print writing. The preliminary period should be one of reading, sentence building with word cards, and word building with letter cards, etc. During this time, much preparatory work is to be done through large, simple drawings based on straight lines and circles, such as, stick men and women and boys and girls, dolls, houses with door, windows, fences, tables, boxes, chairs, cages, tents, cats, dogs, rabbits, pigs, birds, chicks, nests, eggs, flowers, leaves, wheels, wagons, autos, planes, etc. Games, such as tic-toc-toc, will be included. All this is done at the blackboard or with crayons on large pieces of wrapping paper.
2. After this introductory work to gain muscular control, all printing for the next three months is done at the blackboard, or with a large pencil or a crayon on wrapping paper or large pieces of newsprint paper.
3. The printing should be one inch high for small letters and twice that for the tall and tailed letters. A base line may be used. Print writing on paper during the last couple of months in this grade may be reduced to half an inch for small letters, and one inch for the other letters.
4. Permanent models of words and later of the alphabet should be on the blackboard or on large paper.
5. A little practice on the various straight lines and circles may be given occasionally.

Content

1. Common and easy words:
 - (a) from pre-primers, primers, etc.
 - (b) from the spelling vocabulary;

2. Simple sentences;
3. Capitals as needed;
4. Pupil's name, grade, name of school, town, city, address;
5. Anything the pupils desire to write.

GRADE II

Procedure

Print writing is continued exclusively for the first half of the year. It is reduced in size to one space of ordinary ruled paper for small letters and two spaces high for long letters. Spacing between words is important.

Cursive writing may be introduced in the second half of the year. By connecting print letters, their relation to cursive writing is brought to the attention of the pupils. Cursive writing in grade II is of the same size as print writing. Print writing is still used occasionally.

Correct position is insisted upon at all times, and not only during formal writing lessons.

Spacing between words is stressed.

After the forms have been clearly established in the minds of the pupils rhythmic exercises with easy letters and words are practised.

Writing and printing situations are planned.

Content

1. Words from reading and spelling vocabulary.
2. The alphabet of small and capital letters, and the figures 1 to 9 and 0. Only the simplest forms of capital letters are used. Permanent models should be on the blackboard.
3. In cursive writing lessons letters are, when possible, grouped according to similarity in form, such as, a, d, g, and q; loop letters; etc. Easy words and sentences containing a number of the letters of a group are selected for practice.
4. Simple combinations, such as, bl, st, tt, tle, th, are taught first. Later, more difficult ones, like bly, ght, fly, etc., are presented according to the needs of the pupils.

GRADES III and IV

Both cursive writing and print are reduced to at least half the space between lines on foolscap paper for the small letters and twice that size for all other letters.

The slant form of cursive writing is definitely introduced.

Writing to music, to singing, or to counting—in unison and individually—should be done frequently enough to establish some degree of uniformity.

The rate of speed of approximately 50 letters per minute should be reached at the end of grade IV.

It is now time to begin training pupils in self-criticism with regard to curved and straight lines, loops, height of letters, spacing between letters, and spacing between words.

Attention is given to correct position and pencil holding in all writing. Though not required, pen and ink may be used in grade IV.

Content

All the alphabet of small and capital letters in their various combinations as formed in words and sentences from the spelling and writing vocabularies. All the figures. The simpler forms of capitals continue to be in use.

GRADES V and VI**Procedure**

In grades V and VI the pupils enter upon the last stage of learning to write. Automatization with good form and with increasing speed is to be expected. Well motivated writing lessons will result in more intensive and profitable study of form and movement. The pupils should be impressed with the necessity and the advantage of good writing. They should be made to realize the value of their efforts in these grades. They should be led to take pride in excellent work. They should be made to feel that a friendly letter gives greater pleasure for being well written. They should be informed that in the business world good writing tends to success. They will readily understand that a well written application for a position is usually accepted in preference to a poorly written one. Frequently a person's efficiency is judged from the quality of his writing.

Normal size writing is now adopted. Small letters a, m, o, etc., should be approximately one-tenth of an inch in height. A line of writing containing five or six words will include about twenty-four letters. Pen and ink is used more extensively by all.

Time Allotment

There should be a short period each day devoted to a formal lesson in writing.

All Written Work Must Be Regarded as Writing Practice

Content

The various factors contributing to legibility and beauty, as previously listed, should be given specific attention. (See *Factors in Quality*, page 151.) In some of the formal lessons each pupil will practise writing according to his or her individual needs.

Remedial Practices

When dealing with poor writing the following practices will be found very effective:

1. Reducing speed and controlling rhythm;
2. Giving specific attention to arm movement (not necessarily ovals);
3. Securing light touch by increasing the number of letters written with one dip of the pen;
4. Writing in large hand on the blackboard and on wrapping paper;
5. Increasing the size of pen and ink writing;
6. Using slant print writing;
7. Special corrective exercises on slant, spacing, and the formation of letters.

Standards of Achievement

Grade V according to the Ayers Scale should attain an average speed of sixty letters per minute, and a quality of fifty. For grade VI the rate is seventy and the quality fifty-five. Any pupil reaching the standard eighty of the Ayers Scale might be excused from the regular writing lessons.

GRADES VII and VIII

Content and Procedure

The content and procedure are the same as in grades V and VI. The selection of exercises is determined by the actual needs of the class and especially by the needs of each individual.

Time Allotment

A short period each day should meet the requirements of those pupils who need special writing practice.

Standards of Achievement

According to the Ayers Scale averages are: for grade VII, quality sixty, speed seventy-five; for grade VIII, quality sixty-five and speed eighty.

All Written Work Must be up to Standard

Those pupils who maintain a standard of quality of over seventy-five according to the Ayers scale in *all their written work* should be excused from formal writing lessons.

Spelling

Each person has three vocabularies—speaking, reading, and writing. As soon as children use written expression of their interests they are in need of many common words. In writing, people use the same words many times, and the ability to spell a comparatively small number of words cares for practically all their spelling needs. Consequently, the job of the elementary school is to teach well a relatively small number of words. It is on the spelling of these oft-recurring words which meet the pupils' writing needs that the emphasis should fall. These words make up the content of the authorized text. Nevertheless, the child should be encouraged to include in his writing vocabulary other words within his speaking and writing experience.

The teacher's problem is two-fold: To insure the correct spelling of the words in the text, and to create an attitude which will guard against errors in other words. The first part of the problem will be solved by the study of the word lists in the prescribed text according to directions given, and the second, by carrying out the word-building exercises suggested in the text, and by the teacher's anticipating probable difficulties in composition, fostering interest in new words, and training the pupils to consult the dictionary.

Principles of Method

Our knowledge of the spelling of a word is retained through recall of visual, aural, and motor impressions. Therefore in learning to spell, the following avenues are at our disposal: sight, reproducing those mental pictures with eyes closed, hearing the word and the names of the letters in their proper sequence, vocalization, and writing. It is through a utilization of all these channels that we get the most accurate and ready recall of the form of the word. One of the most common causes of poor spelling is poor pronunciation and enunciation; hence the first step in the spelling lesson is a pronunciation exercise. In oral work it is important that the pupils pronounce the word before naming the letters, and that a monotonous sing-song tone be avoided. Do not over-emphasize oral spelling; practice in writing the words has a far

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greater carry-over to the vital spelling situations of life. Pupils should not be allowed to guess at the spelling of a word. They should know the word or learn it.

Normally it is through the requirements of written language that the child senses the need of spelling. When the child realizes that correct spelling is the mark of a well-educated person and bears the same relation to effective writing as correct English to effective speech, he has attained the highest motive in correct spelling. Even in the lower grades the urge to communicate his thoughts and experiences should supply the motive to learn to spell the necessary words. Hence the necessity of linking closely the study of spelling with that of composition. Indeed the work of spelling should be correlated throughout with other school subjects and the child's out-of-school environment.

The authorized text has many suggestions for lending variety to the study of spelling, among them: grouping of words on various bases including phonetic; exercises in word-building, in the use of the dictionary, in deriving words from certain root-words by prefix or suffix, or both, and in discovering inductively rules followed in the spelling of these derived words.

Allowing for Individual Differences

Increasingly, from grade III on, the pupils of a class will differ in the number of words they have learned to spell outside of the formal spelling period. They differ in the ease with which they learn to spell. It is advisable to ascertain by pre-test which words are already known, and by what pupils. On the basis of the knowledge thus gained, the teacher may excuse certain gifted pupils from some of the spelling study periods, allowing them to devote their time to other studies. At other times the more gifted pupils will be engaged in mastering supplementary lists of words as suggested in the prescribed text, while the less gifted are concentrating their attention upon the minimum list for the current day or week.

Reviews

The amount of review of a given word should be based upon the difficulty that the child finds in learning to spell it. Three types of review should be utilized—(a) review within the week's unit, (b) spaced reviews, each list in turn being reviewed three or four weeks after the initial presentation of that list; at mid-term and again at the end of the school year the words giving the greatest difficulty should be reviewed once more; and (c) regular individual reviews of the words which, because they have given special difficulty, have been recorded by each pupil as requiring his own special attention. For these individual records, each pupil should have a special section in his spelling notebook and the teacher should give close supervision to see that it is neatly and properly kept and used in the way suggested in the prescribed text.

The Spelling Notebook

For the Monday pre-test and for the daily practice and testing, the children should use a general work book. For the Friday tests, each pupil should use a *Spelling Notebook* in which he strives to have no errors whatever, and in which only good penmanship is tolerated. In another section of this latter book will be kept the record of any errors made on the Friday tests with the necessary columns for recording date and outcome of subsequent reviews. In a third section, kept by the advanced grades, will appear a *Personal Spelling List*.

GRADE I

In grade I there are few spelling requirements but a beginning should be made. What there is of spelling instruction should be incidental, informal, and largely oral. Through the study of reading, language, and phonics the children

acquire the ability to visualize words as wholes. The simplest of these may be selected for word-building and print-writing. Transcription of quite easy sentences from the blackboard may follow.

Content

1. Names of the letters.
2. Some strictly phonetic words; phonetic groups.
3. A few words closely related to every child's experiences, e.g., mother, house, baby, milk.

NOTE: Children should learn to spell only those words of which they have frequent need in their print-writing, probably about one hundred in all.

GRADE II

In this grade writing ability has increased and with it the opportunities for the pupils to express their thoughts in written form. Hence a formal study of spelling is now in order.

The mastery of an efficient method of learning to spell a word is one of the most important goals to achieve in this grade. The method should be habituated; correct habits of study at this early stage may be the deciding factor in making the child a good speller. Hence the teacher's close supervision over the learning process is imperative.

Content

1. The words as prescribed in the basic lists of the spelling textbook.
2. Supplementary words, such as first names of other children in the class, kinds of animals on the farm, parts of the face and body, words used in playing games.
3. Phonetic groups.
4. Pluralizing common names by the addition of "s" to the singular form.

Procedure

The procedure as outlined in the prescribed text. This includes presentation of new words, study, test, weekly reviews of words studied three or four weeks previously. To arouse and maintain interest, utilize the study helps suggested in the text and make occasional use of spelling games.

GRADES III and IV

Since there is now greater occasion for written language there should be a corresponding increase in the felt need of spelling knowledge.

Content

1. The words as suggested in the prescribed text—the minimum list for the poorer spellers, the supplementary lists in addition for the better spellers.
2. Such additional words as are required to meet the child's needs in his written work, e.g., names of land and water forms met with in lessons in local geography; names of towns near pupils' homes used in their letter writing; names of school subjects for their exercise books; names of days of the week in full and their abbreviations; names of holidays; names of the months; words associated with kitchen, pantry, and grocery store.

Some of these may be likely to occur so infrequently in later written exercises that it is inadvisable to require their mastery at present, while others will deserve study.

3. Simple exercises preparatory to the use of the dictionary.
4. Simple exercises in word-building.

Procedure

Since by this time pupils differ in the number of words they are able to spell through their general observation without direct study, the test-study-test procedure should be adopted in order to conserve time and effort for the good spellers, and to economize teaching effort by making possible a greater concentration upon the pupil needing most help, and upon the words demanding greater attention for mastery. Methods of study should be carefully and constantly checked. Until an efficient method of studying a word has been thoroughly habituated there should be no let-up in close supervision. This is especially important in the case of poor spellers.

The best method of teaching pairs of words known as homonyms is to teach them in separate lessons at first and later bring them together in reviews.

To prepare for speedy and accurate finding of words in the dictionary in later grades, give many exercises of the types suggested in the prescribed text. Syllabifying words in grade IV prepares the pupil for using the dictionary as a guide to pronunciation. Systematic reviews should be given. The use of the *Spelling Notebook* should be begun in grade IV. The teacher should give close supervision to the neat and proper keeping of records there.

Make occasional use of spelling games.

GRADES V and VI

Special study of spelling disabilities with remedial work as required. Vigilant supervision, as in earlier grades, of all written work. Attempt to cultivate a "spelling conscience".

Content

1. The words of the text—for the very poor spellers the minimum list; for the better spellers the supplementary words as well.
2. Words that present themselves in connection with written language work, e.g., place and street names as used in letters; words necessary in the written assignments growing out of the study of other school subjects; words connected with sports and hobbies, municipal government, and transportation.
3. Word-building exercises.
4. Dictionary activities—exercises calculated to facilitate the use of guide words; exercises in finding synonyms, the meaning that fits a given passage; exercises in determining the correct pronunciation of words.

Procedure

Pre-tests should be given to determine the words each pupil should study.

Follow the method of study suggested in the prescribed text. Pupils by the time they have reached these grades should have such a method habituated, but to insure its constant use the teacher should exercise close supervision asking the pupils frequently to indicate individually the method they follow in study.

Continue word-building and dictionary exercises. Make the word-building exercises a means of teaching inductively the most important spelling rules governing the formation of such words.

Pupils in these grades should be encouraged to keep in a section of their Spelling Notebook a Personal Spelling List, consisting of words they have happened upon in their reading in various fields, which they realize they do not yet know how to spell, but which they desire to put to immediate and future use in their written work. The teacher's censorship of the words to be entered is wise.

Individual and class graphs will serve to maintain interest and effort.

GRADES VII and VIII

Because spelling, as a subject, is frequently not taught above grade VIII, and because there still are many, particularly in rural schools, who discontinue school attendance after completion of grade VIII, an attempt should be made in the upper grades to anticipate the writing needs of adults as well as to have them study the vocabulary meeting their immediate writing requirements. For example, adults of a farming community will have frequent occasion to use, in their writing, agricultural terms; and words relating to animal husbandry, horticulture, machinery, the markets, and the general business of the farm. More emphasis than ever should be laid upon the cultivation of a "spelling conscience".

Content

1. The words of the text, both minimum and supplementary.
2. Words required in their written assignments in other subjects.
3. Any special words the pupil may be interested in learning. (The pupils should be encouraged to keep a personal list of such words and to devote definite time regularly to the mastery of the spelling, meaning, and use of such words. It is well for the teacher to exercise some censorship over what words are entered in such a list. General utility should be the criterion.)
4. Prefixes and suffixes—their effect upon the meaning and spelling of the original word.
5. Dictionary activities.

Procedure

Pre-tests should be given to determine which words should be studied by the group and by individual pupils.

If efficient methods of study have been emphasized in earlier grades to the point of habituation, instruction in how to study spelling should be unnecessary in these grades. But the teacher should frequently check the pupils individually to be satisfied that an inefficient method is not being allowed to supplant an efficient one.

The pupils should write sentences containing the words under study, and should be encouraged to adopt them into their regular writing vocabulary.

The most important rules governing the formation of words, if not already known and habitually applied, should be formulated from particular instances studied, and those rules mastered thoroughly.

There should be occasional use of sight spelling exercises.

DIAGNOSTIC AND REMEDIAL TEACHING

No diagnosis is adequate unless it ferrets out the root cause of the malady. If a pupil shows marked deficiency in spelling after he has had some experience in the subject at school, the efficient teacher will undertake an intensive study of the case with a view to determining the root cause of the deficiency. It is not enough to locate the particular words and particular areas in words which give difficulty. The root cause may be poor technique of learning to spell, or it may be physical defects, or it may be low mental ability. Should investigation of physical defects reveal poor vision, defective hearing, or speech defects, these should receive immediate attention from the teacher.

To remedy poor vision persuade the parents to consult a competent oculist. For hearing defects give the child a seat near the front of the room in order to increase the volume of sound reaching him. In the case of the child with speech defects, he may be gaining quite false impressions of the word through his faulty pronunciation; for him the teacher's first effort should be devoted to speech-training exercises, directing the child's attention and practice to the correct use of the organs of speech. Should these efforts fail, then the teacher should train the child to rely more fully upon the other avenues of learning—seeing, hearing others, the motor activity of writing, and definite, concentrated acts of recall of these mental impressions.

For pupils without serious speech defects correct pronunciation is highly important. The child who slurs over or omits a letter, or a syllable, in pronouncing the word is very likely to go wrong in the spelling of that word. The teacher's accurate pronunciation in the initial learning stage cannot be stressed too strongly, but the vital factor is the child's own accurate pronunciation. In many cases it may be found necessary, even in advanced grades, to revert to careful instruction in the phonetic elements of words.

For all poor spellers too much emphasis cannot be laid upon a good technique of study. Emphasize close observation of the word form, scrutinizing with the greatest care the particular area in the word which gives the difficulty. Follow this up with writing the word repeatedly, checking very critically the correctness of each new copy. Encourage more and better speaking, reading, and writing for such pupils.

Where remedial teaching is needed, it will be found in most cases that what is required is not so much a different type of instruction as a more intensified application of the normal teaching procedures—more explanation, greater emphasis, and additional meaningful practice. In perhaps most cases group instruction may have to give place to individualized instruction.

Drive home to the pupil that he himself must assume the major responsibility for improving his spelling ability. Choose the time and method of beginning remedial work. The pupil's mental attitude should be favourable; he should be caught in a cheerful, co-operative mood. It is especially important that remedial work be begun with a vigorous attack in order that success, if possible, be immediately achieved and appreciated. Above everything avoid leaving the impression that the remedial work is assigned as a penalty.

Measure the pupil's improvement at frequent intervals and keep him informed of it. Be optimistic yourself. Be enthusiastic in your encouragement at the slightest evidence of improvement.

Social Studies

NOTE: In the social studies courses, more activities have been suggested than can be undertaken in any one year. However, it is expected that teachers and pupils will co-operate to organize suitable activities connected with each of the main topics outlined in each grade.

Grouping of Grades

For an explanation of "A" and "B" Courses, see page 29.

What Are the Social Studies?

The pupils' activities in Social Studies are chiefly in that field of human experience formerly studied as history, geography, and citizenship. In a democratic society, however, all the activities of the school have as their prime objectives the development of intelligent, democratic citizens. Even when the emphasis was placed on the mastery of factual material, as arranged in a textbook, it was never possible to define exactly the boundaries of any subject. However, the stressing of the use of one textbook only meant that the teaching of the subject, rather than the pupil, was the main goal. This procedure excluded the possibility of choice and discrimination. Now with increasing emphasis being placed upon activities growing out of children's interests in and curiosity about the world in which they live, the former divisions of subject matter are beginning to disappear.

Since the nature of the world is largely influenced by its physical environment, and since it is fully understood only in the light of the past, in the elementary school, geography and history merge and fuse to the extent that the understanding of one throws light upon the other. Citizenship, likewise, is not a course which can be taught by the dictating and copying of notes. Every action of the child, all his daily experiences, within and without the schoolroom, determine his personality. Not only in the social studies, but in health education, the language arts (including literature), arithmetic, natural science, music, art, dramatics, playground activities, the child's attitudes towards the totality of his experiences, largely determine the kind of citizen which he is as a child, and which he will be as an adult. The pamphlet, *Citizenship, Our Democracy*, already in the possession of all schools, emphasizes, on every page, the fact that citizenship cannot be taught as a subject—it must be lived from day to day in the home, and school, and community. Naturally, abundant opportunities will be found, through the activities involved in the social studies, whereby the democratic principles of mutual helpfulness, individual self-disciplined freedom, and service to others may be practised.

What Democratic Objectives Are Implied in the Social Studies?

Democracy is a way of thinking and living. It is only through the constant practice of the principles of mutual helpfulness, of individual self-disciplined freedom, and of service to others that democracy as a form of government can be realized. In every genuinely democratic society, human beings and ideals are more important than material things. In the activities involved in the teaching of the social studies, the four democratic objectives of self-realization, human relationships, economic efficiency, and civic responsibility are constantly to the forefront.

1. *The Objectives of Self-Realization*

To be properly adjusted socially, a child must have the opportunity of realizing his own potentialities. He must, therefore, have a mastery of the fundamental tools of learning; he must know how to guard his health and the health of the community; he must learn how to use his leisure time wisely; and he must give responsible direction to his own life.

2. *The Objectives of Human Relationship*

Good homes and good communities are the basic units of democracy. Through the social studies, the child becomes acquainted with the world in which he lives: its physical aspects, its communities and their ideals, and how people have learned to work together in achieving those ideals. The child becomes increasingly aware of his dependence on others and also of his responsibility to others.

3. *The Objectives of Economic Efficiency*

Through the social studies the child learns how society has created and satisfied its material wants. He discovers that work is a fundamental basis of all progress; that only by means of work can man satisfy his desire for comfort and safety. The child learns, therefore, the necessity not only of choosing an occupation, but of becoming efficient and maintaining his efficiency in that occupation. He also realizes that he must use good judgment in buying and selling, and that as a producer or consumer, he must take appropriate steps, in co-operation with others, to safeguard his interests.

4. *The Objectives of Civic Responsibility*

These involve the pupil's civic and social responsibilities in the home, the school, and the community. In their wider aspects they include the citizen's responsibilities in the community and the province, in the nation and Empire, and in that great international brotherhood, the world. They embrace the desire for social justice and social understanding, constructive criticism, tolerance, law observance, and unswerving loyalty to democratic ideals.

How Shall We Teach the Social Studies?

Mastery of facts and principles, development of skill in the use of books, charts, maps, and other tools, acquaintance with the vocabulary of the subject, ability to observe, read, study, and interpret are all important in the teaching of the social studies. But they are only important as a means of assisting "the young to live today so that living and functioning in the complex environment of tomorrow will be easier, nobler, and more satisfying."

What Are Some Specific Methods of Teaching the Social Studies?

Chronology and geography are the two eyes of history. These time and place relationships mean that historical events and movements can only be understood in the light of the physical and social conditions in which they originated and developed. Therefore, the integration of history and geography should be as complete as possible.

The child does not come to school each day to solve a set of problems in the social studies that have been artificially created by the teacher. It is not enough for the teacher to assign a problem to be solved—this may be a problem only in the mind of the teacher. The teacher's task is to guide the pupil to the problem that exists. This demands teaching skill. It demands

the use of the inductive method. It places a ban upon the use of ready made notes. It insists upon the skilful use of appropriate maps, globes, charts, pictures, books, and illustrative materials of all kinds. Generally speaking, the best lesson is the one followed spontaneously by questions from the pupils, and the most successful activity is that which inspires further study and investigation.

It has already been stated that in the elementary school increasing emphasis is being placed upon classroom activities growing out of children's interests in and curiosity about the world in which they live. Such emphasis is particularly necessary in the teaching of the social studies. To the elementary school child, past events and developments have meaning, only in so far as these events and developments are related to the child's understanding of his present environment. Environment is not used here in a narrow sense. It means, first of all, democratic living in the home, the school, and the community. Becoming broader, it means democratic living in our province and nation. With the widening of the pupil's mental horizon, the child's environment includes the British Empire, and, becoming still wider it embraces a vision of life within that world of nations, in which all peoples are actuated by the democratic principles of co-operative living, of individual self-disciplined freedom, and of service to others. It must, therefore, be remembered that, in the teaching of any aspect of the past, the application to the present must be understood. Otherwise, teaching becomes mere verbalism, and the pupils' study a memorization of meaningless facts.

It is, of course, essential that the child know how the primary needs of food, clothing, and shelter have been met. He must also appreciate the fact that a nation's greatness is measured by the extent to which the nation has risen above these needs to a recognition of God, to heroic and just actions, to achievements in science, architecture, music, the arts, and in literature. With this in view, the course directs the child to stories of men and women who, through their unusual qualities of courage, self-sacrifice, inventive genius, and intelligent understanding of the world's problems, have extended the boundaries of knowledge, of aesthetic appreciation, and of individual freedom.

The demands of the course will be met satisfactorily if the use of a wide range of suitable material and the intrinsic appeal of the subject matter become more important in the child's mind than the amassing of facts under the duress of having to pass an examination. Mastery of factual material is necessary, but the child must feel the need of this material for reasons other than passing formal tests and standing high in his grade. Frequent and carefully chosen diagnostic tests will free the more gifted child from uninteresting drills; they will ensure that the slower pupil has sufficient basis of fact and skill to keep abreast of the requirements of regular assignments. If, in part of the testing programme, the pupils are allowed access to reference material, the tendency to place memorization of factual material above judgment and skill will be overcome.

Vividness and reality are essential in the teacher's presentation of the subject. A keen and growing interest is adequate protection against bringing only the material of a text or teachers' helps to the recitation periods. The teacher who has travelled or lived in localities dealt with in the lessons can give the pupils a wealth of detail.

While the technique of teaching by radio and moving picture has not yet been worked out fully, the judicious use of these aids in teaching is meeting with success in those schools where equipment is available. However, the teacher must depend on his own reading for the vital quality of

his teaching. The progressive building up of school libraries and of community libraries becomes an essential part of the duties of every wide-awake teacher.

The Organization of the Social Studies Programme

Throughout the Social Studies programme emphasis is laid upon the pupils' civic responsibilities through patriotic activities. These activities are integrated with all phases of the school work.

Grades I and II

Mutually helpful living in the home, the school, and the community.

Grades III and IV

Interdependence in our democracy, contrasted and compared with (a) the interdependence of the people of long ago, and (b) the interdependence of people in other lands today.

Grades V and VI

In both the A and B courses, the first part of the work is devoted to a study of various aspects of Canadian life of today and yesterday. In addition, the A course will deal with a more detailed study of Eastern Canada and the B course will consider more specifically conditions and developments in Western Canada.

Grades VII and VIII

The A course makes a study of the Americas, and the B course tells the story of Great Britain and the British Empire.

While the continents of Europe, Asia, and Africa are not outlined for separate study, the important countries of these continents are discussed in connection with the study of Canada, the British Empire, and the Americas.

GRADES I and II

MUTUALLY HELPFUL LIVING IN OUR DEMOCRACY

In these grades, the social studies teacher is primarily concerned with the development of right attitudes in the mind of the child. To have a healthy body, the child must have a healthy mind.

From birth, the child is faced with the problem of adjustment to his environment. As an infant, he is entirely self-centred—his needs and his desires are the factors which govern his conduct. Presently he finds that he is living in a world consisting of his parents, brothers and sisters, and little playmates. Consequently certain inhibitions are imposed upon his actions—others have rights as well as he. He learns, at a very early age, that he must conform to social rules in the home, and in his small world outside the home. He must be kind, polite, take care of his own clothes and toys, and respect the property of others. In a well-ordered home, in his pre-school years, he has learned the principles of cleanliness, orderliness, cheerfulness, helpfulness, and tidiness. He has grown to love those who care for him, and to realize that in return for this care, he has certain duties to perform. Such a child has good mental health, he has a well-integrated personality.

During his first two years at school, the social habits, already developed in the home, are broadened to include his relationships with his teachers and playmates. A new world is opening up. Loyalty to father and mother, brothers and sisters is widened to include loyalty to his teacher and to his school. He learns that his home and school are but a part of a larger community. This larger community serves him and protects him. In return, he has his *duties* to perform. Above all, unconsciously he begins to realize that all life is a matter of *living together, worshipping together, working together, reading together, talking together, playing together, singing together, listening together, and enjoying together*. The attitude of respect for the national flag and national songs marks the beginning of a deep love of and reverence for the democratic principles for which his country stands.

Viewed in this light, the four democratic objectives of self-realization, properly adjusted human relationships, economic efficiency, and civic responsibility early permeate all the child's activities. Through his work and play, the child begins to realize his own potentialities, begins to assume his share of civic responsibilities, commences to realize that only through work can he satisfy his desire for comfort and safety, and becomes considerate of others' opinions and feelings.

In these grades every activity of the school is linked with the teaching of the social studies. The teacher should integrate the outlines which follow with every activity of the school.

GRADE I

Patriotic Activities

See *Citizenship, Our Democracy*, page 14.

Mutually Helpful Living in the Home

The teacher should *guard against too much talking about duties* of boys and girls. Instead, through daily co-operative activities, the practice of mutual helpfulness will be encouraged.

What are the duties of father, mother, and children in creating a happy home environment? Through the following activities and others of like nature, the duties and responsibilities of all members of the family may be envisaged:

1. Have pupils:

- (a) Prepare a booklet showing pictures of their own homes, and other homes; actual pictures, if possible, of father and mother, brothers and sisters; pictures of pets and other domesticated animals, etc.
- (b) Make a scrap-book on their own work at home, and on mother's work and father's work.
- (c) Tell about preparation for special occasions in the home, such as birthdays, Christmas, Easter, or Thanksgiving.
- (d) List orally courtesies shown to others during the day.
- (e) Make gifts for members of the family and for friends.
- (f) Express themselves freely by drawing for themselves pictures of pets, animals, and other things found at home.
- (g) Prepare a booklet on father, mother, and children at play in the home.

- (h) Demonstrate the things they do to help mother make the home more attractive and happy.
 - (i) Tell stories about trips which they have taken.
 - (j) Read simple, illustrated stories about the various ways in which people in the home work together to provide food and clothing.
 - (k) Discuss the care of animals that help us with our work.
 - (l) Make simple booklets using pictures and sentences: Keeping Our House Clean, Our Furniture, Our Playhouse, Our Pets.
 - (m) Discuss plans for keeping the house clean and tidy.
 - (n) Make friezes to illustrate stories such as "The Three Bears", and "The Little Red Hen".
 - (o) Tell what foods they get from their garden.
2. Tell pupils stories of the manner in which other boys and girls in our land, and in other lands, co-operate in the home. Some very delightfully illustrated books may be found for the pupils' own use.
 3. Enterprises associated with farm life may be developed. Such enterprises should be undertaken as a result of the pupils' interest in the work in which they are engaged. Pupils like such stories as *Three Little Pigs*, and *The Little Red Hen*. Good books for this purpose are *Work-a-Day Doings on the Farm*, by Emma Seil; *Good Times on the Farm*, by Ethel Dietz; and *Bobby and Betty on the Farm*, by Dopp. Songs and games such as "The Farmer in the Dell", and some of A. A. Milne's poems, as "The Little Black Hen", "The King's Breakfast", "Puppy and I", are very appropriate. Out of these stories, songs, games, and poems, and many others with which teachers will be familiar, there may arise an interest in the plasticine modelling of farm animals, the construction of farm houses, barns, and implement sheds out of apple and orange boxes, and the making of a little garden, possibly indoors.

Mutually Helpful Living in the School

All school activities offer opportunities for co-operative living. In the classroom and on the playground teacher and pupils share with one another the responsibilities of school citizenship. The teacher should play with the children and encourage them to play hard, to follow the rules of the game, and to be good losers. Even though the teacher is not an athlete, he can display interest and enthusiasm, and set the example of good sportsmanship.

In a well-mannered school, through real life situations there will be progressively developed such habits as are listed on pages 16-17, of *Citizenship, Our Democracy*.

Other Activities

1. Help the pupils find and have them learn rhymes and poems which help to fix attention upon desirable habits; for example:
 - "Politeness is to do and say
The kindest thing in the kindest way."
 - "Alice, Alice, strong and able,
Keep your elbows off the table."
 - "If you cough, or sneeze, or snuff,
Do it in your handkerchief."

Original rhymes by pupils should be encouraged.

2. Read to pupils or have pupils tell stories illustrating qualities of unselfishness, truthfulness, kindness, courage, honesty, presence of mind, sympathy, etc.
3. Read stories to the pupils about children at school in other lands.
4. Have pupils:
 - (a) Organize a store and buy things in it.
 - (b) Make a small windmill to show how the wind helps us in our daily work.
 - (c) Show the manner in which kindness to others makes home and school life more pleasant.
 - (d) Show the manner in which they are dependent upon others for food, clothing, and shelter.
 - (e) Gather with older pupils for anniversaries, festivals, and other social gatherings and co-operative activities.
 - (f) Talk about ways in which they can be useful to various people: the school janitor, a sick friend, the policeman, etc.
 - (g) State orally how accidents may be avoided in different types of work.
 - (h) Recite as part of the opening exercises little rhymes and poems which they have memorized, or little stories which they have read.

GRADE II

Patriotic Activities

See *Citizenship, Our Democracy*, pages 17 and 18.

The Creation of Beautiful and Inviting Surroundings and the Growth of Desirable Habits of Thought and Action in the Home

1. *Care of and pride in home surroundings.* Practical demonstration can be carried out through many activities. Have pupils:
 - (a) Make sand table representations of a Saskatchewan farm yard, and of houses of boys and girls in other environments.
 - (b) Make a picture collection of good houses.
 - (c) Report orally on fire hazards that might occur in the home: matches, oily rags, defective chimneys, and the like.
 - (d) Take part in home gardening activities, and report at least once a week the progress of the work. Later, a committee of pupils should be responsible for providing bouquets of flowers, exhibits of flowers, fruits, and vegetables for art work.
2. *The growth of desirable habits of thought and action.* The home and the school should co-operate in assisting the child to realize the necessity for clean and tidy personal habits; for assuming responsibility for his share of home duties; for developing thrifty habits in the saving of time, school supplies, food, and clothes; for forming the habit of honesty under all circumstances, such as finding money, receiving too much change at the store; etc.
3. *Other Suggested Activities.* Have pupils:
 - (a) Plan a bulletin board for lost and found articles.
 - (b) Discuss the purpose of War Savings Stamps and Certificates.
 - (c) Report on a radio programme which they have enjoyed.

- (d) Make a table model of a circus, a park or playground, a doll's house, etc.,
- (e) Keep a little diary of their work at home,
- (f) Tell about the games they play at home,
- (g) Make a toothbrush rack for the bathroom or washroom; have a place for each member of the family to hang his brush.
- (h) Make plans for keeping flies out of the rooms at home,
- (i) Dramatize simple activities in the home: answering the door or telephone, running errands, helping with housecleaning,
- (j) Talk about the best methods of doing simple household or farm tasks: washing dishes, dusting, making beds, setting the table, caring for farm animals, cleaning sidewalks and yards.

Co-operation in the School

1. Care of and pride in personal belongings, schoolroom furniture, buildings, and grounds should be emphasized. (See outline of pupil duties for grade I.)
2. Care of public property and the property of others:
 - (a) The seriousness of thoughtless destruction of property should be impressed upon the pupils: actions such as throwing stones at telephone insulators; disfiguring walls, posts, and fences; trespassing on boulevards and private lawns; breaking windows in vacant houses, etc.,
 - (b) Stress the importance of using library books carefully and returning all borrowed books promptly, e.g., the proper care of free readers.
 - (c) Stress the necessity for proper attitudes towards animal life. All animals have feelings. They experience pain and suffering. No child should unnecessarily cause them to suffer. Very often boys and girls are found torturing such animals as gophers, and robbing birds' nests. The teacher should discuss with the pupils the work of the Society for the Prevention of Cruelty to Animals, and the regulations for the protection of animal life.
3. *Activities.* Have pupils:
 - (a) Make a collection of pictures of bird and animal life; build suitable homes for birds; provide drinking water for birds during summer months; go on field excursions with the teacher as guide,
 - (b) Collect pictures and other information on bird sanctuaries; the life and work of Jack Miner might be discussed, and an illustrated booklet prepared,
 - (c) Plan and carry out a parade of animals in a circus,
 - (d) Place crumbs, grain, or small slices of apple in bird houses,
 - (e) Organize a reading circle to read little stories to each other,
 - (f) Learn some good ways to co-operate with the teacher.

Co-operation in the Community

1. *Provision for the protection of citizens.* Have pupils:
 - (a) Discuss the work of the policemen, health officers, firemen (The democratic conception that all rules and regulations are enforced for the common good should be emphasized. For instance, the child should realize that the policeman is his friend.),

- (b) Find out the manner in which the people in the community co-operate in the work of the school,
- (c) Understand the significance of Thanksgiving, Christmas, Easter, Mother's Day, and other Special Days, as the need arises,
- (d) Find out what agencies in the community make communication with other communities possible,
- (e) Find out the transportation facilities in the community,
- (f) Find out something about the means of transportation and communication in other communities in our own land and in other lands,
- (g) Plan an individual or class scrap-book showing some of the different methods of transportation and communication,
- (h) Tell about the various ways in which the people of the community may work together in providing healthful sport, in preventing the spread of contagious diseases, in beautifying the community, in providing a variety of recreational activities (community libraries, museums, hobbies, clubs, entertainments, etc.),
- (i) Have pupils visit with older pupils such places as a dairy, a telephone office, a railway station, or a grain elevator. After the visit, have the pupils tell what they observed.

2. Other Activities

- (a) *Highroads to Reading*, Books I, II, and III contain many stories which suggest activities of value in teaching the social studies. Such stories and poems as "The Fox and the Grapes", "City Mouse and Garden Mouse", "Christmas in Other Lands", "The Boys of India", in Book III; "The Crow and the Pitcher", "Be Kind", "On the Farm", "The Four Helpers", "The Traffic Man", "Signs and Signals", in Book II. The teacher and pupils will discover many others equally as good as these.
- (b) Have pupils listen while the teacher reads fairy stories, stories about the early pioneers, easy stories about famous men and women, and Bible Stories.

GRADES III and IV

MUTUAL HELPFULNESS AND INTERDEPENDENCE IN OUR DEMOCRACY

In grades III and IV, the main stress is placed upon the study of community life. The teacher will find constant use for the pamphlet *Citizenship, Our Democracy* as a basis for patriotic activities, and for suggested activities in connection with the study of the home, school, and community. Discussions about life in our own communities leads naturally to a realization that there are many different kinds of communities, such as rural, village, town, and city. From this study, an examination of conditions of community life in other times ("A" Course), and in far-away places ("B" Course), follows quite readily.

"A" COURSE

Patriotic Activities

See *Citizenship, Our Democracy*, page 21.

CO-OPERATION IN THE HOME, SCHOOL, AND COMMUNITY

Co-operation in the home, the school, and the community can be developed and expanded on this level, by a series of activities, in which the pupils, under the guidance of the teacher, assume the leadership. Committees of pupils can be formed and special problems arising out of the discussion can be investigated

under the direction of pupil chairmen. A number of these activities is suggested in the pamphlet *Citizenship, Our Democracy*, pages 13 to 26. The teacher should use the activities as suggestions only. Many others may arise out of the daily programme in the school, or out of community conditions. Any activity, that appears to be beyond the understanding of the pupils, should not be attempted. For the further guidance of the teacher these activities are indicated:

Our Homes

1. Picture scrap-books of good houses, of the different kinds of rooms with their furnishings, of different kinds of clothing, and of essential foods.
2. Pupil planning of a house. As a result of their own observations, pupils should report on the materials necessary for construction, and suitable plans for erection. Out of this might arise a discussion of the work of the lumber agent and his source of supply, of the duties of the carpenter, of the architect, of the plumber, of the interior decorator, and of other people co-operating in the work of building a house.
3. What is a home? What makes a home attractive? Is it possible to have a good house without having a good home? The actual construction of a house and its furnishings out of apple boxes or cardboard boxes might be undertaken. In the spring or summer a work bench might be erected in the coal shed or barn.
4. The weaving of rugs, the making of runners for the dresser, the making of soap, the construction of a medicine cabinet, the making of butter, the making of dishes from Saskatchewan clay, the drawing of designs for linoleum—all these are splendid activities.
5. Picture scrap-books of attractive farm buildings. A model farm yard or school yard might be sketched showing particularly the advantages of trees on the open prairie.

Our Communities

The interdependence of the merchant and commercial traveller, of the doctor, the teacher, the postman, the carpenter, the pastor, the interior decorator, the elevator man, the station agent, the conductor, the engineer, and the farmer can be realized through a series of activities. The teacher should not outline the duties of each on the blackboard. By the appointment of pupil committees, the various aspects of community life can be gathered from the actual observation of these people at their work. The pupils may wish to invite representatives of these various occupations and professions to visit the school and to give some account of their experiences.

HOW PEOPLE LIVED IN OTHER TIMES

The Indians

What kind of homes did the Indians have? This question makes an interesting introduction to the general topic. An enterprise on Indian homes and on Indian life can be developed. In most cases, the pupils have first hand knowledge of the types of homes in which the Indians live today. By reading and listening to stories of Indian life, by making an Indian camp on a sand-table, by collecting Indian relics, by dressing up in Indian clothes, by making pictograms for an Indian tepee, by carving totem poles, by singing songs about Indian life, and by memorizing poems about Indians, the pupils' interest will be aroused. As a result of such an enterprise many questions will emerge. Some of these questions are indicated below:

1. In what country or countries did the Indians live?
2. What were the names of the Indians who lived in what is now Western Canada?
3. What is meant by an Indian tribe?
4. Who were the first white men to see the Indians of Canada?
5. What were the chief occupations of the Indians? What were the duties of the Indian women?
6. Of what did the food of the Indians consist?
7. What means of transportation did they have?
8. How did they make their clothes?
9. What weapons did they use?
10. How did they secure their first guns?
11. Where did they get their horses?

Every teacher will be able to see the unbounded possibilities of an extremely interesting and profitable enterprise on this subject. The work on Indians and Indian life will lead naturally to an examination of the homes of other primitive peoples.

The People Who Lived in Caves

This activity might be originated by the construction of a cave on a sand-table. This would require a large mound of earth, with a cave dug at the bottom of the mound, and stones and rocks placed around it. There should be a place for the fire, and for small toy animals representing the wild ones of those days. This should make an interesting introduction. Stories, pictures, and drawings will help to awaken the child's interest. Out of this phase of the activity many questions will arise: In what part of the world did the cavemen live? Why didn't the Indians live in caves? What was the nature of the climate of the country in which the cavemen lived? When did the cavemen live? How did they make their fire? How did they protect their homes from the wild animals? What were the names of some of those animals? How did these cavemen get their food and clothing? How did they get their lamps? What kind of writing did they use? What were their occupations? How did the boys and girls of those days live? Do any people live in caves today?

Suggested Activities

Material should be available in the school library or in the community which will provide a starting point for one or more activities connected with the following:

1. The people who lived in lake houses and villages.
2. The people who lived in land houses and villages.
3. The people who lived in trees.
4. The homes on the desert.
5. The first real homes.

The study of the first real homes might involve a discussion of the parts of the world in which the first farmer lived (the region of the Nile or the Tigris-Euphrates). How did tilling the soil and growing crops change life on the earth? How were the first real houses built and furnished? What kind of writing was used by these people? On what material did they write? How did they tell the time of day and year?

A list of further activities follow. These are suggestions for the teacher. They are not compulsory.

1. Life in the castle. A castle may be made as a clay project.
2. Travellers and traders of long ago. How did they travel? How did they know their directions by day and night? What land and water forms did the sailors know well? (bay, cape, island, gulf, strait, sea.) The collection of pictures of ships of ancient times, and the making of model ships and paper boats could be undertaken. In this topic, there is the opportunity of a good enterprise, by linking the methods of travelling long ago with the methods in use today.
3. The collection of pictures of animals which man has tamed. What use have men made of these animals? Collect pictures to show these animals at work. Who were the first people to keep flocks and herds? Stories of Abraham, Isaac, Jacob, and David are valuable.
4. On a sandtable construct a model of the Nile region showing deserts, irrigation systems, pyramids, oases, unusual plants and animals.
5. Tell the story, in picture form, of Noah's Ark.
6. Every teacher can encourage her pupils to collect pictures. Magazines and calendars are a fruitful source.

"B" COURSE

Patriotic Activities

See *Citizenship, Our Democracy*, page 24.

CO-OPERATION IN THE HOME, THE SCHOOL, AND THE COMMUNITY

See *Citizenship, Our Democracy*, pages 24 to 26. As in the "A" course, other activities will arise out of the daily programme of the school and out of community conditions. The teacher should not repeat the same activities year after year.

PEOPLE IN FAR-AWAY PLACES

Under this topic a study is made of life in far-away places. In imagination, journeys are made to widely separated countries, in which ways of living differ greatly from our own. The effect of climate and of other geographical conditions upon community life are noted. In every community, no matter where located, interdependence will be seen to be a dominant characteristic.

In the following outline, several regions are suggested for study, and, in each region different countries or areas are indicated. Of the regions suggested, one typical country or area in each of these regions should be studied in some detail.

Life in Desert Regions

Typical countries or areas are Arabia and the Sahara. A method of approach to the study of Arabia is indicated below. A similar method of approach may be used if the Sahara is the topic:

1. *Plan a trip to Arabia.* What methods of transportation are used? In what direction do we travel? Who are some of the people who help us on our journey? (ticket agent, conductor, engineer, porter.) From what port do we sail? What waters do we cross? At what city do we arrive? If we travel by aeroplane, what route do we follow?

2. *The appearance of the desert and the oasis.* What modes of travel are used by the Arabs? (camel, train, aeroplane.) How do they dress? What is the appearance of their homes? What occupation do the Arabs follow? How do the people of the desert protect themselves and their families against bandits and storms? What qualities of character are developed by their mode of life? (courage, resourcefulness, independence, lack of sympathy for the weak.) What products do they sell to other countries? What language do they speak? Do you know any Arabic words? What Bible stories tell about nomadic peoples? (Abraham, The Children of Israel in the Wilderness, Joseph and his Brethren.)
3. The following activities are suggested for the teaching of this topic: Make on the sandtable a representation of an Arabian encampment. Collect pictures of Arabian life, showing the Arabian dress, food, homes, horses, etc. Make plasticine or salt and flour maps of Arabia and the surrounding areas. The pupils may read or the teacher may tell the pupils stories about Arabian life. The pupils may make mural representations of scenes from Arabian life.

Life in Equatorial Regions

Typical areas are the Amazon River and the Congo River Valleys. A series of activities are suggested for the study of the Amazon River Valley. If the Congo River Valley is preferred, a similar approach to the study may be used:

1. Let the pupils plan a trip to the Amazon River region. Suggestions given for the trip to Arabia may be used here.
2. The pupils may take a trip up the Amazon River. What kind of a boat is used? What food supplies are necessary? What clothes are worn? What interesting plants and animals are seen? What is the appearance of the natives? What are their occupations? Have the natives any other means of travel besides water transport? What is the appearance of their houses? What foods do the people eat? How long is the Amazon River? Is it very wide? Why has this area a hot climate?
3. On the sandtable make a representation of a village by the banks of the Amazon.
4. Make a collection of pictures of animals and plants of the Amazon Valley.
5. Compare the appearance of the houses, and the nature of the food and clothing of the natives of the Amazon River Valley with the houses, food, and clothing of the Eskimos of the Polar Regions.
6. What foods does the Amazon River Valley supply to us here? What is the most important product of the Amazon? From what other countries is rubber obtained?
7. Do the people in the Amazon River Valley work hard to secure a living? Why?
8. Life in the jungle is an excellent topic for an enterprise.

Life in the Mountain Regions

Typical of these areas are Switzerland and Norway. Other mountain regions may be studied if occasion arises. A method of approach to a study of Switzerland is briefly suggested:

1. The pupils may plan a trip to Switzerland by train and boat or by aeroplane.

2. Find pictures to show the mountain scenery. On the lowest levels, the olives, vines, and oaks grow; higher up, are mountain pastures; and on the high peaks are the eternal snows.
3. The stories of Heidi and William Tell make interesting reading.
4. Can you find in your community any article that was made in Switzerland?
5. Try to find out something about the work and play of the children of Switzerland.
6. Describe a Swiss village by means of pictures.
7. Describe summer life on the farm in Switzerland. Compare and contrast this life with life on a Saskatchewan farm in the summer time.
8. What are the high pastures?
9. Switzerland makes a splendid subject for an enterprise. Plan with the class the work to be undertaken, then divide the group into committees. Each committee will investigate a special phase of the study.

Life in the Low Lands

The Netherlands should be studied:

1. The land of canals and windmills and dikes can be conveniently studied as a sandtable activity.
2. Picture scrap-books and mural representations of modern travel in summer and winter, and of the dress, homes, and occupations of the people can be made. Pictures of scenes in Haarlem, Delft, Amsterdam, and The Hague may be secured.
3. What products does Holland supply to other countries? (flowers, bulbs, cheese, butter, etc.) Can we get our bulbs from Holland today? Why?
4. Why were dikes built? the story, "The Leak in the Dike," may be read.

Life in Cold Regions

Life among the Eskimos in Northern Canada and among the people in Lapland are typical examples. Some attention might be given to life in the Antarctic Regions.

Life in Thickly Populated Countries

The life of the people in India, China, and Japan are typical examples.

The year's work may be enriched by telling stories about the work of men and women who have helped to improve the conditions of our community life. Some of these characters may be Mozart, Florence Nightingale, Robert Louis Stevenson, James Watt, George Stephenson, and Thomas A. Edison. The teacher and pupils will think of many others. In most communities, there have been local men and women who have made valuable contributions to community life. Possibly the boys and girls will be able to state some of the contributions which have been made. Nothing difficult should be attempted.

GRADES V and VI

THE IDEAL OF INDIVIDUAL FREEDOM REALIZED THROUGH MUTUALLY HELPFUL LIVING IN OUR DEMOCRACY

Throughout the social studies courses for these grades, history, geography, and citizenship have been closely related. The attention of the teachers is directed, once again, to the fact that the great principles of democratic citizenship permeate every activity of school life. Through the social studies,

however, pupils begin to realize that our present social, economic, and political institutions are the result of centuries of slow but sure growth. With this conception, of the ever-developing nature of our democratic institutions, comes the realization that there must be a constantly progressive adaptation of democratic principles to meet the needs of the rapidly changing conditions in society. In *Citizenship, Our Democracy*, pages 26 and 27, this ideal of the gradual growth of the spirit of freedom is developed, with particular reference to the influence, upon its growth, of improved transportation and communication facilities. Teachers should study carefully these pages.

It is well at the outset for teachers to get an overview of the work which is prescribed for these grades. This overview may be obtained by stating briefly the main topics in the development of each course. In the "A" Course, the following are the topics:

1. Patriotic Activities.
2. Our Home Community in Saskatchewan.
3. A Glance at North America.
4. Introducing Our Country.
5. Exploration of and Early Settlement in Canada.
6. Life in New France during the Seventeenth Century.
7. The French Colonies Become British.
8. New Settlements in Canada, leading progressively to Confederation.
9. People at Work in Eastern Canada Today.
10. People at Play in Eastern Canada Today.
11. Additional Activities.

The topics in the "B" Course are outlined as follows:

1. Patriotic Activities.
2. Our Home Community in Saskatchewan.
3. Canada, Today and Yesterday.
4. Introducing Western Canada.
5. The Explorers of Western Canada.
6. Rupert's Land, A Fur Trading Region.
7. The Beginnings of Settlement in Western Canada.
8. Settlement Moves Westward.
9. Settlement on the Pacific Coast.
10. Western Canada at Work.
11. Western Canada at Play.
12. Additional Activities.

In order to realize the implications of these topics, teachers must study the topic outlines and suggested activities very closely. There are four most important factors implied in these outlines:

1. With the integrating of history and geography, such geographical concepts as latitude, longitude, the poles, the zones, etc., are presented in a natural setting, and must not be taught in abstract terms. This applies also to the natural regions of the country, the climate, and the general physical features.

2. The courses broaden out to include the geography of the world. The continents and oceans are learned. Particular attention is given to the continent of Europe in the "A" Course, under sub-topic 6, of the general topic, "Introducing Our Country." Other opportunities will be found for the study of other continents.

3. The time concept must not be overlooked. This does *not* mean a formal memorization of dates. It *does* mean, that the historical setting is very important. Teachers must, therefore, make every effort to enable the pupils to understand the meaning of a century of time, and to help them to place events in the proper order in the century. Certain dates will, quite naturally, become fixed in the minds of the pupils, through frequent repetitions and proper associations.

4. *The courses as outlined are a guide to the teacher, and will assist him in organizing his work for the year. They indicate the general field in which teacher and pupils will conduct their activities. In this field many activities have been suggested; but they are suggestions only. Teacher and pupils will select the activities which are felt to be most appropriate; and there is no limit to the number of activities which may be substituted or added. The teacher should enrich the course as time and the circumstances in his school will permit.*

"A" COURSE

Patriotic Activities

See *Citizenship, Our Democracy*, pages 26 to 28.

Our Home Community in Saskatchewan

All the activities suggested under this heading are not compulsory. They are outlined to assist the teacher in directing intelligently the work of the pupils.

1. The activities suggested on pages 28 to 32 of *Citizenship, Our Democracy*, should be integrated with the further activities suggested here, and with others which may be chosen by teacher and pupils.
2. History of the local community.
 - (a) When was the community founded? Who were the first settlers? What is the origin of the name of the school district, village, town, or city? What industries are carried on? What geographical factors make these industries possible? What is the meaning of municipal government? What freedom is enjoyed by each member of our community? What are the duties and obligations of every member in the community to community life in general? What are the functions of such community institutions as the school, church, library, hospital, police department, post office, store, hotel, and local welfare organizations?
 - (b) Construct booklets giving the history of the local community and school district.
 - (c) Gather information about the birthplaces of the people in the community, and prepare illustrated booklets. Compare and contrast the conditions in the communities from which they came with the conditions in the community in which they now live.
 - (d) Indicate on the map the location of the communities from which some of the people came.

- (e) Organize a school council based upon the local municipal organization.
 - (f) Plan a bulletin board for displaying interesting items about your school and community.
 - (g) Visit *one* or more of the following: the local post office, a dairy farm, a creamery, the municipal council chamber, an experimental farm, a hospital, the community library. Prepare a booklet telling about the history of *one* or more of these local institutions. State your own observations during your visit.
 - (h) What local agricultural and co-operative organizations are in the district? Give the local history of any of these.
 - (i) Make a school stamp album. Find out all you can about the countries from which the stamps came.
 - (j) Start a school museum by gathering samples of rocks, Indian relics, and other interesting specimens of historical interest. Find out all you can about these specimens.
 - (k) Make a map of the community. Are there different kinds of maps?
3. What is a community? Why is your school district a community? There are over 5,000 school districts in Saskatchewan. Compare the size of your school district with the Province. How large is Saskatchewan? Note its location on the map of Canada. When did it become a province of Canada? In what area was it included before becoming a province? What industries are in Saskatchewan? Have the physical features, location on the earth's surface, and climate anything to do in determining the nature of these industries? What is the meaning of climate? What factors determine the kind of climate which prevails in Saskatchewan? Look at Saskatchewan on a map of the world. In what country is it? In what continent? In what hemisphere? In what zone? Notice the location of Saskatchewan with respect to the poles and equator.

A Glance at North America

1. On the globe, note the location of North America. Compare in a general way the size of North America with respect to other continents. The pupils should become familiar with the names and locations of the other continents.
2. What are the large political divisions of North America? (Canada, United States, Mexico, and Central America.) Locate these on the globe, on the map of North America, and on the map of the world.
3. On the globe, have the pupils imagine what the world would look like if North America and South America were not there. Show that there was a time in the history of the world when the people of Europe knew nothing about the Americas. What period was this? What ancient ideas did some people of that day have concerning the shape of the earth? What were some of the newer ideas about the earth? The pupils should read interesting stories about Leif Ericson, Christopher Columbus, and the Cabots. (Do *not* attempt to make notes on the details of their voyages.) What were the reasons for these voyages of discovery? What did people find out about the world as a result of these voyages?
4. Suggested Activities:
 - (a) Prepare a booklet on the Vikings. This might consist of collections of stories, poems, and pictures. The pupils might read some of the Norse myths which really give the foundation of Viking life. The

construction of a Viking boat might be undertaken, together with shields, sails, and oars. A miniature representative Viking Feast Hall might be constructed, or a schoolroom or some vacant room might be transformed into a feast-hall. In this way a fairly complete enterprise on the Vikings might be undertaken.

- (b) Prepare a booklet on Christopher Columbus. Some of the questions for investigation by the pupils might be the following: Who was Columbus? Where did he live as a boy? As a boy what people did he associate with? What stories did he hear? What unsolved problems were continually before him? Why did Columbus wish to reach Cathay and India by water? What was the usual route to these places? Who provided Columbus with money for his great adventure? What difficulties did Columbus have to encounter? What did Columbus really discover? Did he realize that he had discovered a new continent? How many trips did he make across the Atlantic? Discuss the characteristics of Columbus which helped him to achieve success. Read the poem "Columbus".
- (c) Prepare a similar booklet for the story of the Cabots.
- (d) On the globe, estimate the distance between the point at which Columbus landed in North America and some point in India, where he thought he had landed.
- (e) From what countries did Leif Ericson, Columbus, and Cabot come? Locate these countries on the map.
- (f) Who were some of the other early explorers who touched upon the coasts of North America?
- (g) How did America get its name?
- (h) What difficulties were encountered by these early explorers in sailing across the Atlantic?

Introducing Our Country

1. What is the name of our country? Locate Canada on the map of North America, on the globe, and on a map of the world.
2. When was the first birthday of our Dominion of Canada? Was there any Canada before that time? What area was included within Canada at first? From the map, secure the general idea that there has been a gradual expansion of Canada.
3. Compare the area of Canada today with the area of the largest countries in the world. What countries in the world are larger than Canada? the United States? Russia? China? Brazil?
4. Mark on an outline map the different provinces and territories of Canada. What provinces are called the Maritime Provinces? the Central Provinces? the Prairie Provinces? the Pacific Province?
5. What are the natural regions into which Canada is divided? What is a natural region? In what manner do these natural regions affect the ways of living in different parts of Canada?
6. People from many lands, from many countries, and representatives of different races built Canada. The pupils should be able to locate on the map some of the countries from which these people came, and discuss some of the customs of the people.

Exploration of and Early Settlement of Canada**1. The Red Man's Country.**

- (a) Note that the Indians lived along the shores of the oceans and the Great Lakes, in the river valleys, on the open plains, and in the great forests. Locate these areas on the map.
- (b) On a map of Canada, locate the natural regions. Indicate on this map, also, the homes of the main groups of Indians such as the Algonquins and Iroquois of the East, and the Sioux and Crees of the West.

2. Jacques Cartier, the great discoverer of Canada.

- (a) Have pupils read the poem, "The Hero of St. Malo".
- (b) Have pupils read stories about Cartier from books in the school library.
- (c) Why was it fairly easy for Cartier to penetrate the interior of Canada?
- (d) What was Cartier's aim?
- (e) What were some difficulties encountered by Cartier?
- (f) On the map, find the most westerly point reached by Cartier. Why did he not continue his work?
- (g) Why did Cartier fail to make a permanent settlement?
- (h) What was the attitude of the Indians towards him?

3. If the occasion arises, have the pupils find out something about other discoverers and explorers who came to North America during the sixteenth century.**4. The French Settle the Maritime Provinces and the St. Lawrence Lowlands.**

- (a) Champlain, the real founder of New France. Draw a map or make a sandtable model of the Appalachian Region, and of the St. Lawrence River system and St. Lawrence Lowlands. On this map mark the chief surface features, and find out all you can about the climate.
- (b) Where did Champlain found settlements? What difficulties were encountered by these early settlers? Why were these settlements founded? Why did the French come to the New World?
- (c) While the French were founding settlements in Acadia and the St. Lawrence Lowlands, in what area were the British establishing their settlements? Why did the British and French disagree? On the map, show the location of the French and British settlements. What was the attitude of the Indians towards these white men? Indicate on your map, in a general way, the location of the various settlements in Canada at the end of the 17th century.
- (d) "We have not found anything to replace the Indian's canoe, snowshoes, or toboggan." Compare the importance of these methods of travel now with their importance in the years of early settlement.

Life in New France During the Seventeenth Century**1. Introduce the idea of the feudal system in a concrete manner. The following suggestions may serve as a guide:**

- (a) By means of a class play, portray the king or overlord, the seigniors, and the habitants or tenant farmers in their respective roles.

- (b) Plan on the sandtable, or make a mural of, a seignior.
 - (c) Prepare a booklet, showing typical scenes of life on the early seigniories.
2. What were the benefits of the seigniorial system in the early settlements? Why did the system lose its value? What system is now used in holding land? Have the pupils express their opinions regarding the merits of each system.
 3. **Habitant Life and Customs.**
 - (a) Read the story, "The Visit of the Intendant," in *Highroads to Reading* for grade VI.
 - (b) Have the pupils read, as widely as possible, from many different sources, stories about the life and customs of the early French settlers.
 - (c) The following suggestions may assist in guiding the pupils' reading: What was the nature of the home life of the habitants? How large were the farms? Describe the family meal, the community social evenings, and the winter sports. What industries were carried on in the home? Why do we not carry on similar industries in our homes? In what parts of Quebec is present day life similar to life in the early days? What great changes have taken place in other parts?
 - (d) Have pupils bring in reports on the following: Louis Hébert, the first farmer; the first tanneries; the first boot factories; the first shipbuilding.
 - (e) What French leaders made outstanding contributions to the life of New France in the seventeenth century? Find interesting stories about such men as Bishop Laval, Intendant Talon, and Governor Frontenac.
 - (f) Who were the *courcours de bois*? Interesting poems and other stories should be available.

The French Colonies Become British

1. Draw maps of the regions claimed by the French and British.
2. What is meant by stating that countries are rivals? Draw attention to the fact that the French and English had been rivals in Europe for a long time. Why were they rivals?
3. Show that, before 1763, a number of disputes arose between the French and British which caused war on different occasions. By 1763, however, all the French colonies became British. During the final conflict between the French and British, what two great heroes were killed? Find out all you can about the monuments erected to their memory. Stories about the removal of the Acadians and the taking of Quebec might be read. If the reading material is available in the library, the pupils might bring in reports on other interesting events during that period. Some of the pupils might like to read *Evangeline*.
4. What is a treaty? Why was the treaty, which gave the British all the French colonies in America, called the Treaty of Paris? Have the pupils name other treaties.
5. On the map of North America, colour in red the parts controlled by the British after 1763. Indicate the areas in which the French and British lived. About how many people were living in the St. Lawrence Lowlands and in the British colonies?
6. Who was William Pitt? Find an interesting story about him.

New Settlements in Canada

1. Lead the pupils to see that, in 1763, the British laws were different from the French. Why would the British find it hard to make laws to suit their new subjects? To overcome the difficulty, what kind of laws did the British grant to the French? The answer is simply that the French were allowed to have most of their old laws. By what act of Parliament were the French granted this right? (Quebec Act)
2. United Empire Loyalists come into Canada. From what place did these new settlers come? Why was this name given to them? Why did they come to Canada at this time? Briefly explain at this point, that misunderstandings arose between the people who made the laws in Great Britain and the people living in the British colonies. The result of these disputes caused the British in America to set up an independent government of their own, and the country became known as the United States of America. Some people, however, did not want to live under another flag.
3. In what part of Canada did the United Empire Loyalists settle? Show definitely on the map that settlement was moving westward. Where is the Niagara peninsula? Know the names of the Great Lakes. Where is the Ottawa River? In which of the Maritime provinces did the Loyalists settle? What were the chief occupations of the people? In the years which followed, from what other countries did settlers come?
4. As the English-speaking settlers came in, changes in laws were necessary in Canada. Into what two parts was Canada divided? Why? Following the division of Canada into two provinces, difficulties arose, which led first, to the uniting of the two parts of Canada, and later, to the formation of the Dominion of Canada. Any developments undertaken here should be in story form. Maps should be used. On this level, pupils are unable to appreciate constitutional developments.
5. Stories concerning the lives of the men and women who first settled Eastern Canada would be very appropriate at this point. Teachers should be guided by the reading facilities at the disposal of the pupils.

People at Work in Eastern Canada Today

1. Have the pupils make a list of articles, used in the home, school, and community, that were made in Eastern Canada.
2. On a large map of Canada, note the chief rivers, lakes, and forests of the five Eastern provinces. What contributions do these rivers make to life in Eastern Canada?
3. What are the *manufacturing regions* of Canada? Have most of the countries of the world manufacturing regions? Find out the natural factors which have contributed to the location and growth of two or three of the following cities: Sydney, Ottawa, Toronto, Windsor, Hamilton, Sudbury, Halifax, St. John, Montreal, and others. Through a consideration of these factors, indicate those natural conditions which are essential for any great manufacturing centre.
4. What are the chief *mining areas* of Eastern Canada? Discuss the part played by Eastern Canada in the production of nickel, asbestos, gold, silver, coal, iron, and oil.
5. Where are the great *lumbering regions* of Eastern Canada? What are the chief products? What industries grow out of the lumbering industry? What are the chief markets for lumber and its products? What other countries have large forest areas?

6. The great *agricultural areas* of Eastern Canada. What are the three chief areas? (Niagara peninsula, The St. Lawrence and Ottawa River valleys, and the Maritimes.) What types of agriculture are developed? In what ways do the farm products of the East differ from those of the prairies? Have the farmers of the East any advantages over the western farmers? Have the western farmers any advantages over the eastern farmers? These would make good topics for debate. What other industries grow out of the agricultural industry in Eastern Canada?
7. The great *fishing grounds* of Eastern Canada. Where are these located? When did the people of Europe first discover the Atlantic fishing grounds? Read stories about the lives of fishermen along the coasts of Labrador, Nova Scotia, and Newfoundland. Who was Grenfell? What contribution did he make to the lives of these fishermen? Where are markets found for the fish and fish products?
8. *Other industries* in Eastern Canada.
 - (a) Where is fur farming carried on? What products come from this industry?
 - (b) Where are the hunting and trapping areas?
9. What is the meaning of exports and imports? What will determine a country's exports and imports? What are Eastern Canada's chief exports and imports? With what countries is Canada most likely to trade? Why?

People at Play in Eastern Canada

1. What are some of the factors that attract tourists to Eastern Canada?
2. What are some of the winter and summer sports?
3. What are some of the most beautiful natural scenes?
4. What is meant by tourist trade? In what way do tourists promote *goodwill relationships* between countries?

Additional Suggested Activities

1. Have pupils gather information concerning the Reversing Falls at St. John and the great tidal bore at Petitcodiac.
2. The pupils might plan a trip from their homes to any *one or more* of such eastern cities as Toronto, Windsor, Sarnia, Fort William, Hamilton, Montreal, Quebec, Fredericton, St. John, Halifax, Charlottetown. As they reach these cities, they should attempt to find the answers to the following questions: When and by what people was the city founded? Why did it become a city? What is its present population? For what is the city particularly noted? What are some of the outstanding historical developments? In what natural region is it located? What natural conditions influenced its growth? Both teacher and pupils will think of many other questions.
3. The pupils may plan other trips by train, boat, or aeroplane to other parts of Eastern Canada.
4. Booklets may be prepared on such topics as Niagara Falls; Prince Edward Island, the Garden Province; typical lumber mills and pulp and paper mills; and other points of interest in Eastern Canada.
5. On the sandtable make an illustration of the St. Lawrence River showing its source, mouth, tributaries, ferries, rapids, waterfalls, canals.

6. Make a cartoon, showing the difficulties of the early settlers in Ontario: the clearing of the land, the building of the homes, and the grinding of the grain with primitive implements.
7. Collect pictures showing rivers and lakes being used in transporting logs.
8. Describe a typical fishing village on the eastern coast.
9. Describe the trip of any of the early explorers from Quebec and Montreal to the Upper Lakes.
10. Show on the map some ocean routes to Europe, United States, and South America.
11. Why is the Laurentian region attractive to tourists?

"B" COURSE

Read carefully the introduction to grades V and VI courses, page 176.

Patriotic Activities

See *Citizenship, Our Democracy*, page 32.

Our Home Community in Saskatchewan

1. The teacher should guide the pupils in choosing appropriate activities, listed under this topic in the "A" course. The same activities should not be repeated year after year. To avoid such repetition, the teacher is given freedom of choice in the selection of other appropriate activities. Conditions vary in different communities. An activity, suitable for one community, might be entirely inappropriate in another. Teachers should recognize these differences, and be guided accordingly in the selection of activities.
2. Modern methods of transportation and communication, as applied to Saskatchewan, should be discussed quite fully. The outline and activities contained in *Citizenship, Our Democracy*, pages 32 to 37, should be a valuable guide.

Canada Today and Yesterday

1. Note the location of Canada on the map of North America, on the globe, and on the map of the world. Locate the capital of Canada, and the provinces of Canada with their capitals. Why is the capital important?
2. When was the Dominion of Canada formed? Name the four original provinces. Trace the political growth of Canada, by noting its gradual expansion to include five additional provinces.
3. Who was the discoverer of Canada? When? What people founded the first permanent settlements in Canada? When? Who was the leader in the establishing of these settlements?
4. What are the natural regions of Canada? On a map mark these natural regions, and then draw the boundaries of the various provinces.
5. The pupils should become familiar with latitude readings, with the meaning and significance of climate, the poles, the equator, the zones, and ocean currents. These should be studied as the occasion arises.
6. The present methods of transportation and communication throughout Canada should be discussed.

- (a) On an outline map of Canada, have pupils trace the main lines of the Canadian National and Canadian Pacific railways. Mark the important cities along the routes. Have pupils bring in a report on the importance of these railways to Canada.
- (b) In what parts of Canada were railroads first developed on a large scale? Why were railroads built? What were the methods of transportation before railroads? Could Canada have maintained its unity without railroads? What province became a part of Canada after the promise of a transcontinental railroad was made?
- (c) Have pupils bring in a report on the advantages and the disadvantages of the different types of transportation systems.
- (d) Have pupils report on the communication facilities throughout Canada. If possible, have pupils ascertain the origin of these. Before the present methods of communication were introduced, how did people, living in one part of the country, communicate with their friends who lived two or three thousand miles away? What is the significance of the improved communication facilities?

Introducing Our Country

1. What area is included in Western Canada today? In what natural regions is Western Canada? Have the pupils indicate on their maps the latitude, the zone in which Western Canada is located, and the rivers and surrounding bodies of water.
2. Particular attention should be given to the Hudson Bay and Strait as the ocean gateway to the West. Trace the route followed by the Hudson Bay Railroad. Have pupils report on the origin and function of this railroad, and on the manner in which western commodities are carried overseas. What are the advantages and disadvantages of Port Churchill?
3. Has Western Canada any other seaports? Have the pupils gather information, with respect to the Pacific ports, through reading interesting books, listening to radio talks, collecting pictures, talking with others, and reporting personal observations.
4. What Western products are exported, and what commodities used in the West are imported through Port Churchill, the Pacific ports, and the seaports of Eastern Canada? What Western commodities are used in Eastern Canada, and what commodities does Eastern Canada send to us?

The Explorers of Western Canada

1. When did explorers from New France (Eastern Canada) commence to unroll the map towards the west? Have the pupils read stories and gather as much information as possible on the exploits of one or more of the following: Radisson and Groseilliers, La Salle, and La Verendrye and his sons. What were the aims of these men? *Show how the natural barriers north of the Great Lakes impeded the movement westward from Eastern Canada at this time and during the subsequent periods.*
2. Under what circumstances did the Hudson's Bay Company come into existence? What men were associated with its early organization? What definite rights and obligations were outlined in the Charter granted to the Hudson's Bay Company by the British Government? (the right of the monopoly of trade in furs and the obligation to govern the area.)

3. Have the pupils understand the significance of the term, Rupert's Land. How did the Hudson's Bay Company carry on its fur trade, and what effect did the explorations of such men as La Verendrye have upon the Hudson's Bay Company's fur-trading activities?
4. Have the pupils report on the work of any one or more of such explorers as Henry Kelsey, Samuel Hearne, Alexander Mackenzie, Sir John Franklin, Dr. Stefannson, and Roald Amundsen. What were their aims, and what were some of the results of their work? Have pupils read from the *Highroads to Reading*, such stories as "The Boy Henry Kelsey" and "Pioneers, O Pioneers".

Rupert's Land, A Fur-Trading Region

1. Who were the original inhabitants of Western Canada? Considerable work has already been done on the Indians in grades III and IV. The teacher should guard against too much repetition of the same activities, but pupils should have a good understanding of the habits of life of the Indians of plains and wooded areas of the West.
2. What was the purpose of the fur-trading posts? Who were the rivals of the Hudson's Bay Company to 1821? Have pupils gather information about the traders from Eastern Canada who were known as the North West Company. On an outline map of Western Canada, show the location of some of the fur-trading posts. What means of transportation were used by the fur-traders? Have the pupils imagine that they were living in some part of Eastern Canada in the year 1812; help them to plan a trip from some trading post on the Hudson Bay to Fort Edmonton, or from Montreal to Fort Edmonton. In doing this, the pupils will have to understand such terms as tributary, mouth, source, watershed, divide, height of land, portage. How did these fur-traders secure their food supplies? Have pupils read from *Highroads to Reading*: "Across Canada with the Fur Brigade."

The Beginnings of Settlement in the West

1. Who was Lord Selkirk? Find as many stories as you can concerning the Red River Settlement. How did these settlers come to the West? What were some of their difficulties? Have pupils find out about such early means of transportation as the canoe, travois, dog-sled, Red River Cart, covered wagon, carriage. Have pupils read from *Highroads to Reading* such selections as "The Land of the Silver Chief" and "The Red River Voyageur".
2. Outside of the Red River Settlement, who lived in Western Canada prior to 1870? Before 1870, were there any schools in Western Canada? Who was responsible for conducting these schools?
3. The Red River Settlement was called a frontier settlement. Why?

Settlement Moves Westward

1. When did Rupert's Land become a part of the Dominion of Canada? What disturbances in the Red River region occurred in 1869 and 1870? The teacher should aim at a true appreciation of the causes and results of the Red River Insurrection.
2. After the transfer of Rupert's Land to Canada, a small portion of it became the province of Manitoba. What name was given to the vast area outside of Manitoba? What area was included in the North West Territories?

3. Where was the capital of the North West Territories? When were the North West Territories formed into provinces?
4. What is a pioneer? Have the pupils find out some of the places from which the early settlers came, how they reached their new homes, how they built their houses and barns, where they obtained their supplies, the difficulties which they had to encounter, etc.
5. What part of the North West Territories was first settled? Why was this area settled first? What turned the tide of immigration towards the prairie lands? Why did settlement proceed quite slowly at first? The story of Western settlement is a fascinating one. The teacher and pupils might work out an interesting enterprise on the growth of settlement in their local area.
6. Mention might be made of the Saskatchewan Insurrection of 1885. Do not make outlines of this event. The pupils should be encouraged to find interesting stories on such Indians as Big Bear and Poundmaker. The teacher might read Cameron's *The War Trail of Big Bear*.
7. The survey system in Western Canada can be quite easily understood. Have the pupils make a map of the school district and township in which they live. Why was this survey system adopted?
8. Who were the Royal North West Mounted Police? Why and when was this police force organized? Find interesting stories about the work of the R.N.W.M.P. What name is given to this police force today?
9. Find as many stories as you can about the building of the Canadian Pacific Railroad. What is meant by the Canadian National Railway?
10. Find the names of people who were prominent in the history of Western development. What were some of their contributions to progress in the West?

Settlement on the Pacific Coast

1. In what natural region is the Pacific Coast area? Account for the climate there. What is the latitude of this area? Why is the climate of the Pacific coast warmer than that of the prairies?
2. Have the pupils make a map of the area, marking on it the chief physical features, cities, and products.
3. Who were the first explorers of the Pacific Coast region? From what countries did they come? How did they come? To what extent was this a fur-trading area?
4. Have the pupils discuss the differences between life at Vancouver or Victoria and life on the prairies.
5. Have the pupils collect materials illustrating life at the Pacific Coast. Make a scrap-book out of these.
6. In what way does geography influence the occupations of the people of British Columbia? Find stories about the deep-sea fishing, mining, lumbering, and fruit growing. Why is Vancouver a larger city than Victoria?

Western Canada at Work

1. *Agriculture.*
 - (a) Have pupils study the map of the four provinces, in order that they may be able to point out areas in Western Canada where ranching, grain growing, mixed farming, dairy farming, poultry farming, and fruit farming, etc., are the chief occupations of the people. Why are these areas adapted to this particular kind of farming?

- (b) How do climate, soil, transportation facilities, markets, and machinery influence the agricultural industry? Have pupils investigate conditions in the local community to find out the suitability of the area to agriculture, and the steps taken by the residents to make community life more attractive.
 - (c) What are the main products of the farm in your community?
 - (d) What other countries interest us because of their similar products, such as wheat and meat and dairy products? These are Argentina, Australia, Russia, United States, Denmark, Sweden, Holland. Find the location of these countries on the map, and discuss two or three interesting features about them.
 - (e) What are the possibilities for fruit growing on the Prairies? Have pupils tell about fruits which they have seen growing in their own communities, or in other parts of the Prairies. Where does most of our fruit come from?
 - (f) In areas in which the P.F.R.A. has been active, boys and girls will easily be able to understand the meaning of irrigation and irrigation systems.
2. The following topics will need investigation. The nature and extent of this investigation will depend upon local conditions and the materials available.
- (1) Manufacturing
 - (2) Lumbering
 - (3) Mining
 - (4) Fishing
 - (5) Trapping and Hunting

Teachers should study carefully the additional suggested activities outlined below.

3. What are the chief organized co-operative enterprises in Western Canada? Discuss these with particular reference to the local community and to the Province of Saskatchewan.

Western Canada at Play

- 1. Have pupils prepare a booklet showing different kinds of big and small "game" throughout Western Canada. See last unit, "B" Course, grades V and VI Science.
- 2. Where are the chief national and provincial parks in Western Canada? Have pupils prepare booklets on these.
- 3. What provision is made for winter and summer sports in Western Canada?

Additional Suggested Activities

- 1. On a map of Western Canada, have pupils mark the forest areas. Have them find out the products of the forests, i.e., lumber, pulpwood, paper, shingles, rayon, cellophane, etc.
- 2. Have pupils understand the meaning of forest preservation and conservation. What is the importance of reforestation from the viewpoint of future generations?
- 3. To what extent do Norway, Sweden, and the Western United States compete with us in the lumbering industry? Certain woods are not grown here. Have pupils determine what these woods are, and the countries from which we procure them.

4. Have pupils discover the main mining areas of Western Canada. Mark these on the map. Make a list of all the minerals found in the West. Of what value are these?
5. Have pupils prepare a booklet on the fishing industry in the West. These booklets should be well illustrated.
6. If possible, have pupils visit one of the following manufacturing plants: a flour mill, a creamery, a meat packing plant, a sash-and-door factory, an oil refinery, a sugar refinery, a cannery, a bakery, a pottery. Let the pupils tell about their experiences.
7. Have we any hydro-electric plants in Western Canada? Why are there fewer water power sites on prairie rivers, than on rivers in British Columbia and eastern Manitoba?
8. Have the pupils collect samples of different kinds of minerals. These should be placed in the museum.
9. For what are the following places noted: Flin Flon, Goldfields, Great Slave Lake, Trail, Cariboo, Turner Valley, Drumheller, Lloydminster, Estevan, Claybank? Locate these on your map.
10. Give examples of how progressive farmers in your district overcame their difficulties. Have pupils bring to school extracts from farm magazines or newspapers telling about any farmer who has won recognition for good farming.
11. What is meant by time zones? Have pupils explain the meaning of the following standard times: Atlantic, Eastern, Central, Mountain, Pacific. This makes an interesting activity.
12. "At Fort Simpson in midwinter, the sun rises about 10:30 a.m. and sets about 2:30 p.m. In the summer, we used no lamp for about six weeks and we had to have thick window blinds so that we could sleep during the bright night time." How can these conditions be explained? Why does the length of day and night vary in your community?
13. Make a sandtable model of a Fur-Trading Post. Dramatize a day at a Fur-Trading Post.
14. Visit, with the pupils, the historic sites in your community.
15. Have pupils prepare booklets dealing with each of the Western Provinces. This is a valuable activity which will sum up and organize the information collected by the pupils during the year.

GRADES VII and VIII

THE IDEAL OF INDIVIDUAL FREEDOM REALIZED THROUGH SERVICE IN OUR DEMOCRACY

The attention of all teachers is directed to *Citizenship, Our Democracy*, pages 38 to 64. The outlines suggested there for grades VII and VIII, and the short articles entitled "Our Flag", "Our Royal Family", "Our Empire", and "The Royal Visit" will be found valuable in the teaching of these courses. The teacher's attention is also directed to the first paragraph of the introduction to the grades V and VI Social Studies courses. This should be read with care.

As in the grades V and VI courses, teachers should get an overview of the work prescribed for these grades. In the "A" course the following topics are developed:

1. Patriotic Activities.
2. The Americas—General Introduction.
3. People of Many Countries Built the Americas.
4. The Age of Discovery.
5. The Westward Movement of Settlement Begins.
6. The British Settle in the New England Colonies.
7. More British Establish Themselves Along the Atlantic Coastal Plain.
8. Relationships Between the British and French in North America.
9. The Thirteen Colonies Become the United States of America in 1783.
10. Westward Expansion of Settlement in the United States.
11. The Great Industrial Areas of the United States.
12. The Development of Two Democracies Side by Side.
13. Mexico, Central America, and South America.

The topics for the "B" course are outlined as follows:

1. Patriotic Activities.
2. The British Empire of Today.
3. The British Isles—Early History.
4. The British Isles—Industrial Development.
5. The Growth of the Empire.
6. The Growth of British Democracy within Great Britain and in other parts of the Empire.
7. Outstanding Statesmen in different parts of the Empire.
8. The Empire and the United States.
9. Additional Activities.

It was stated, in the introduction to the grades V and VI course, that a consideration of the topic outlines involved four important factors. These four factors should be studied again. For the sake of emphasis the fourth factor is repeated here: *The courses as outlined are a guide to the teacher, which will assist him in organizing his work for the year.* They indicate the general field in which teacher and pupils will conduct their activities. In this field, many activities have been suggested; but they are suggestions only. Teacher and pupils will select the activities which are felt to be most appropriate; and there is no limit to the number of activities which may be substituted or added. The teacher should enrich the course as time and the circumstances in his school will permit.

"A" COURSE

Patriotic Activities

See *Citizenship, Our Democracy*, page 38.

The Americas—General Introduction

1. In the introduction to the teaching of the Americas, the teacher should make every effort to motivate the work so that the greatest possible pupil-interest will be aroused. The following suggestions for motivation should help both teacher and pupils in planning an introduction:
 - (a) Have the pupils collect pictures of people at work and play in different parts of the United States and in other countries of North and South America.

- (b) Have the pupils read interesting stories about life in these countries.
 - (c) What essential commodities are imported from the United States, and from other countries of the Americas, for use in the local community?
 - (d) As a result of their reading, listening to the radio, and conversations with others, have the pupils give the names of some of the people who take an active part in the public affairs of the various countries of the Americas.
 - (e) Are there any people in the community who formerly lived, or whose ancestors lived, in the Americas (Canada excluded)? Discuss.
 - (f) What is the significance of the flag of the United States of America? What is the National Anthem?
2. On the globe and on the map of the world, note the location and area of North and South America. Pupils might use outline maps of the world, and on it mark the following:
- (a) The divisions of the world into continents and oceans,
 - (b) The equator; the poles; the hot, temperate, and frigid zones; examples of parallels of latitude and meridians of longitude; and time belts.
3. Note the chief political divisions of the Americas. No attempt should be made to memorize these. Every pupil should, through his constant systematic observations of the details of the appropriate maps used in connection with his daily work, become increasingly better acquainted with the names and locations of the political divisions. As the occasion arises, the capitals and other important centres might be marked on the map.

People of Many Countries Built the Americas

1. What are the languages used in the various countries of North and South America?
2. From what parts of the world did the many peoples, now living in the United States and other countries of the Americas, come? Show these countries on the map.
3. Before the people from other countries came to the Americas, who were the inhabitants of these continents? If time permits and material is available, many interesting illustrated stories can be read about the early civilizations of such people as the Incas of Peru.

The Age of Discovery

1. Help the pupils to secure a mental picture of the world as the people of Europe believed it to exist five centuries ago. What ideas did the people have concerning the shape of the world? What continents, with which we are now familiar, did the geographers of that day exclude from their maps? Why? What were the most important countries in the Europe of the fifteenth century?
2. Lead the pupils to understand that progress in Europe was very slow over a long period of time. Then, show the influence of different ideas producing such new desires and longings as the demand for goods not produced in Europe and the desire for great riches. In what part of the world could these demands and desires be satisfied? Prior to the end of the fifteenth century, what were the routes to the Far East? What difficulties

were encountered along these routes? Show how all these factors, together with the growing spirit of adventure, and the desire for Empire building, led to the westward explorations.

3. Have the pupils read about the exploits of any *one* or *more* of such men as Columbus, da Gama, Balboa, Magellan, Pizarro, Cortes, or Drake. Motives and achievements should be understood.
4. With what difficulties were these explorers faced in undertaking their ocean voyages? Note the types of ships used, ocean currents, prevailing winds, etc.

The Westward Movement of Settlement Begins

1. What people settled in Mexico, Central America, and parts of South America?
2. Read stories of the early civilizations in such countries as Mexico and Peru before the coming of the white man.
3. Why were these regions valued so highly by the Spaniards and Portuguese?

The British Settle in the New England Colonies

1. Why did the English leave home to settle in New England?
2. When and where was the first New England colony founded? Note the gradual expansion of settlement to include the area now known as the New England States.
3. What were the first needs of these early settlers? (shelter and food) What were their occupations? Why was farming difficult in the New England States?
4. Read such poems as "The Courtship of Miles Standish" and "The Pilgrim Fathers".

More British Establish Themselves Along the Atlantic Coastal Plain

1. Note the location of this region on the map.
2. Beginning with the founding of Virginia in 1607, the settlement of the whole Coastal Plain continued until there were finally thirteen colonies of Great Britain extending from Maine in the North to Georgia in the South.
3. What industries were developed in the more southerly portions of this Plain? With what kind of labour did the southern plantation owners operate their plantations? Have the pupils gather information about the original homes of the Negro slaves. When did slavery in the Southern states cease? At the present time, how is the work carried on in the Southern plantations? Is there a Negro problem in the United States today? Was there ever a slave market in Canada? Read "The Slave's Dream".
4. Why was settlement confined to the coastal regions for such a long period of time? Note the physical barriers impeding westward expansion.
5. While the British were establishing themselves along the Atlantic Coastal Plain, the Dutch and French were also establishing settlements in North America. Where were these located? Note that the Dutch colony of New Amsterdam became the British colony of New York in the 1660's. (If possible read Irving's *Ichabod Crane* and *Rip Van Winkle*.)

Relationships Between the British and French in North America

1. On your map, mark the location of the British and French colonies. Show the natural regions in which they were located, and the chief physical features of these regions.
2. Why was there rivalry between the French and British?
3. The pupils might read stories of the various conflicts, leading finally to the Seven Years' War and the Treaty of Paris. The chief aim is not to have the pupils memorize isolated facts about the wars, but to arouse their interest to the extent that they will understand the general development. What were the final results of the conflicts as indicated in the Treaty of Paris of 1763?
4. By using the map, have the pupils understand the extent of Great Britain's Empire in North America after 1763.

The Thirteen Colonies Become the United States of America in 1783

1. The causes of the American Revolution should be briefly examined from the standpoint of both the Mother Country and the colonies. Show that the Mother Country on the one hand and the colonies on the other totally misunderstood one another's point of view. For the colonists, it was a struggle to maintain certain fundamental human rights (freedom); for the British Government, it was a struggle to uphold the commonly accepted principles upon which the empires of that day were built: the monopoly of trade and rights of taxation. (Note again the reasons for the first migrations to America.)
2. When did the Thirteen Colonies declare their independence? When was this declaration finally recognized by Great Britain?
3. Have the pupils read about the life of George Washington.
4. Why did many people leave the Thirteen Colonies at the close of the War of Independence? Where did they settle? What name was given to them?

Westward Expansion of Settlement in the United States

1. Have the pupils prepare a brief report on the progressive stages of the development of settlement in Canada. The map of North America should be used freely.
2. The pupils should understand that settlement in the United States moved westward from one natural region to another. The following suggestions for map study indicate the progressive development of settlement:
 - (a) Until the 1770's, settlement was confined to the New England States and the Atlantic Coastal Plain area.
 - (b) Settlement moved across the Appalachians to the Great Central Plain as far west as the Mississippi River.
 - (c) Settlement crossed the Mississippi and extended to the Cordilleras.
 - (d) Settlement penetrated across the Cordilleras to the Pacific Coast.
3. Note the similarities and differences in the natural regions of Canada and the United States. The chief river systems, mountain ranges, prairie lands, and desert areas should be located on the map, together with the bodies of water surrounding the continent.

4. By what means were these settlement areas linked together? Have the pupils make a collection of pictures, showing various early transportation and communication facilities. Compare the developments in the methods of transportation and communication in the United States, with contemporary development of these facilities in Canada.
5. What improvements were made in the methods of transportation and communication, during the nineteenth and twentieth centuries, between North America and other countries of the world?

The Great Industrial Areas of the United States

1. Certain types of agricultural commodities are produced generally throughout the whole country, but there are specific areas or belts in which the location, physical features, and climatic conditions are particularly favourable to the production of particular commodities. Mark on the map the chief areas in which wheat, corn, cotton and sugar cane, tobacco, and fruit are grown. Where are the chief ranching and dairying areas? Why are these areas particularly adapted to these agricultural pursuits?
2. Where is the great manufacturing region? (the north-eastern section of the United States) Have the pupils discover why such cities as Pittsburgh, Minneapolis, and Detroit have developed into great manufacturing cities. Why are the great cotton manufacturing centres not found in the cotton belt? For what materials, essential in the manufacturing industry, does the United States have to rely on foreign trade? With what countries does the United States have the most important trade relations? Trade relations with Canada should be stressed.
3. Other important industries are mining, lumbering, and fishing. Where are the chief areas in which these industries are carried on?
4. The following activities are suggested to assist the teacher in directing the work:
 - (a) Have the pupils give examples to show that the postal services, system of exchange (money), military and naval protection, schools, etc., are very similar to those in Canada.
 - (b) A few of the United States exports are cotton, auto parts, machinery, petroleum and its products, and grains. Some of its imports are silk, coffee, rubber, sugar, and paper. On a map show the transportation routes over which these exports and imports travel.
 - (c) In what other ways are Canada and the United States linked besides trade? Have the pupils make a list of these. (radio, books, university scholarships, students attending universities, citizens of one country living in the other country, travel, etc.)
 - (d) Give examples of how grants from the Rockefeller Foundation and the Carnegie Foundation have helped Canadian and British hospitals, libraries, and universities.
 - (e) You are going to take a trip by automobile to San Francisco, California. Plan your trip carefully. Through what parts of the United States would you pass? What cities would you like to visit en route? Why? What information would be required of you in order to pass the customs and immigration officers? What is a passport? Is one required for admission to the United States? Have the pupils make a full report on the subject, "How to Cross the Line."
 - (f) Frost is a serious problem to the California fruit growers. How do these people try to solve the problem?

- (g) Have the pupils debate this resolution: "Resolved that the United States could be a self-supporting country over a long period of time."
- (h) With what problems are the growers of cotton, corn, and wheat faced at various times? What steps do they take to solve their problems? With what difficulties are our own wheat producers frequently faced? What attempts are made to overcome these difficulties?
- (i) What is the meaning of free trade, protective tariffs, embargo, blockade? What is the purpose of these? Are they essential?

The Development of Two Democracies Side by Side

1. The story of the political history of the United States should be limited to a few important developments, such as: the coming of the Pilgrim Fathers; the Declaration of Independence, August 4, 1776; outstanding incidents during the Presidency of Abraham Lincoln, 1856-1865, including the reasons for and results of the Civil War; the United States and the First World War; and the United States and her part as an ally of all democracies during the Second World War which began in September, 1939.
2. No details of events need be considered. The following suggested activities will indicate the nature of the discussion of the above-named topics:
 - (a) Have the pupils discuss the meaning of this extract from the American Declaration of Independence: "We hold . . . that all men are created equal, and that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." Compare these with President Roosevelt's four freedoms: freedom from want and fear; freedom of worship and speech.
 - (b) Read interesting stories about the life and work of Abraham Lincoln. Have the pupils understand that, in all his work, human relationships—respect for the other's personality—were placed above material things. Read the Gettysburg Address. Help the pupils to realize that a fundamental issue in the Civil War was the preservation of the Union. The question of slavery was a cause of the war, and the emancipation of slaves, in the Southern States, was a result.
 - (c) Avoid details of the First Great War. Have the pupils understand the reason for the United States participation in it. What is meant by the Monroe doctrine? How has it influenced the United States attitude towards participation in European affairs?
 - (d) In the conflict which began in 1939, have the pupils realize that Great Britain was for a time the sole bulwark of democracy. Have the pupils gather material on the part taken by the United States as the "arsenal of democracy". The work of President Roosevelt as one of the great champions of democracy should be discussed. The active co-operation between the United States and Canada, and the significance of the Pan-American Union make good subjects for investigation.
3. Have the pupils discuss the meaning of democracy: It is the way of living and thinking that enables people to work co-operatively, to have individual freedom, and to render the greatest possible service to their fellowmen.

4. Help the pupils to find out the manner in which the two democracies—Canada and the United States—have ever since 1815 solved their problems peacefully. Teacher and pupils should note, *without detail*, the various boundary disputes, fisheries disputes, and waterways problems which have arisen; they should discover the machinery by means of which satisfactory agreements were reached. All of these disagreements and settlements should be discussed in the light of the democratic spirit which makes possible settlement by *arbitration* and *conciliation* rather than by war. Concrete examples of relationships within the local community should be used for illustrative purposes.
5. By following the suggested outline in *Citizenship, Our Democracy*, pages 38 to 40, have the pupils understand how our provincial government is organized and financed and the services which it renders. Then show that in the United States, similar services are rendered by the government of each State.
6. Suggested Activities
 - (a) Pupils may like to read such books as *Uncle Tom's Cabin*, and *The Little Shepherd of Kingdom Come*.
 - (b) Have the pupils collect information so that they can give brief talks on the use of one or more of the following gateways for trade: the St. Lawrence Waterway; the Hudson-Mohawk Gap; the Mississippi River; the Gulf of Mexico; the Golden Gate; the Panama Canal.
 - (c) Using the provincial government as an example—its organization, the services rendered, the methods of raising taxes—discuss the privileges and duties of a citizen in a democracy.
 - (d) What is meant by "the Canadian Embassy at Washington"? How is the United States Government represented in Canada? How are Canada's interests looked after in other countries of the world?
 - (e) Geographical factors make inevitable constant relationships between the Canadian and United States Governments. Show how the friendly relationships between Canada and the United States may point the way to a peaceful solution of difficulties between countries in Europe.
 - (f) Have the pupils trace on the map the boundary line between the United States and Canada.

Mexico, Central America, and South America

The following activities in connection with Mexico, and with the Central American, and South American countries are recommended. The teacher may substitute others or add to these:

1. On a map, note the countries, and compare their size with Canada and the United States.
2. The pupils should already be familiar with the chief physical features of South America. Note the manner in which the physical features and climate determine the nature of the products.
3. What are the chief commodities imported by Canada from Mexico and the South American Countries? Do we export any goods to them?
4. What is the name given to the forms of government found in the various countries of South America?
5. In general we find Europeans and Americans living in the temperate belts or in areas of high altitudes. Give a reason for this.

6. How would a crop failure in Argentina affect the people in the Province of Saskatchewan?
7. What is the difference between the kind of wheat produced in Saskatchewan and in Argentina? Has Argentina any advantages over Saskatchewan in the production and marketing of wheat?
8. Locate on the map Buenos Aires and Rio de Janeiro. What factors make these cities important?
9. Find out on the map the region in which the following industries are chiefly carried on: rubber production, coffee growing, wheat growing, ranching, fruit growing, mining, and lumbering.
10. Why has the manufacturing industry not been so highly developed in South America as it has in the New England States? Give three reasons. Show why the few manufactured products in South America are closely related to the agricultural industry.

"B" COURSE

Read carefully introduction to grade VII and VIII courses, page 190.

Patriotic Activities

See *Citizenship, Our Democracy*, page 38.

The British Empire of Today

Activities

1. What particular parts of the school's opening exercises stress our connection with the Empire?
2. State the manner in which our connection with the Empire is emphasized in such activities as the following: Empire Day, Dominion Day, and King's Birthday celebrations; Remembrance Day services; parades on special patriotic occasions; and all meetings of a public nature.
3. Have the pupils recite or sing such songs and poems of Empire as: "There'll Always Be an England", "Recessional", "Land of Hope and Glory", "Rule Britannia!", "The King's Men", and "The English Flag" (Kipling). The inclusion of one or more of such songs and poems together with "God Save the King", "The Maple Leaf", and "O Canada!" as a part of the School Civic League, Junior Red Cross Society, and other types of school programmes, is strongly recommended.
4. What common loyalties link together the inhabitants of our Empire all over the world? (*Citizenship, Our Democracy*, page 53)
5. Have pupils bring in a report on the manner in which Canada and Great Britain are linked together in ways other than those mentioned in 4 above. (language, social customs, democratic institutions, literature, racial origin, radio broadcasts, defence, etc.) Do these relationships apply with equal force to other parts of the Empire? To what extent do they apply to the relationships of Great Britain and Canada with the United States?
6. Have pupils locate the following places on the map. Through constant associations with these terms pupils will grow to understand them thoroughly: Great Britain, the United Kingdom, the British Isles, the British Commonwealth of Nations, and the British Empire. (*Citizenship, Our Democracy*, page 53)

7. What are the names of our most important Empire leaders today? What qualities make them great? Refer to Lord Tweedsmuir's definition of leadership found in *Citizenship, Our Democracy*, page 3.
8. By comparing the essential characteristics of democratic and dictatorship states, help the pupils to recognize that co-operative living, individual self-disciplined freedom, and service to others are only possible in democratic states, in which respect for human rights and for intellectual achievements, is placed above blind obedience to state domination. Give concrete examples. Refer to *Citizenship, Our Democracy*, pages 45 and 46.
9. A very successful activity on the origin, development, and significance of "Our Flag" can be developed. See *Citizenship, Our Democracy*, pages 47 to 50, 58 to 64.

The extent of Our Empire

1. Using the globe and the map of the world, discuss the meaning of the statement, "The sun never sets on the British Empire." What part of the earth's surface and what portion of the world's population are included in our Empire? Compare the size of the various countries of the British Commonwealth and India, and find out their relative populations.
2. When it is twelve o'clock noon by your school clock, what time is it in such cities as Ottawa, Canada; London, England; Delhi, India; Cape Town, South Africa; and Canberra, Australia?
3. Why is naval strength a factor of tremendous importance for Great Britain herself, and for the British Empire in general? Who was responsible for the first British Navy? When? Why is Great Britain often spoken of as "The Island Fortress"?
4. On the map, show the trade routes followed by British merchantmen in trading with different parts of the Empire.
5. Why is Great Britain regarded as the centre of the Empire?
6. Using the map of the world, indicate the zones in which the countries of the British Commonwealth of Nations are included. From this knowledge, what conclusions do you draw regarding the climate in these parts of the Empire? What factors influence climate? (latitude, winds, mountains, altitude, large bodies of water, ocean currents, large forests)
7. When it is winter in Canada, what kind of weather prevails in Australia, New Zealand, India, and South Africa?
8. Great Britain carries on an extensive export and import trade. What kinds of commodities are exported? Have the pupils find out two or three of the chief imports from the other members of the British Commonwealth of Nations, and from India, Newfoundland, British West Indies, the chief possessions in Africa, and other important parts of the Empire.
9. What important commodities are imported from Iraq and Egypt? In what particular manner are these countries of importance to the Empire?
10. Have the pupils locate on the map and find out one or two reasons why the following are important to the Empire: Gibraltar, Malta, Suez Canal, Cyprus, Aden, Singapore, Hong Kong, Sarawak, Mauritius, British Somaliland, Gambia. Name other strategic points.

The British Isles—Early History

1. On the globe and on an outline map, note the position of the British Isles with respect to the continent of Europe. Mark in the surrounding bodies

of water. Of what different parts are the British Isles composed? In what zone are the British Isles? What factors influence their climate? In what time belt are the British Isles?

2. Who were the original inhabitants of England and Wales, Scotland, and Ireland? What was England called at that time? (Britain) There were four invasions of that part of Great Britain, formerly known as Britain. What people took part in each of these invasions? Have pupils find out two or three changes which resulted from each conquest. What peoples have been blended together to form the present population in the British Isles? Is there a similar blending of nationalities in other parts of the Empire and in the United States? Into what part of the island of Great Britain were the ancient Britons driven?
3. Have the pupils read stories, dramatize, or bring in reports on two or more of the following topics:
 - (a) The homelands of the invaders.
 - (b) How England became a sea-faring nation.
 - (c) Outstanding people such as Julius Caesar, Augustine, Alfred the Great, Canute, William the Conqueror, Bede. What were the chief characteristics of their work?
4. Describe briefly the type of feudalism which prevailed in England after the Norman Conquest.
5. From the pupils' reading and from pictures, have them describe the daily life of any of the classes of people during the three centuries following the Norman conquest: the lords, freemen, villeins, serfs. What were the effects of the *Black Death* upon England?

The British Isles—Industrial Development

Craft and merchant guilds

1. Have the pupils discuss the manner in which young people may become skilled workmen today. Then direct them to stories which describe the *craft guilds* of long ago.
2. Would boys and girls of today look with favour upon the old system of apprenticeship? It is possible that some one in the district may be able to describe his period of apprenticeship in the Old Country.
3. What were the merchant guilds?
4. From the pupils' reading, conduct a discussion on problems arising out of the following quotation: "The whole spirit of the Middle Ages was against any kind of underselling or any kind of profit taking. Craft and merchant guilds are an expression of this attitude."

Changes in the system of farming

1. Make a diagram to illustrate the manor or open field system of long ago. What were some of the advantages and disadvantages of this system? Is there anything in your community similar to these conditions? What were the *commons*? Of what advantage were these lands to the poorer people?
2. Lead the pupils to understand that farming conditions were practically the same all over Europe for hundreds of years. Then show some of the effects of newer ideas and inventions. Have the pupils find out, if possible, the changes introduced through the efforts of the following men: Arthur Young, Tull, Townshend, Bakewell, Croft.

3. Discuss the various ways in which continuous efforts are being made today to improve our stock and crops, by proper breeding and selection. Compare the farm machinery of Arthur Tull's day with present-day farm machinery. Are there any countries which still continue to farm in the old way? The pupils might debate the topic, "Resolved that for the welfare of humanity it would be advisable to return to the system of small farms without power machinery."

Changes in the system of manufacturing

What was the *domestic system* of manufacturing? Discuss its advantages and disadvantages. Show how this system gradually gave way to the introduction of small factories and the demand for more wool. In what way did this lead to the enclosure acts? What effect did these acts have upon many of the rural population? Certain selections from Goldsmith's *Deserted Village* might be read here. This gives a picture of the movement of population from country to city. Describe the reasons for and the manner in which shifting of population has occurred in Saskatchewan.

The present system of manufacturing

1. To stimulate the pupils' interest have them visit some industrial plant such as a creamery, flour mill, elevator, printing-press, saw-mill, blacksmith shop, garage, etc., or pupils may observe the working of a train, binder, combine, etc.
2. Discussion of machines might centre around such topics as: the complexity of the machine; the more automatic the machine, the less the need of manual labour; the specialization of labour compared with labour under the guild and domestic system (read Galsworthy's "Quality" in *Life and Literature*); the output of goods as compared with old methods; the effect upon the price of goods; the sanitary conditions of present-day factories compared with factories of one hundred years ago; protection of the worker from accidents, etc.

What has made the present system of manufacturing possible?

1. Cheap power—water, steam, electric. In the early days how did the use of water power only limit the location of the factories? What were the advantages and disadvantages? How did the introduction of coal and the steam engine affect the location of manufacturing centres? In what manner has electricity had any influence on the location of manufacturing plants? Have the pupils bring in a report on the work of Watt and, if possible, Newcomen.
2. Coal and iron close together. Why is this factor essential to the manufacturing industry? Explain why the industrial cities grew up in the north of England. What other countries in Europe have coal and iron? What is the importance of the great iron fields in Sweden and Spain? In what way do oil and iron play a great part in international affairs? Where is oil found in Europe and Asia? Have pupils report on the work of Bessemer and Sir Humphrey Davy.
3. Cheap transportation. Have pupils report on the work of the following in relation to improved transportation: Stephenson, Macadam, Brindley, Fulton. A good activity at this point in the working out, by means of pictures, the successive stages in the improvement of highway, railroad, and air transportation facilities. Murals can be made quite easily.

4. Good markets. Nearly every country in the world is a likely market for British goods. Explain the reasons for this: cheap transportation, cheap power at home, good quality and variety of products, good merchant fleet, favourable geographical position. Note again the chief trade routes used by British merchantmen.
5. Raw materials available. What raw materials are available in Great Britain? From what other parts of the world does Great Britain secure her raw materials? What raw materials are imported? What is a "blockade"?
6. Inventive genius and industrious character of the British people. Necessity and intelligence are the two great factors in invention. Discuss. In what way may the locomotive be said to be the work of more than one inventor? Have the pupils suggest other machines which are the results of the work of several people. In what manner may a machine invented to fill a need, create still greater needs? Illustrate with reference to Kay's Flying Shuttle, Hargreaves' Spinning Jenny, Cartwright's Power Loom, Crompton's Spinning Mule. Out of a consideration of these, there may arise a general discussion of modern inventors and their contributions. Have all inventions been received gladly?

Other Activities

1. Locate on the map the chief industrial regions of Great Britain.
2. To what extent does Britain's agricultural industry supply sufficient food-stuff for the needs of the country?
3. Mention as many reasons as you can why Britain has produced a strong race of sea-faring men.
4. What is meant by the convoy system?
5. What European countries are noted for manufacturing? What are the chief manufactured products?
6. In what countries of Europe and Asia are iron, coal, and oil produced in large quantities?
7. What is the chief ocean route from Great Britain to India? Trace this route on your map, and mark the chief strongholds which guard this route.
8. Have pupils construct large salt and flour maps of one or more of the following continents: Europe, Asia, and Africa.

The Growth of the Empire

1. Have the pupils read stories narrating Britain's greatness on the seas. Such stories may deal with the exploits of British sailors in the days of Elizabeth and with the heroism of Britain's great discoverers and explorers. Pupils may report briefly on the work of such great trading companies as the Hudson's Bay Company, the Muscovy Company, East India Company, etc.
2. Try to secure a series of pictures which will show the development in the types of ships used since the days of Elizabeth.
3. On outline maps of Asia and Africa mark in the physical features. Show places on these continents which are parts of the British Empire. Mark in the names of other countries.
4. In discussing the growth of the British Empire, special attention should be given to the British Commonwealth of Nations and India. Since Canada and Great Britain have already been studied, particular attention should

now be given to Australia, New Zealand, South Africa, and India. Ireland may also be studied if desired. The following outline suggests a method of approach:

- (a) Discovery.
- (b) Early settlement.
- (c) The manner in which British control was consolidated.
- (d) The political divisions and their capitals.
- (e) The chief physical features and climate, and their influence on industrial development.
- (f) The chief industries of the country.
- (g) The native populations of the country, and the nature of British settlement in the country.
- (h) Why Great Britain was particularly interested in these regions.
- (i) Nature of the imports and exports of these countries.

5. Suggested Activities:

- (a) Why are the people of Australia and New Zealand almost entirely of British origin?
- (b) Have the pupils find out all they can about the life of Cecil Rhodes and his contribution to the development of British South Africa. What are the Rhodes scholarships?
- (c) What is the meaning of mandated territory? Name one or two British mandated territories?
- (d) What other types of government exist within the Empire?
- (e) In India, what is meant by the Caste System? Why is Benares called the Holy City? Show how it is possible for India's tremendous population to live in such a small area. Compare the population of India with that of Saskatchewan per square mile.

The Growth of British Democracy within Great Britain and in Other Parts of the Empire

The teacher should assist the pupils in securing a true conception of the ever-developing nature of British political and social democracy.

1. The development of democratic government in Great Britain has two phases: the growth of parliamentary sovereignty and the emergence of the equality of all citizens in the eyes of the law. In the article on "Our Empire", in *Citizenship, Our Democracy*, pages 53-54, a brief resumé of the main steps in these developments is given. The mere listing of these, together with the giving of the main terms of the various Acts, is a futile procedure. Every teacher, through illustrations related to everyday life, and through a series of dramatizations, should be able to make these developments living and vital factors in the lives of the girls and boys. Among the dramatizations, which might form a part of the classroom programme, the following are suggested:
 - (a) The "dictatorship" of King John and the signing of the *Magna Carta*. Here the pupils may be led to see that present government practices in dictatorship states are distinctly retrogressive.
 - (b) The beginnings of Parliament in 1265 and 1295.
 - (c) The Divine Right theory of the Stuart Kings, and the establishment of the supremacy of Parliament.

- (d) The system of Responsible Government finally developed, as realized in our Dominion and Provincial Parliaments today. Here the pupils will see the meaning of universal suffrage, and will note that the winning of the right of every adult man and woman to vote was also a slow growth extending over a period of one hundred years (1830-1928). A good discussion might centre around the topic: It is every citizen's *duty* to vote in federal, provincial, and municipal elections.
2. Suggested Activities:
- (a) Discuss the advantages of the secret ballot.
 - (b) Read and bring in a report of the work of Oliver Cromwell, and Robert Walpole.
 - (c) What is meant by freedom of the press? Have the pupils report on the work of John Wilkes.
 - (d) What qualifications should an individual have to entitle him to the full privileges of democratic citizenship? Of what particular importance is education in a democracy?
3. In discussing the growth of political democracy in other parts of the Empire, special attention should be given to the growth of responsible government in Canada. (See *Citizenship, Our Democracy*, pages 54-55.) It is not necessary to trace the events in detail. Reports on some of the factors (including the Rebellion of 1837-8) which led to Lord Durham's Report may be given by the pupils. Regarding Durham's Report, it is sufficient to have the pupils understand the significance of the recommendations. Then show that the British Government recognized Canada's political rights in 1846. Lord Elgin finally put this principle of responsible government into effect in 1849.
4. Pupils should be familiar with the organization of the Dominion Parliament and with the services rendered by the Dominion Government. (See *Citizenship, Our Democracy*, pages 41-44.)
5. Suggested Activities:
- (a) Have pupils bring in a report on the work of Lord Elgin relevant to responsible government in Canada.
 - (b) Who were William Lyon Mackenzie and Louis Joseph Papineau? What contributions were made by them in the struggle for responsible government?
 - (c) What is the meaning of Confederation? Who were the Fathers of Confederation? Prepare a short biography of the life of any two of these. Discuss some of the reasons for the federal union of the provinces of Canada. Dramatize the Quebec Conference.
 - (d) See list of activities outlined in *Citizenship, Our Democracy*, page 45.
6. The pupils should have a clear understanding of the position of the British Commonwealth of Nations within the British Empire.
- (a) What relationship exists between Great Britain and the other members of the British Commonwealth of Nations? (See *Citizenship, Our Democracy*, pages 55-56.) In what way does the British Commonwealth of Nations exemplify the three great principles of democracy: co-operative living, individual self-disciplined freedom, and service to others?
 - (b) It was in Canada that the principle of the individual freedom of nations within the British Empire had its origin. Have the pupils discuss this topic, and have them show that gradually the principle of responsible government was extended to other portions of the Empire.

- (c) Have the pupils understand that, through a series of Colonial Conferences and later of Imperial Conferences, culminating in the Statute of Westminster, 1931, the relationships between Great Britain and the self-governing Dominions were finally clarified. (See *Citizenship, Our Democracy*, pages 51-52 and 55-56.)
 - (d) Have the pupils investigate carefully and prepare a report on the functions of Kingship in "Our Democracy". (See *Citizenship, Our Democracy*, pages 51-52.)
7. By discussing the life and work of two or more of such men and women as the following, the application of the democratic principles of co-operative living, individual self-disciplined freedom, and service to others, to social reform can be realized: Robert Raikes, John Wesley, John Howard and Elizabeth Fry, William Wilberforce, Florence Nightingale, the Earl of Shaftesbury, and Dr. Barnardo. Pupils should understand the social conditions that forced them to take up their work, and the contributions they made to improve social conditions.
8. Suggested Activities:
- (a) Compare prison conditions of today with the conditions existing in John Howard's time. What should be the chief function of imprisonment?
 - (b) Compare factory conditions today with those of Shaftesbury's time.
 - (c) Prepare a report on the life and work of such Governor-Generals of Canada as Lord Tweedsmuir.

Outstanding Statesmen of the British Empire

Throughout the course, the names of several Empire statesmen have been used from time to time. The names of other great Empire statesmen of today and yesterday are given below. Both teacher and pupils, through their reading and through other activities, will have additional names suggested to them. A study of the life and work of these men should be made whenever questions arise which cause the pupils to feel the need for making such a study.

1. In their social studies scrap-book, have the pupils collect information about such leaders as Winston Churchill, Mackenzie King, General Smuts, R. G. Menzies, Lloyd George, Sir Wilfrid Laurier, Sir John A. Macdonald, Sir Robert Borden, Cecil Rhodes.
2. This activity may be extended to include leaders in other parts of the Empire, and in the United States. The democratic constructive attitude of these leaders might be contrasted with the despotic destructive attitude of leaders in totalitarian states.

The Empire and the United States

1. In what manner has there been increasingly closer relationships between the British Empire and the United States since September, 1939.
2. In what way has Canada been a means of creating better relationships between Great Britain and the United States?

Additional Suggested Activities

1. Dramatize the passing of the Rebellion Losses Bill.
2. Have the pupils prepare a report on the general nature of the powers of the Federal and Provincial Governments in Canada with concrete examples.

3. Who is Mahatma Gandhi? What is the meaning of passive resistance? Have the class read and discuss suitable answers to these questions.
4. Give as many reasons as you can which account for India's not having secured complete responsible government.
5. In what manner is "Egypt the gift of the Nile"?
6. What effects have mining and manufacturing upon the distribution of population? Give reasons.
7. John Wesley was said to be one of the most influential men of his time. In what way did Wesley's influence directly affect the social conditions of his time?
8. Under the title of "An Experiment in Organizing for World Peace", discuss some causes of war, some results of war, and the effort to make war impossible through the League of Nations. (See *Citizenship, Our Democracy*, page 44.)
9. What Vocation Shall I Choose?" (See *Citizenship, Our Democracy*, page 44.)
10. Have the pupils prepare a pageant of Empire in which representatives of the most important parts of the British Empire are dressed in appropriate costumes.

**THE SCHOOL CIVIC LEAGUE
and
THE JUNIOR RED CROSS SOCIETY**

In all school activities, teachers should encourage and create real life situations within the classroom, in order to develop the most desirable qualities for citizenship in a free democracy. Two most effective media for this purpose are the School Civic League and the Junior Red Cross Society.

In rural schools, both of these organizations form an integral part of the life of the classroom. In larger centres, the children in the primary grades participate actively in the work of the Junior Red Cross Society; in the higher grades, both organizations assist the girls and boys in developing wholesome attitudes towards their duties as citizens in a democratic state.

All teachers are requested to promote the formation of these school societies during the month of September in each year.

Natural Science

Grouping of Grades

For an explanation of "A" and "B" Courses, see page 29.

The materials and forces of Nature with which the child is surrounded contribute to his joy and well-being in innumerable ways. However, the extent of this contribution is limited by his knowledge and skill to recognize and use the beautiful and useful of the common things around him. *Natural Science activities should guide and strengthen the child's normal, happy relationships with Nature; leading him to the fields and woods; helping him to become acquainted with and call by name the common wild flowers, trees, birds, and other living things of his environment; cultivating in him an abiding love of the out-of-doors; teaching him a way of living in harmony with Nature and his fellowman.*

Objectives

His science activities should help the child to make many simple but useful generalizations related to the factors of his environment and their interaction upon each other. These *general concepts or understandings* should emphasize adaptations and interdependence of living things, including man; set forth useful ideas in respect to scientific conservation; and in other ways assist the pupil to interpret and understand what he sees taking place in the world around him.

Science activities in the elementary school should be simple and direct, but nevertheless conducted on a basis which emphasizes accuracy and thoroughness, and which develops the pupils' skill and confidence in *the scientific method of solving problems*. The child should learn to recognize problems, and many science activities should be presented to him in such a way that he sees them as a challenge, as a problem to be solved by his own initiative and skill. Emphasis is to be placed on searching and discovering on the part of every pupil.

As a result of his work in science, the child should develop a *scientific attitude*. He should form the habit of basing judgment only on facts. He should become open-minded, intelligently curious about his environment, and more skilful in evaluating propaganda. He should learn that what he observes taking place around him does not just happen but is the result of definite causes or conditions.

Increased understanding on the part of the child should lead him to a deep *appreciation* of the usefulness of many forms of plant and animal life, the basic order of the universe, the beauty of the common living things around him, and the need to conserve natural beauty, the soil, and other natural resources. Appreciation should result in the development of ideals in respect of good craftsmanship, honesty, service, and co-operative effort, and the ability through practice to translate these into social conduct of a high order, as, for example, when the child plays his part in enterprises to beautify the school grounds or adjusts his conduct when outdoors to conserve rather than to destroy.

Procedure

The course in Natural Science is essentially an activity programme. For many of his science activities the child's "laboratory" should be the woods, fields, sky, ponds, streams, gardens, and parks of the great outdoors. Pupils

should be encouraged to make many observations on the way to and from school. Activity means actually doing things: hiking, thinking, planning, observing, experimenting.

Natural Science activities in school should largely consist of: thoughtful pupil discussion and interpretation of outdoor observations; teacher giving hints of further possible observations; performing experiments; planning home experiments; building science apparatus; searching for information; solving problems; thoughtful generalizing; caring for living plants and animals; observing plants, animals, rocks, etc., brought to school; studying pictures in preparation for outdoor observations; planning and participating in field trips and excursions; putting observations and knowledge into visual forms, such as charts, drawings, models, sandtable arrangements, illustrated note-books, etc. Notes and other science records should be accurate accounts of the pupils' own investigations and observations, not facts dictated by the teacher. Window boxes, aquaria, specimens, such as grains and soils, and similar materials should be considered essential.

During the year in each grade pupils should be encouraged to participate in at least one creative science enterprise. Natural Science lends itself very well to activities of this nature. Pupils may work in groups or individually, selecting problems in which they are especially interested. Many of the units, or parts of units, outlined throughout the course may be effectively used for enterprises. Activities, such as planting and caring for a tree, building science apparatus, demonstrating an experiment before classmates, etc., also have value as creative science undertakings, provided the pupils assume the responsibility for the planning, execution, and ultimate success of the project.

All Natural Science activities must be carried on during appropriate seasons when essential outdoor activities and observations are possible. Topics, such as birds, wild flowers, and conservation, should not be dealt with in a short series of formal lessons and then discontinued, but observations and activities should be carried on throughout the year as environment and opportunity offer. It is not practical to set out lists of plants and animals to be studied in each grade, because no two pupils have the same science experiences. All pupils should participate in a broad, well-balanced science programme, but each child should be encouraged to engage particularly in activities suited to his experience, talents, and interests.

As the child takes part in science activities, his science vocabulary should steadily increase. Numerous stories should be read and told to the pupils, especially in the lower grades. Every pupil should also be encouraged to read extensively.

Planning ahead is essential. Teachers will do well to organize tentatively the season's science programme in advance in order to make provision for essential materials and to be prepared to discuss the programme with the superintendent of schools during his visit.

It is important for teachers to realize that such activities as colouring outlines of plants and animals, learning nature poems, studying pictures, and memorizing facts outlined by the teacher are of little or no value unless definitely related to and accompanied by outdoor or classroom experiences with the subjects concerned. Teachers should remember that *it is not the length of time spent or the amount of subject matter dealt with, but the joy the child experiences, the extent to which he is stimulated, the knowledge he acquires by his own effort, the skills, appreciations, and attitudes developed, and the abiding wonder and interest aroused, that give value to Natural Science as a school subject.*

GRADES I and II

Much more has been included in the Grades I and II outline than can possibly be covered in any one school. In many schools Grades I and II will be combined. Teachers should select activities to provide a well-balanced programme, definitely related to environment, interests, and experience of the children. Each topic should be considered only in a brief, general way.

It will not be difficult to arrange a programme for Grade II pupils. Topics with which the pupils have not had experience in Grade I may be selected. In most instances, too, the same activity may be undertaken in both grades to good advantage—there will always be new approaches, new concepts which may be developed, as well as new plants and animals with which to become acquainted.

Minimum requirements: By the end of Grade II, pupils should have participated in at least 70 per cent of the activities outlined for the first two grades; and in order to provide for a balanced programme a variety of topics should receive attention, such as, wild and cultivated plants; pets, insects, birds, frogs, and other domestic and wild animals; weather and seasonal changes; local land and water forms.

LATE SUMMER AND FALL

Making observations while going to and from school. Going on many Nature walks. Observe leaves, grass, seed pods, animals. Notice changing appearance and colour of woods and fields as fall approaches. Make drawings of one favourite spot for comparison later.

Naming wild flowers, and learning why we should pick only a few of the most common. Where do wild flowers grow? Draw and colour wild flowers to make a booklet.

Recognizing a few familiar garden flowers. Arrange bouquets of one colour and of colour combinations. How many colours can be found? Colour flower cut-outs for room and window decoration. Arrange a full flower show. Play games to learn names of flowers.

Discussing the new season (autumn). Learn the names of the four seasons, and associate each with changes in Nature.

Observing harvest activities. Prepare a harvest sandtable.

Watching the activities of insects, such as houseflies, crickets, grasshoppers. What do they eat? How do they travel? What happens to them as it becomes colder? Why should we "swat" the fly?

Observing cocoons being spun. Bringing caterpillars to school. What do caterpillars eat? Collect, draw and model a few cocoons and chrysalises. How do caterpillars get started in life?

Recognizing two or three common birds of the district. Make a picture gallery of birds identified. Notice the flocking and disappearance of some of the birds. Where do they go? Remove pictures from gallery as the birds disappear. Make a bird corner on the sandtable. Colour bird outlines and cut-outs. Play games, as trying to name a bird another pupil has described.

Observing and discussing harvesting and storing of vegetables. Notice fruits and vegetables in store windows. Which are grown in our own gardens? Which are grown far away and shipped to us? Model and draw fruits and vegetables. Make a fruit and vegetable store. Make a Thanksgiving poster.

Identifying two or three trees of the schoolyard or locality. Trees are large plants. Paper-tearing of common leaves for window and room decoration. Discussing how trees and shrubs beautify our homes and schools.

Watching the fall colour changes in the leaves of some of the trees; the beauty of coloured leaves. From which trees do leaves fall first? From which trees do leaves not fall? Look for seeds on trees. Drawing, tracing, cutting-out, and colouring leaf outlines.

Looking for birds which have remained in the district.

Observing animals preparing for winter: rabbits, gophers, squirrels, frogs, snakes, domestic animals. Keep a picture gallery of animals of the neighbourhood, removing pictures as animals disappear. Make a booklet or poster showing: animals that sleep through the winter, that store food, that change colour, that remain active all winter. Find out how people prepare for winter.

Noting the frequent weather changes, the many kinds of weather, the shorter days and colder weather as fall advances. Watch for the first frost and its effect upon plants, ponds, etc.; frost patterns on window panes. Keep simple pictorial weather records or sunshine charts. How are the activities of people affected by the weather?

Reading and learning seasonal Nature stories, poems, and songs.

WINTER

Examining snowflakes during a snowfall, noting size and shape. Draw snowflakes. Experiment to find what snow is. How does snow help plants? animals? man? Observe the sparkling and beauty of snow in the light. Collect pictures showing beauty and value of snow.

Finding out that the sun rises later and sets earlier than in autumn. In winter days are short and nights long. The warmest and brightest part of the day is when the sun is highest in the sky. Make very simple observations of a thermometer and its use.

Where are animals, such as gophers, chipmunks, bears, frogs, in winter? Draw pictures of animals seen in winter. They have a harder time in the cold; how do they live?

Noticing that the evergreens have retained their leaves. Gather a few cones and look in them for seeds. Learn not to damage evergreen trees. How do they help birds and other animals during winter? What evergreens are most commonly used as "Christmas trees" in Saskatchewan? Make cut-outs of evergreens for decorations.

Recognizing two or three winter birds common in the locality. Why is it harder for them to find food in winter? What do they eat? Make a feeding tray and supply food for winter birds at school and at home.

Caring for house plants and winter-blooming bulbs. Finding outdoor plants which give colour to winter.

Playing games to learn four directions. Observe where the sun rises and sets. Keep records of the direction of the wind. Listen to the song of the wind. Notice how wind causes snow to drift. Which winds bring colder weather? warmer weather? What kind of clouds bring snow? Keep a record of sky conditions for a week or a month.

Observing pets to learn their habits and play activities. Bring a pet to school. Learn how to feed and care for pets. Arrange a pet show at school. Learn how two or three of our domestic animals are our helpers. How should we care for them? Collect pictures of domestic animals and pets.

Looking at the sky at night. Notice the large number of stars, their colour and twinkling. Some stars are brighter than others. Watch for Northern Lights. Make drawings or cut-outs of phases of the moon. Where does the moon rise? Where does it set?

Experimenting with a magnet to find what materials it will attract. In what direction does it come to rest when it is suspended?

Observing that animals make tracks in the snow. Try to identify tracks of common animals: birds, cattle, horses, dogs, rabbits, mice. Try to find a story in the tracks: two feet, four feet; walking, running, jumping, speeding. Draw pictures of animal tracks observed.

Experimenting to find that water requires more room when it freezes. Why should water containers, such as car and tractor radiators, be emptied in cold weather? Freezing damages growing plants.

Observing that a shadow is a dark spot made when an object comes between the sun and the earth. Make shadows on snow, floor, wall. Draw shadows of trees, children, etc. Look for shadow pictures.

Making a winter sandtable: show snowdrifts, winter birds and other animals, tracks in the snow, evergreens and other trees in winter.

Reading many stories and poems of the outdoors in winter. Drawing pictures. Collecting favourite winter poems and pictures to make booklets.

SPRING AND EARLY SUMMER

Taking many trips and excursions. Making observations while going to and from school. Note the awakening of life outdoors in the spring. Watch for changes in the fields and woods as spring advances.

Noting seasonal changes: the days grow longer, more hours of sunlight, more heat from the sun. Observe snow and ice thawing in daytime and freezing again at night. Notice how water from melted snow forms little rivers. Discuss and watch the disappearance of ice in sloughs, lakes, creeks, and rivers.

Finding out what moves clothes on the line, leaves on trees, etc. Wind is moving air. Keep wind records to find from which direction the wind blows most frequently in the spring. Make a weather vane or a kite. Winds often bring rain clouds. Draw pictures to show what the wind does and how it helps people. Listen to the wind.

Continuing the bird picture gallery, posting a picture of each bird as its return is noted. Watch for the earliest birds. What do they eat? Learn to recognize bird friends of previous fall and two or three new ones common in locality. Add a cut-out of returning birds to the bird corner on the sandtable. Learn to imitate bird songs.

Watching for the re-appearance of gophers, frogs, garter snakes, chipmunks, and other animals in the spring. Observe their spring activities. Learn how toads and garter snakes help us in the gardens.

Noting the opening of buds on trees to form flowers and leaves. Watch the development of catkins and leaves on branches of willows and poplars in water in the classroom. Do not damage trees. Notice which trees leaf out first. Learn to recognize two trees of the neighbourhood. Keep a weekly diary of a tree, showing by means of drawings how the leaves gradually appear. Watch for the flowering of one or two shrubs, such as caragana, honeysuckle, chokecherry, etc.

Discussing and observing farm animal babies: calves, colts, lambs, piglets, ducklings, puppies, kittens, etc., and their mothers. Learn what each baby and parents say. Make cut-outs of farm animal babies for a sandtable form.

Noticing the changing shape and colour of the clouds. Find out that there is water in the air: experiment with pan of water, discuss drying of clothes

on line, drying off of sidewalks after rain, etc. What effect has rain upon fields and gardens? trees and other plants? sloughs? roads? Of what value is rain to people? to animals? Keep a record of sunny and cloudy days.

Experimenting with beans or other quick-germinating seeds planted in moist soil, sand, or sawdust to learn: that germinating seeds must have warmth and moisture, that seeds germinate and grow into new plants. Experiment to learn that seedlings require sunlight to grow well. Plants are alive.

Recognizing five wild flowers common in locality. Make drawings of wild flowers that have been identified. Learn to pick *only a few* of the wild flowers; none of less plentiful varieties; pick by stem only, do not pull up by the roots. Observe the beauty of wild flowers in fields and woods.

Noting and discussing spring farm and garden activities. Plant window boxes for the school. Join with other classes to observe Arbor Day. Plant a tree.

Observing outdoor animal babies: rabbits, gophers, frogs, etc. Spring is the time of new animal life. Find out which animals make nests for their babies. Watch animal babies at play. What do they eat? Each young animal must learn to take care of itself. Observe development of tadpoles in a simple classroom aquarium.

Observing the nesting activities of a pair of robins, horned larks, ducks, etc. Where do they build their nests? Notice behaviour of both parent birds during incubation of the eggs, feeding of young, teaching young to fly. Learn to protect and help the birds. (*Caution to teachers:* Stress importance of not going too near the nest being watched, and of not handling or disturbing in any way. Stress importance of not destroying birds' eggs or nests in use at any time.)

Observing the emergence of butterflies and moths. Learn to recognize two or three showy ones. A moth's body is furry and is larger than a butterfly's. Watch butterflies and bees gathering food from flowers. Notice the increasing number of insects as the weather grows warmer: flies, bees, ants, mosquitoes, beetles.

Noticing clouds and other weather conditions which precede a thunder or hail storm. Draw a picture of a thunder storm. Draw a picture of a rainbow that has been observed: notice the position of the sun in relation to the rainbow.

Reading and learning Nature stories and poems. Writing riddles, stories, and verses of outdoors, plants, animal babies, etc.

MINIMUM REQUIREMENTS FOR GRADES III, IV, V, and VI

More activities have been suggested in each grade outline than can possibly be undertaken in any school in one term. Schools in different parts of the province will require programmes which vary in a number of respects. Teachers of each grade should make a selection, *with the co-operation of their pupils*, to provide a *balanced programme* definitely related to the environment, interests, and experience of the pupils.

Minimum requirements: A year's work for each grade should consist of at least 70 per cent. of the prescribed course; and should include units or parts of units necessary to provide for consideration of cultivated and wild plant life, domestic animals, bird, insect, and other wild animal life, as well as other topics such as, weather, air, water, stars, solar system, light, heat, magnetism, earth studies, and conservation when these appear in the respective grade outlines.

Units should not be completed in order as below, but parts which are seasonal should be undertaken during the proper season.

It will often be possible to combine Grades III, IV, V, and VI or Grades V, VI, VII, and VIII for joint participation in science activities.

GRADES III and IV — "A" COURSE

For a statement regarding *minimum requirements* see page 212. Teachers should read this statement carefully.

LATE SUMMER AND FALL

Living Things—Plants or Animals

Look for examples of living things that are plants or animals; birds are animals, toadstools are plants.

Finding ways in which members of each class of animals are alike: mammals, birds, reptiles, amphibians, fish, insects, spiders. Group correctly the common animals of the locality; make an illustrated poster or booklet.

Making an illustrated poster or booklet grouping common plants of the neighbourhood as wild flowers, cultivated flowers, vegetables, trees, grasses, etc.

Compare living things and non-living things.

Animals Must be Fitted to Their Way of Living

Observing how common animals are fitted to secure their food: cow, gopher, squirrel, kingbird, sparrow, frog, caterpillar, etc. They must have the right kind of food to live.

Examining birds' nests, noting how the birds had hidden them. Observe the location of nests as a guide in placing bird houses. Learn to recognize one or two new birds: note their flocking as fall approaches. Keep records of departure for south of common birds.

Looking for "homes" made by moths and butterflies in crevices in buildings, on twigs and leaves of trees, and under boards lying on the ground. Place a few live caterpillars in suitable cages, feed them, and watch for the change from caterpillars to cocoons. Store cocoons in a cool place for spring observation.

Plants Must be Fitted to Their Way of Living

Observing interesting things about common plants: tendrils of sweet pea for climbing, bee lines on petals of pansy, perfume and colour of flowers to attract insects, feathery parachutes of thistle seeds, pods of poppies and mustards, nectar store-house in spur of nasturtium. Each of these interesting things has a purpose.

Finding out that seeds are produced in flowers. Look for seed pods produced by garden flowers. Observe how seeds go travelling to find a place to live. Work out the life of a plant: seed, plant, flower, seed, etc.

Looking for some plants that do not have flowers or seeds: ferns, mushrooms, moulds.

Visiting gardens. Making field trips. Learning to recognize common fall wild and garden flowers. Making a small collection of common flowers, leaves, seeds, or grains.

Changes Take Place in the Fall

The sun gives us light and heat. Observe the beautiful fall sunsets. Observe the days become shorter and nights longer as fall advances: less sunshine, less heat. Keep a record of outdoor shadows to note their varying length and direction at mid-day and other times.

Observing that living things are affected by light: plants in windows turn towards light, earthworms and moles do not like the light, children need sunlight for health.

Keeping a pictorial record of the changes in the activities of plants and animals as the weather becomes cooler.

WINTER

Living Things Must be Prepared for Winter

Watching for winter visitors, as Bohemian waxwing. Build a feeding shelf and make friends with winter birds by supplying them with suitable food. Select one bird for special study. List domestic birds of locality and discuss their care during the winter.

Finding some ways in which plants pass the winter: seeds, bulbs. Collect coloured pictures of winter flowering bulbs. Note other ways in which plants pass the winter: winter buds on trees, evergreen trees.

Making a pictorial record of common animals which: sleep a large part of the winter, store food, store fat on their bodies, get a heavy coat of fur, build winter homes, change colour, migrate, hunt food all winter. Read the story of animal tracks in the snow.

Finding ways in which man adapts himself to winter. Experiment to learn that woollen cloth does not allow the movement of heat and moisture as cotton, hence the advantage of using woollen clothing for winter wear. Investigating fuels and heating appliances used at home and at school. Experiment to find that air is necessary for burning. Discuss safety with fire. Discuss the preservation of food for winter use by drying and other methods.

Winter Weather and Light

Learning to read a Fahrenheit thermometer. Make a pictorial weather record: sunshine, wind, rain, temperature. Weather changes often. Weather affects all living things. Find out how man has learned to produce light: early lamps, candles, modern oil lamps, electric lamps. We get less heat and light from the sun in winter. Most living things need sunlight in order to be healthy.

Magnetism

Experimenting with a magnet to find what substances it will attract. In what direction does a suspended magnet come to rest? Learn to use a compass to find direction. Experiment to find that two N- or two S- poles of magnets repel each other, but a N- and a S- pole attract each other.

SPRING AND EARLY SUMMER

Spring is a Time of Renewed Activity for Living Things

Observing longer days, more sunlight, and more heat as spring advances. Watch how increased light and warmth bring life to outdoor plants and increase activities of wild animals.

Making daily observations to find the first growth of plants: early shoots of green grass, bursting of buds on trees. Find the first blossoms as weather becomes warmer. Select a beauty spot in park, woods, or along a stream and observe the changes that take place during spring months. Learn which wild flowers should not be picked and why.

Keeping records of the returning birds. Plan field trips to observe the birds. Learn to recognize additional birds. Erect bird houses in suitable locations.

Watching the increasing insect life: the first butterflies, moths, bees, etc. Make a study of the life of an insect, such as housefly, cabbage butterfly, or tent-caterpillar.

How Animals Protect Themselves

Animals must learn to protect themselves from their enemies. Find examples of animals protected by: colour, horns, teeth, scales, keen sense of smell and sight, hiding, "playing possum," quickness, speed in running, unpleasant odour, flying, jumping, stings, hard wing covers, unpleasant taste, living together, uniting to fight an enemy, signalling to each other.

Discuss: man is often the animals' greatest enemy; how we can help the animals.

Spring Time is Garden Time

Co-operating with other classes to plant window boxes for school room windows. Planning and caring for garden plots at home or at school. Plants secure food materials from the soil and air. Green plants must have light to grow. Experiment to find that seeds need moisture and warmth. Necessities for a garden: good seed, good soil, protection from wind, sunlight.

Planting tree seeds and tree cuttings at school or at home. Learn to recognize at least two additional trees and shrubs. Visit parks, public gardens, home grounds, to observe the beauty of the trees and shrubs. Avoid causing damage to trees and shrubs during play, hikes, going to and from school.

Joining other classes in a "clean-up campaign" at home and at school. Observe Arbour Day by planting trees, shrubs, and flowers.

Learning to recognize common weeds and how to keep them out of school grounds and gardens.

Making maps of a garden, the school grounds, a part of the district including a stream. Maps can be used to describe and picture the surface of the earth. (All Grade IV pupils should undertake the map work outlined.)

GRADES III and IV — "B" COURSE

For a statement regarding *minimum requirements* see page 212. Teachers should read this statement carefully.

LATE SUMMER AND FALL

How Plants Live in Different Places

Observing the plants of the neighbourhood to note: the different conditions under which they live; how each kind of plant is fitted to its surroundings. Look for examples of water-loving plants, plants growing in very dry places, plants in hard beaten soil. Compare plants growing in shaded or

crowded conditions with others of same kind growing in open, sunny places. Shade-loving plants grow in the woods, sun-loving plants live in the open. Make a collection of plants in one or more groups.

How Man Uses and Protects Plants

Finding out how we depend upon plants for food. Show in pictorial form the story of a loaf of bread or a dish of porridge. List other uses we make of plants: clothing, lumber, fuel, paper, cellophane, shelter.

Reading about and discussing the value of our forests. What can we do to protect our forests? Learn to recognize additional trees.

Learning to recognize additional garden and wild flowers. Plant bulbs and house plants for winter bloom. We make use of these plants to add beauty and enjoyment to our lives. Protection of wild flowers.

How Man Has Learned to Make Use of Animals and to Protect Them

Finding out how birds help us by destroying weed seeds, insects, rodents. Learn to recognize additional birds in each group. Plan to help the birds. Observe game laws.

Considering the value of animals: for work, food, clothing, companions and entertainment; soil makers as earthworms.

Finding out how we care for animals. Discuss kind treatment of animals, man's responsibility for the animals entrusted to his care, city animals and pets, need for drinking water. Make observations of dogs or cats: how are they fitted to their way of living?

How Animals Help Each Other

Many animals co-operate with each other: for protection from enemies, to secure food, to care for young. This has helped them to live and to survive.

Observe how birds band together in flocks for protection during their journey south. Find out about the social life of bees, ants, wasps. Keep an ant colony in the school room. Watch for a "work party" of ants. Examine a vacated wasps' nest. How do beavers work together for the good of the group? How do wolves co-operate? cattle?

WINTER

Living Things Need Air and Moisture

Finding evidence that all living things require air to live. Air surrounds the earth like an envelope.

Experimenting to find: that air is a real substance, that air exerts pressure. Make a kite. How we use air pressure: drinking water through a straw, filling fountain pens, etc.

Experimenting to find what winds are. Make a weather vane to tell the direction of the wind. Discuss how winds help us. Make a list of harmful things the wind does.

Making observations and experimenting to find out that air can take up moisture, e.g., the drying of clothes. Discuss how man uses his knowledge that air will take up moisture—keeping moisture in the air in home and school.

Experimenting to find if air gives up moisture. Discuss the fact that clouds are made of water: formation of snow (and rain). Note three forms of water: solid, liquid, gas.

Investigating the importance of water in the lives of plants, animals, people. Water at work. Lack of water causes drouth, dust storms, deserts.

What Causes Day and Night

Making observations to learn that the earth is shaped like a ball. The earth spins on its axis. The sun is a great ball of very hot gases.

Experimenting to find the cause of day and night: only one-half of the earth receives light from the sun at one time: when we are awake people on the other side of the world are asleep.

Keeping records of the changing length of the days: weather calendars.

Electricity

Finding out how electricity has changed our ways of living. Safety with electricity. Examine a flash light to find out how it "works" and the source of the electric current.

SPRING AND EARLY SUMMER**Spring Brings Out the Beauty in Plants**

Naming additional wild and early cultivated flowers of the neighbourhood. Observe where different plants grow: in shady places, damp ground, open prairies. Make a study of plants growing in and about a pond—transplant some of these to the school aquarium. Which wild flowers should not be picked—how can we protect less common wild flowers, lawns, and trees? Make individual or classroom collections of wild flowers.

Learning to recognize common decorative trees and shrubs. Join other classes in Arbor Day exercises—plant trees.

Preparing soil for window boxes or garden. Grow varieties of flowers not previously attempted. Learn to recognize the common weeds of the roadside. What harm do weeds cause? How can we keep them out of our gardens?

How Animals Live

Observing how frogs live. Caring for a classroom aquarium. How are tadpoles and frogs fitted to their way of living? Why should we protect frogs? Investigate the life activities of toads. Gather evidence that toads assist in controlling harmful insects.

Nature hikes to study birds. Keep a record of the return of the birds. Find where birds build their nests. Observe the habits of birds and where they live. Investigate the usefulness of the majority of our hawks.

Continuing the study of the social life of insects, e.g., bees, ants. Investigate the life story of early butterflies. How do these insects secure their food?

Observing how animals care for their young: food, homes, protection, training. Learn how young mammals, such as a colt or kitten, depend upon milk for food: watch their development and growth.

The World Around Us

Water and land make up the surface of the earth. Look in the neighbourhood for valleys, hills, plains, rocks, rivers and ponds.

Making simple maps of land and water forms in the district—show streams, hills, woods, roads, streets, pupils' homes, parks,—maps are "pictures" of land and water formations. (All Grade IV pupils should do the map work outlined.) Make a sandtable exhibit of water and land forms.

The earth is very old. Its surface is continually changing. Observe in the spring, or after a heavy rain, how running water washes away the soil (in ploughed fields, hillsides, etc.) leaving gullies and valleys in some places and piling the soil up in other places. Find signs that the wind is also changing the surface of the earth.

Observing how man is changing the surface of the earth: building towns and cities, constructing roads across low places and through hills, cultivating fields. Find reasons for tilling the soil.

GRADES V and VI — "A" COURSE

Teachers should read carefully the statement on page 212 regarding minimum requirements.

LATE SUMMER AND FALL

Plants are Wonderfully Fitted to Survive in Their Surroundings

Studying plants growing in the locality to learn how various kinds are fitted to survive (secure food and light, a place to grow). Find (1) plants which produce many seeds, such as the *Cress family*; (2) plants, such as the *Grass family*, that are tall and slender and grow under crowded conditions; (3) members of the *Legume family* which co-operate with bacteria to secure nitrogen from the air in the soil; (4) plants with many flowers in a head, and seeds with parachutes, the *Composite family*.

Gathering bouquets of common wild and cultivated flowers for classroom decoration: Learn to recognize six new flowers. Make a collection of pressed specimens of plants of *one* family; or appoint committees, each making a different collection.

Finding out which members of these families are bad weeds and why they are bad. Learn to recognize four new weeds.

Observing trees in the woods and in exposed localities. Notice how their surroundings have influenced their growth. Learn to recognize two new trees.

Joining with pupils of other classes in growing bulbs and other house plants, and in removing weeds from school yard. Collect seeds of garden crops for planting next spring.

Only Animals Fitted to Their Surroundings Survive

Observing and reading about food-getting activities of animals: gnawing animals, hoofed animals, fish, frog, butterflies, moths.

Learning to recognize three new birds. Study food-getting habits of game birds: prairie chickens are scratchers, ducks are swimmers and divers.

Finding out why insects thrive so well and are so numerous. Bring in a report on one problem, such as: Why and how is man waging war on insects? Identify two common butterflies or moths.

How Fall Weather Influences Activities of Living Things

Observing the change in colour of leaves of trees as autumn cold weather approaches. Examine leaves and twigs to learn why the leaves fall. Make a collection of pressed leaves. Make drawings of trees to show green leaves, coloured leaves, and the trees after leaves have fallen; compare with evergreen trees. Note beautiful colouring of many trees and shrubs after leaves have fallen.

Watching animals preparing for winter weather. Which store food? Which hibernate? How does cold weather affect the animals that remain active all winter? Watch sparrows and other winter birds to learn how they keep warm in cold weather. Learn to recognize two new winter birds.

Investigating methods of harvesting and storing garden crops.

WINTER

The Sun and Stars

Finding out what scientists have learned about the size and nature of the sun. Bring in a report on one topic such as: The sun is the source of light, heat, and energy for the earth. Fuel and food from the sun. What would happen to life on the earth if the sun ceased to shine? Experiment to find that the more slanting the sun's rays the less heat we receive.

Finding what ancient people thought about the stars. What are stars? Look in the sky for the North Star. Try to locate two groups of stars such as the Big Dipper, Cassiopeia, Orion (January to March). Prepare a sky chart showing stars observed.

Making a scrap-book of pictures of the sun and stars. Draw a series of pictures to illustrate facts learned.

What Sound Is—How We Hear

Experimenting to learn that sounds are produced by objects in rapid vibration. Investigate production of sounds by animals, such as insects, frogs. Look for a picture of human vocal chords. Investigate the source and control of sound in musical instruments, in sound-making toys.

How do we hear and how can we safeguard the precious gift of hearing?

Safety With Fire

Experimenting to learn that fuel, air, and kindling temperature are necessary for burning. Discuss safety with bonfires and camp fires, waste paper and other burnable material around furnaces, gasoline and kerosene, matches, electrical equipment. Find out how to put out fires: when wooden material burning, when oil or fat burning, when clothing catches fire.

Living Things on the Earth Have Changed Greatly

Preparing a report and a set of drawings to show how plants on earth have changed: the early plants, coal age, development of plants of present.

Making a set of drawings to show early animal life on the earth: the first animals, age of reptiles, early birds, mammals of early times. Write a descriptive paragraph to accompany each group of pictures. Prepare to tell classmates the story of early animals. Model one or two early animals, using clay or soap.

Finding out how man has learned to read the stories of the fossils.

(Note to teachers: In this unit the only two new words which need to be stressed are: dinosaur, fossil.)

SPRING AND EARLY SUMMER

How Do Plants Grow?

Planting seeds around the edge of a glass jar filled with moist sand, soil, or sawdust, to watch the seeds germinate. Examine root hairs on roots of sprouting seeds; what is the work of the root hairs? Observe that seeds grow into new plants of the same kind that produced the seeds.

Experimenting to learn that sunlight is necessary for growth of green plants.

Finding examples of annual, biennial, and perennial plants.

Observing twigs to learn how trees are prepared for spring: buds. Place twigs of several kinds of trees in water in the classroom: watch the buds develop into flowers and leaves. Avoid damaging trees. Learn to identify three common flowering shrubs.

The Struggle of Animals for a Place to Live

Making a study of the way in which various kinds of birds are fitted for flying, for swimming or wading, for securing food, for protection. Keep a record of the return of the birds. Learn to recognize three new birds. Organize a bird club. Organize a hike.

Observing and discussing how claws, foot pads, hoofs, horns, teeth, and protective colour help animals in the struggle to live.

Preparing a small balanced aquarium: stock it with a few fish, watch them to learn how they are fitted for their way of living. Similar observations may also be made in nearby lakes and streams.

Making observations to learn the spider's way of living. How do spiders differ from insects? Are spiders harmful or beneficial?

How We Help Useful Plants to Grow

Investigating the growth of plants in different soils of the neighbourhood. Notice how plants have to struggle to live in poor soil conditions, but thrive in good soil.

Learning how to prepare a good soil mixture for window boxes for the school. Examine seed catalogues or other references for useful information about plants and soil.

Learning how to water the garden; to tell seedling weeds from flowers and vegetables; to protect the garden from common insect pests.

Soil and Water

Looking for proofs that water is necessary to all living things. Experiment to learn how water dissolves substances.

Looking for evidence that flowing water can carry great quantities of soil. Rivers are important soil carriers and moulders of land formations. Look for places where running water has damaged the soil: carried away the good top soil, cut deep gullies. How can the wearing away of the soil by water be prevented? Draw a diagram of the "water cycle", that is, the movement of water between sky and land.

Examining sand and soil under a magnifying glass to see that soil is largely formed of tiny particles of rock. How have the rocks been ground up to form soil particles?

GRADES V and VI — "B" COURSE

Teachers should read carefully the statement regarding *minimum requirements* on page 212.

LATE SUMMER AND FALL

How Plants and Animals Help Each Other

Finding examples of plants which provide food for animals: consider domestic animals, deer, squirrels, birds, fish, insects. Look for instances in which plants provide animals with homes and protection.

Watching bees carrying supplies of nectar and pollen from flowers. How do bees help plants? Looking for evidence of seed dispersal by animals. Learn how woodpeckers dig out harmful insects in trees. Finding facts about the ways in which animals have helped to make and to improve the soil: burrowing animals, the earthworm, domestic animals.

Discussing such problems as: Could the animals in the world today live without plants? Can living things live and grow without other living things?

How Plants and Animals are Useful to Man

Testing fleshy tap-roots such as carrots; seeds, such as beans; and bulbs, such as onions, for starch. What other foods are stored in plants? Discuss: all of man's food comes, directly or indirectly, from plants.

Making observations in locality of illustrations of the part plants play in preventing soil erosion by wind or water, and in improving soil.

Making a collection of wild fruits or of fodder plants of Saskatchewan. (Avoid damage to trees.) Make a list, or a collection of pictures and specimens, of plants which provide us with material for clothing, homes, and other purposes.

Co-operating with pupils of other classes in growing bulbs and other house plants. Learn how to start new plants from cuttings. Prepare a list of rules to be followed in keeping house plants growing well.

Studying the adaptations of cattle and horses that make them useful to man. Find illustrations of how other animals "work" for man: dog, toad, fish, one beneficial insect.

What is Weather?

Keeping a weather record to learn that weather is a condition of the air and why weather changes: warm weather when the air is warm, windy weather when the air is moving, rainy weather when the wind brings rain clouds, etc. Compare fair weather clouds and storm clouds. Try to learn the "why" of each weather observation made.

Performing experiments to learn the cause of clouds, rain, snow, dew, frost.

Keeping a record of daily official weather forecasts (from newspaper or radio). What do these forecasts tell? How accurate are they? What is their value? How is the information, used in making these forecasts, gathered?

WINTER

The Solar System

What heavenly bodies are included in the solar system?

Learning that we see the moon by reflected light, that it revolves around the world in a little less than a month, that it has no atmosphere or water and therefore no life. Make a pictorial record of the phases of the moon.

Watching for "shooting stars" and learn what these are.

How Light is Important in Our Lives—How We See

Observing how living things respond to light. Watch how green plants in a window reach toward the light. Watch insects swarming around a light. Compare activity of animals during day and night. Discuss the importance of light from the sun: health, life.

Performing an experiment to find that light travels in straight lines. Make a pin-hole camera. How do we see? Reflection of light. Luminous and non-luminous objects. Discuss the use of light in reading—care of our eyes. Perform an experiment with a mirror to learn that the image appears to be as far behind the mirror as the object is in front. Collect pictures of images in water.

Performing an experiment with a glass prism to show how white light can be broken up into seven colours. Make observations to learn that other things can break up white light, such as dew drops on grass, spray from a water hose, rain drops. Upon what does colour depend?

Using Electricity

Making a study of methods of producing electricity by friction. Lightning.

Finding out how electric currents are produced: dry cell, power house.

Constructing an electromagnet. Find uses made of electromagnets.

The Story of Our Earth

Finding out what the surface of the earth was like at first.

Making observations of the way in which winds have carried soil from some places and piled it in others. Find illustrations of the soil-moving power of running water. Learn that the surface of the earth has been greatly changed and is still changing—look for pictures of changes that have taken place in other parts of the earth.

Reading about and discussing: volcanoes, how mountains were formed, the story of the Ice Age, how soil was formed.

SPRING AND EARLY SUMMER

How We Care For and Reproduce Useful Plants

Planning and planting window boxes to make the school more attractive. Learn the best methods of caring for plants in window boxes.

Drawing a plan for a flower bed: show design, colour scheme, choice of plants, arrangement. Plan for garden plots at school or at home and for their care during the summer. Of what importance are humus and nitrogen in the soil to the growth of plants?

Starting new plants by means of cuttings: house plants, willows, potatoes. Plant seeds of flowers and vegetables. Look for runners of strawberry plants and underground stems of thistles, and find how these plants are reproduced in these ways.

Looking for particularly beautiful or unusual specimens of common wild flowers. Many of our finest garden flowers were once wild, but are now cultivated by man because of their beauty. Gather bouquets of wild flowers to decorate the classroom. Which wild flowers should not be picked? Learn to recognize four new wild flowers.

Joining pupils of other classes in preparing an Arbor Day programme—plant one or more trees. Identify two new kinds of trees.

The Migration of Birds

Keeping individual and class records of the returning birds. Identify three new birds. Mark on a map of North America the great "bird skyways" or routes followed by migrating birds. Learn the great distances travelled by many birds. What two kinds of birds are the greatest travellers? How do birds find their way on their long flights?

Finding how early people explained the migration of birds. What reasons do scientists of today suggest for bird migration? Do scientists know why birds migrate?

Planning ways of helping migrating birds. Erect feeding and watering places for them. Build nesting boxes for birds that remain with us all summer. Make the school yard a bird sanctuary. Read the story of Jack Miner and his work.

Moulds and Bacteria—Two Kinds of Non-Flowering Plants

Performing experiments with gelatine or potato cultures to show presence of bacteria on soiled fingers, in the air, in dust, on body of a housefly, etc.

Looking for moulds growing on moist bread, fruit, leather, etc., or "plant" moulds on various materials for classroom observations.

Some bacteria are helpful. Some bacteria and moulds are harmful.

Reading the story of Louis Pasteur. Learn how early man's superstitious beliefs about disease have been changed by science. Plan a campaign to prevent spread of disease by houseflies.

Learn to Use Wisely Rather Than Waste

Looking for information about animals which were once numerous but which have now disappeared or have been greatly reduced in numbers. Ask people in the locality about wild flowers which were once common but are now scarce.

Making a list of ways in which (1) our wild life and (2) the natural beauty of our countryside are valuable and worthwhile.

Discussing what happens to young birds and fawns when their mothers are killed by hunters. Discuss the injury done to wild life by careless use of sling-shots, etc. Prepare a set of rules about picking wild flowers, damaging trees, disposal of rubbish, and prevention of fires when camping or on picnics.

Discussing how boys and girls can help to guard the beauty of parks, boulevards, gardens, woods. Find out about replanting of forests; wild life sanctuaries; national and provincial parks; fish hatcheries.

Agriculture and General Science

GRADES VII and VIII

The science courses for Grades VII and VIII have been planned to integrate with and build upon the pupils' previous science experiences. A number of activities, with an agricultural emphasis, have been introduced. Problem-solving, experimenting, searching, investigating, testing, and thoughtful generalizing should continue to form the basis of teaching procedures.

Teachers should read carefully the introductory paragraphs at the beginning of the science course, pages 207 and 208.

GRADES VII and VIII — "A" COURSE

More activities have been outlined than can possibly be undertaken in any school in one term. Schools in various parts of the Province will require programmes which are different in a number of respects. Teachers should

make a selection, *with the co-operation of their pupils*, to provide a balanced programme definitely related to the environment, interests, and experience of the pupils.

Minimum requirements: A year's work should consist of at least 70 per cent of the prescribed course; and should include the introductory unit "Making a Good Start" and at least the major portions of seven of the eight other units outlined. Care must be exercised to ensure a good balance between the various phases of science included in the course.

LATE SUMMER AND FALL

Making a Good Start

(Note: Courses A and B have both been headed by the same introductory unit, the purpose of which is to strengthen the pupils' understanding and appreciation of science and the scientific method. About two weeks should be spent with this unit at the beginning of the term, but it should be referred to subsequently again and again. There is ample opportunity, in cases where pupils have been over the unit once, for the teacher to lead them into new investigations and lines of thought which will serve to renew their interest in science activities and discoveries.)

Making a survey of environment to find how science has contributed to comfort, convenience, safety, health. The discoveries of science have changed our ways of living in many respects.

Looking for examples of and discussing "everyday" problems pupils may be called upon to solve. Apply the "scientific method" to the solution of these "everyday" problems. Discuss "science" problems that scientists are at present being called upon to solve. What is the difference between a superstition and a scientific fact?

Finding how scientists solve problems and discover new facts by "experimenting". What is an experiment? Find out about the instruments used by scientists: microscope, telescope, X-ray, thermometer, balance.

Reporting to class on the lives and contributions of famous scientists.

Examining the following outline of activities and temporarily deciding upon several to be undertaken (the teacher will, of course, later lead pupils to engage in activities in which they cannot at present see possibilities). Discuss methods of work: investigating, experimenting, scientific method, learning to follow directions, learning to do some things on own initiative.

Planning science hobbies for individuals or groups of members of the class: gardening, making and experimenting with science apparatus, identification and study of birds or wild flowers, a science museum, building up a science library, photography, etc.

Plants Are the "Food Factories" of the World

Investigating the adaptations of leaves which enable them to "breathe" and to manufacture food for the plant. Performing experiments to learn about transpiration and respiration in leaves.

Discussing (in a simple manner) the manufacture of food in green plants. Test leaves for starch (a teacher demonstration). Observe behaviour of plants in windows and of plants deprived of light to learn how plants respond to light. Discuss the facts that: all animals secure their food directly or indirectly from plants, all life depends on sunlight.

Performing experiments to find: how roots absorb moisture and food materials from the soil (osmosis), the development of root-hairs, how food materials in solution are carried through the root. Find that food (starch) is stored in roots.

Performing experiments on transportation in stems: how does soil water reach the leaves? Food storage in stems, such as potato. Observe the arrangement of leaves on stems to secure maximum light. Investigate rings of annual growth in stems of trees.

Making a collection of mounted and named leaves of trees and shrubs of the locality. Visit a greenhouse to note how light, heat, and moisture are controlled to promote the growth of the plants. Prepare a series of drawings, specimens, and demonstrations to show "how a plant lives and grows".

Fall Activities with Plants

Visiting flower gardens for pleasure and observations. Co-operating with other classes to clean up the school yard, to destroy weeds.

Visiting gardens to observe harvesting of vegetables. Investigate the best methods of storing vegetables for winter use. Construct a storage room for vegetables at home.

Garden activities: removing debris of crops; cultivating soil to germinate weed seeds and to prepare for spring seeding; transplanting and dividing of perennials; covering perennials for winter; storing tubers, as dahlias and begonias; cleaning out hot-bed to be ready for an early spring start.

Growing house plants or bulbs to improve the appearance of the school-room or the home. Prepare house plants for winter, start new plants from cuttings.

WINTER

Man Has Made Great Progress in His Knowledge and Use of Heat

Looking for evidence that heat is essential to plant and animal life. Make a chart to show that the sun is the chief source of the energy used by man in the form of heat and power secured from running water, and fuels such as wood, coal, oil, gas, gasoline. Relate this discussion to the manufacture of food in green plants.

Experimenting to find the effects of heat. How has man made use of his knowledge of the effects of heat to improve his environment and living conditions? (a) Some solids melt when heated; thus man can separate metals from ores, shape metals and glass; (b) Some solids expand when heated; many practical applications; (c) Liquids expand when heated; the thermometer. Fahrenheit scale; (d) Gases expand when heated; winds, ventilation; (e) Liquids may be changed to a gas when heated; evaporation, drying; (f) Gases condense to form liquids when cooled; rain, snow, dew, frost; (g) Liquids may be solidified by cooling. Water expands when it freezes. In what way is this property of water important.

Experimenting to learn how heat is transferred through solids, liquids, and gases. Discuss *briefly* radiant heat: experiment to learn how it is absorbed by dark surfaces and dark clothes. Investigate practical applications; insulation of houses, wooden handles on cooking utensils, thermos bottles, woollen clothing, heating systems.

Experimenting to find the essential element in air that promotes burning. Prepare a supply of oxygen and experiment with it. Prepare a supply of carbon dioxide and learn how it extinguishes a flame.

Preparing an exhibit of pictures, charts, and models to illustrate how man uses his knowledge of heat.

Machines Have Made It Easier for Man to Perform His Work

Preparing a report, including pictures and charts, of the improvement man has made in the machines he uses to lighten his work: compare methods of working and machines used by ancient peoples, pioneers in Saskatchewan, and the people of the present, in the workshop, on the farm, in the home.

Experiment to find that by the use of a lever a weight may be moved by a much smaller force. Where should the fulcrum be placed to give the greatest advantage? Look for examples of levers in machines and tools. How is the work of pulling a wagon equalized for the two horses of a team?

Looking for examples of the six fundamental machines.

Making a practical study of friction and how it may be reduced in machines: roller and ball bearings. Why do wheels make it easier to move heavy loads?

Making an equal-arm balance and a set of weights for weighing letters or other small objects at home or school.

The Farm Should be an Attractive Home as Well as a Successful Business

Illustrating in chart form and discussing the extensiveness of the knowledge and experience required to be a successful farmer.

Making a survey of type or types of farming carried on in the locality. Discuss other types of farming outside the locality. What factors determine the type of farming that should be carried on in the district?

Investigating the crop rotation systems of the district. Prepare a report on (1) the advantages of crop rotations and (2) the essentials of a good rotation. Draw diagrams to illustrate common rotations practised in Saskatchewan.

Making a sample inventory of the schoolroom or of some department of the home farm. What is the importance of a carefully kept "day book" on the farm? Finding out what items enter into the farmer's expenses or cost of production: taxes, interest, depreciation, insurance, wages, supplies, etc.

Investigating and discussing possibilities of improving rural life: maintenance of soil fertility, control of insect pests and plant diseases, application of scientific knowledge to farming operations, development of economic methods of marketing, growth of rural social organizations, opportunities for individual and group service to the community. Join a livestock judging, calf, potato, grain or other club. Investigate the advantages of government grading to both producer and consumer.

Making a model of an ideal farmstead or one on a smaller scale showing fields and crops.

SPRING AND EARLY SUMMER**A Seed is Adapted to Grow into a Plant of the Same Kind That Produced It. Good Seed is the Only Safe Seed**

Examining seeds of corn, wheat, beans, etc., to find adaptations: cotyledons, endosperm, embryo, seed coat, and scar. Test seeds for starch. Discuss the storage of food in seeds in relation to germination and growth, and importance to man.

Watching the growth of seedlings from germination to development of first seed leaves. Experiment to find conditions necessary for germination of seeds and growth of seedlings: warmth, moisture, air, and food. Life in the

embryo is also necessary; many factors, such as insect damage, disease, or heating, may kill the embryo; seeds should be tested before being sown. Test seeds for germinating power.

Examining seed to learn the characteristics of good seed. Find what registered seed is and why it is good seed. Discuss possibilities of producing high quality seed (wheat, etc.) on the farm. Why is it important to purchase garden seed from reliable sources? Good seed will produce the best crops.

Hand-cleaning a quantity of seed: devise a method of determining the resulting improvement in respect to weight, amount of seed required to sow a given area, etc.

Pond Dwellers Must Be Adapted to Their Surroundings

Watching for the return in the spring of the frogs, dragonflies, and other animals that live in or near ponds. Go on excursions to study pond life.

Trying to recognize eggs, growing stages, and adults of frogs, toads, dragonflies, mosquitoes, and other animals that live part of their lives in water. How are these animals fitted to their way of living? Observe fish, snails, and crayfish to learn how they are adapted to living all of their lives in the water. Watch muskrats, beavers, or other mammals whose homes are in the water. How are they adapted for swimming, securing their food, escaping from their enemies? Study the adaptations and habits of shore and swimming birds.

Preparing an illustrated chart showing the animal dwellers of the pond in their proper groups as: mammals, birds, reptiles, fish, amphibians, insects. Discuss protection of useful pond animals.

Naming plants that thrive in water: duckweed, water-lilies, arrowhead, cat-tails, bulrushes.

Preparing and maintaining a balanced aquarium or possibly several in the classroom.

Plant Enemies Must Be Controlled

Finding out what farmers and gardeners do to protect (1) their wheat crops from smut, (2) their potato crop from common scab. Look for smut balls in seed wheat and scab on "seed" potatoes. How do the fungi, which cause these two plant diseases, infect the plants and how may their presence in the plants be detected? Make a list of plant diseases and look for specimens of plants affected.

Watching newspapers and magazines for items dealing with the control of diseases of plants. Prepare a report on a topic such as "Man's Struggle to Control Plant Diseases" or "The Development of Rust Resistant Wheat".

Making a field trip to look for growing crops damaged by insects. Investigate the life-history of one injurious insect, and learn how to control it. Prepare a chart showing how to control insects with biting mouth-parts and insects with sucking mouth-parts. Make a collection of mounted and labelled injurious insects prevalent in the district.

Naming the weeds in the schoolyard and locality. Classify them in their respective plant families. Make a collection of mounted and labelled noxious weeds. Draw charts to show the damage caused by weeds. How are weeds spread?

Making a report on important sections of *The Noxious Weeds Act*: list the chief noxious weeds. Prepare a series of drawings and pictures, with appropriate legends, to illustrate methods of controlling weeds. Discuss the importance of community co-operation in effective control of weeds and insect pests.

GRADES VII and VIII — "B" COURSE

Teacher should read carefully the statement regarding a *balanced programme and minimum requirements* outlined on page 224 for the "A" Course. The activities of the "B" Course should be selected on the same basis.

LATE SUMMER AND FALL**Making a Good Start**

(Note: Courses A and B have both been headed by the same introductory unit, the purpose of which is to strengthen the pupils' understanding and appreciation of science and the scientific method.)

See page 224 for an outline of suggested activities.

Man Has Produced Plants Which are Much More Useful Than Their Original Wild Ancestors

Examining flowers, such as single nasturtium, to find petals, stamens, and pistil. Observe that flowers are especially adapted to produce seeds. Each part of the flower has a service to perform.

Finding that pollination is an essential process in seed formation. Observe the structural adaptations of some flowers favouring pollination by wind. Note how some flowers are adapted to attract insects. Make diagrams to illustrate cross and self-pollination. How do some flowers prevent self-pollination?

Discussing how fertilization results in the formation of seeds. Cut across ovaries of various stages of maturity to observe the development of seeds. Observe how ovary finally develops into a fruit.

Finding out about the work of plant breeders who produce new varieties of plants by cross-pollination and selection. What has been done recently in connection with the production of rust-resisting wheat? Preparing a report of the life and work of one or more leading Canadian plant breeders and others: Dr. Charles Saunders, Dr. Seager Wheeler, Luther Burbank.

Reading about and discussing how man has domesticated and improved the plants he now grows in fields and gardens. Visit experimental farms and demonstration stations to observe plant improvement experiments.

Joining a Junior Grain Club: learn how to select and improve seed grain.

Wheat is One of Canada's Chief Sources of Wealth. Science Has Contributed Greatly to Successful Methods of Harvesting, Grading, and Marketing Our Wheat Crop

Examining adaptations of wheat plants. Noting that wheat is a typical member of the grass family.

Making a collection of wheat varieties (small sheaves or grain). Canadian wheat is noted for its good bread-making qualities. Grow a series of wheat varieties in plots at school or at home: observe the growing plants to find characteristic differences.

Making an illustrated chart, booklet, or mural showing the advancement that has been made in harvesting and threshing methods and machinery. Prepare a report on the invention of the reaper by Cyrus Hall McCormick. Investigate how the improvement in farm machinery has affected the life and work of the farmer.

Visiting a grain elevator to observe the procedure of weighing, grading, unloading, and storing grain. Mark on a map of Canada the various routes by which grain is shipped from Saskatchewan. Find out the procedure followed in grading grain at Winnipeg or other grading centres.

Making a collection of the different grades and classes of wheat. Compare samples of top grades with samples of lower grades.

WINTER

How Magnets Behave

Reading to learn how magnetism was discovered. Experiment to find: the properties of a magnet, the north-and south-seeking poles of magnets, what substances are attracted by magnets. Find whether all parts of a magnet attract with equal force. Magnetise a knife blade or other piece of steel, using magnetite or another magnet.

Experimenting to find: the law of magnetic attraction and repulsion, the field of force about a magnet. Show by experiment that in testing for magnetism, repulsion is necessary. The earth is a huge magnet.

Learning to use a compass to tell directions. Construct a home-made compass. Find why a compass does not always point exactly north. Other uses made of magnets.

Man Has Made Wide Use of Electricity to Produce Light, Heat, and Power

Reading to learn: how electricity was discovered, who produced the first electric current, what scientists believe electricity is.

Constructing a simple voltaic cell. What conditions result in a flow of electricity? Examine a dry cell to learn its construction. These cells change chemical energy to electrical energy.

Making a galvanoscope. Use the galvanoscope to study conductors and insulators. Safety with electricity.

Constructing and operating an electromagnet. Find practical uses which are made of electromagnets.

Undertaking one or more of the following: preparation of a model or other demonstration: electric wiring, insulators and conductors, switches and fuses; construction of a home-made two-station telegraph set, learn to send messages in code; construction of an electric bell.

Examining the construction of an incandescent electric lamp to find how the light is produced. Learn to read an electric meter. Make a study of the measurement and sale of electricity.

Reading accounts of the work of scientists, such as Michael Faraday and Thomas Edison.

Our Valuable Live Stock Helpers

Finding out about the domestication and improvement of farm animals, the part they have played in man's progress. The value of live stock on the farm.

Showing on a map of the British Isles, the place of origin of many of our common breeds of live stock. Make live stock charts or scrap books containing pictures and news items so arranged as to show the difference between the terms "type" and "breed". Visit farms and live stock shows to learn characteristics of breeds of live stock common in Saskatchewan. Identify the live stock of the district as to "type" and "breed". In cities, make observations of horses seen on the streets.

Candling eggs: learn that in best quality eggs the air space is small and the yolk but dimly visible; learn the names of the grades of eggs in their proper order. Investigate the grading of poultry; the top grade, learn the names of the grades of poultry in proper order. Visit egg candling and poultry grading stations.

Investigating: production and handling of clean milk, pasteurization, percentage composition of milk, determination of butterfat content of milk and cream, the butterfat specifications for whole milk, cream, coffee cream, creamilk, etc., as sold in cities. Visit a dairy farm or creamery. Make butter at school in a pint sealer: washing, working, salting.

Investigating: conformation of beef cattle in relation to the various cuts of meat, value of government grading of beef; conformation of a top grade bacon hog, wiltshire side; mutton type of sheep, value of the wool crop. Visit packing plants and meat markets.

Investigating and reporting on local live stock enterprises and co-operating with them. Organize a stock-judging, pig, calf, or poultry club.

SPRING AND EARLY SUMMER

We Can Make Our School and Home Surroundings Attractive by Planting Flowers, Lawns, and Trees

Drawing plans for the beautification of the school and home grounds. Visit well-planned gardens and farmsteads. Plan to plant trees, shrubs, perennials. Plan home vegetable and flower gardens.

Constructing and managing a hot-bed, or starting plants early indoors. Transplant early-started flowers or vegetables to the garden at the proper time.

Constructing, planting, and caring for window boxes for the schoolroom windows. Join with other classes to observe Arbor Day: a clean-up campaign and other suitable exercises including the planting of trees. Plant a wind-break at school or care for one already established.

Growing Plants Receive Help from Many Friends

Looking for information on the value of birds with particular reference to agriculture. Find the truth about beneficial hawks, such as Swainson's, Rough-legged, Red-tailed, etc. Make excursions to identify and study useful birds, beginning in late March but especially during May.

Investigating and discussing: the chief game laws, bird sanctuaries, methods of attracting and protecting birds. Plant trees and shrubs, prepare bird baths and feeding trays, and otherwise make the school yard a bird sanctuary and feeding grounds. Organize a bird club. Read about work of Audubon and Jack Miner.

Making field excursions to find out and study habits of beneficial insects: dragonfly, ladybird beetle, bee, etc. Make collections (using proper equipment and methods) or illustrated charts to show the life histories of beneficial insects and their usefulness to man. Visit an apiary under the guidance of the owner. Find out about the Parasitic Insect Laboratory at Belleville, Ontario. Discuss conservation of beneficial insects.

Securing facts about the useful garden activities of toads. Protect them.

The Conservation of Our Soil and Other Natural Resources Is the Duty of Every Citizen

Finding out how the ten essential plant food elements promote growth and health of plants; which are secured from the soil? Experiment or observe experiments being conducted in the locality to learn the value of the use of

soil fertilizers in gardens or fields. The conservation of our valuable soil resources is one of our greatest responsibilities. Discuss conservation and maintenance of soil fertility.

Experimenting to determine movement and retention of moisture in various types and conditions of soil. Investigate moisture supplies in the soil under different conditions in gardens and fields. The conservation of soil moisture is one of the farmers' greatest problems. Discuss conservation of soil moisture: the summerfallow, advantages and disadvantages, substitutes for bare fallow.

Investigating erosion of the soil by wind and water: nature and extent of damage, causes, control measures.

Finding out about work being done by our governments in connection with land and water conservation and utilization, the Prairie Farm Rehabilitation Act.

Discussing and investigating the "balance of nature"; how man disturbs the balance of nature by cutting down forests, cultivating the land, killing animals. The part played by predatory animals in the "balance of nature".

Natural materials which man uses are known as natural resources: soil, ores of metals, coal, oil, wild life, forests. Sum up the need to conserve our abundant natural resources and methods which may be employed. Discuss the need for co-operation of all.

Appendix I

SCIENCE EQUIPMENT

It is obvious that some equipment is required to make possible many of the science activities outlined in the course. However, no expensive materials are needed. Most of the necessary equipment can be home-made, and many useful materials can be readily secured from home. In the majority of activities, greatest good will result when the pupils gather and assemble the equipment which they themselves have decided to be necessary.

The following are required for experiments and other activities outlined in the Natural Science course.

Quantity	Materials	Approximate Cost
* 1	Alcohol lamp	\$0.65
* 3	Glass tumblers .....	.30
* 3	Glass Jars or fruit sealers .....	.30
* 1-2	Aquarium or old battery jar	
* 2	Shallow saucepans .....	.30
* 3	Paraffin candles .....	.10
3	Lamp chimneys .....	.50
* 5	Saucers .....	.50
$\frac{1}{2}$ lb.	Soft glass tubing, $\frac{3}{16}$ " bore .....	.40
$\frac{1}{2}$ lb.	Assorted 1-hole and 2-hole rubber stoppers, $\frac{1}{8}$ to 1" in diameter .....	.50
* 1-2	Narrow neck bottle into which above corks fit	
* 1	Egg candling equipment	
* 1	Butterfly net	
1	Insect-killing bottle (cyanide) .....	.40
* 1-2	Insect-stretching board	
1-2	Plant press	
*	Insect and other small animal cages	
* 1	Small mirror	

Quantity	Materials	Approximate Cost
1	Magnifying glass .....	.75
4 oz.	Double cotton covered bell wire No. 20 .....	.50
1 lb.	Iron filings .....	.20
2	Bar magnets .....	.75
1	Compass .....	.25
* 2	Copper and zinc strips for voltaic cell .....	.35
1 lb.	Concentrated sulphuric acid .....	.50
1-2	Dry cells .....	.45
* 1	Thermometer	
1 oz.	Tincture of iodine .....	.25
* 1 lb.	Lime .....	.10
*	Samples of grains	
*	Samples of soil fertilizers	
* 1	Sandtable	
*	Hammer, saw, nails	

NOTE: Items marked with an asterisk may be made or secured at home or school. Other materials may be purchased from school supply firms.

Appendix II

SOME COMMON BIRDS

For the guidance of teachers not familiar with the bird life of the province, lists of the more common birds of Saskatchewan are given below. The lists have been classified and marked to assist teachers in various parts of the province in knowing which birds may be observed in their respective areas.

Birds marked with an asterisk may be more or less commonly observed within the limits of cities and larger towns.

The names of a number of birds are printed in italics to indicate that these may be observed in the more *treeless areas* and in *marshy locations*.

1. LAND BIRDS: *Horned Lark*, *Red-winged Blackbird*, *Yellow-headed Blackbird*, **Brewer's Blackbird*, **Grackle*, *Cowbird*, *Crow*, *Meadowlark*, **Baltimore Oriole*, *Catbird*, **Goldfinch*, *Lark Bunting*, **Song Sparrow*, **English Sparrow*, *Vesper Sparrow*, **Yellow Warbler*, **House Wren*, **Hummingbird*, **Mourning Dove*, **Flicker*, **Downy Woodpecker*, **Hairy Woodpecker*, **Nighthawk*, **Kingbird*, **Arkansas Kingbird*, **Barn Swallow*, *Bank Swallow*, *Cliff Swallow*, **Cedar Waxwing*, **Chickadee*, **Robin*, *Bluebird*, **Junco*, **Thrush*, *Brown Thrasher*, *Shrike*, *Chestnut-collared Longspur*, *Hungarian Partridge*, *Canada Ruffed Grouse*, *Pinnated Grouse*, *Prairie Sharp-tailed Grouse*.

2. WATER AND SHORE BIRDS: Ducks (*Mallard*, *Widgeon*, *Blue-winged Teal*, *Shoveller*, *Pintail*, *Ruddy*, *Canvasback*, *Bluebill*), *Geese* (*Canada*, *Snow*, *White-fronted*), *Whistling Swan*, *Coot*, *Horned and Eared Grebes*, *Franklin's Gull*, *Common and Black Terns*, *Pelican*, *Bittern*, *Sandhill Crane*, *Wilson's Phalarope*, *Marbled Godwit*, *Yellowlegs*, *Western Willet*, *Spotted Sandpiper*, *Killdeer Plover*, *Blue Heron*, *Common Loon*, *Kingfisher*.

3. BIRDS OF PREY: *Suscinson's Hawk*, *Red-tailed Hawk*, *Rough-legged Hawk*, *Sparrow Hawk*, *Marsh Hawk*, *Burrowing Owl*, *Snowy Owl*, *Horned Owl*, *Duck Hawk*, *Prairie Falcon*.

4. WINTER BIRDS: **Chickadee*, *Snow Bunting*, **House Sparrow*, **Pine Grosbeak*, *Evening Grosbeak*, *Blue Jay*, *Canada Jay*, **Downy Woodpecker*, **Hairy Woodpecker*, **Bohemian Waxwing*, **Redpoll*, **Crossbills*, *Snowy Owl*, *Sharp-tailed and Pinnated Grouse*, *Hungarian Partridge*.

Mathematics

The course in mathematics is set forth in detail, much of the material being merely a guide for the teacher.

For many years, more time has been given to arithmetic than to most subjects of the elementary school. The special emphasis on this subject was due to a belief that the subject had marked disciplinary and cultural value, a view based upon the theory of formal discipline. In view of the extreme modification of this theory by modern psychology, the content of this course has been selected on the basis of utilitarian or social value. There has been, accordingly, a rigid elimination of useless and obsolete material, which has made possible increased emphasis on practical situations that are typical of life's activities.

In *grade I* it is expected that there shall be no formal teaching of arithmetic. Any number experiences of grade I children should be merely those arising from their normal classroom experiences in connection with other subjects and their play. The emphasis will be on vocabulary, and the child's vocabulary expressing number should develop as an outgrowth of his experiences, just as his general vocabulary does. There should be no drill on number facts in grade I.

In *grades II to VI* the emphasis is placed mainly upon the acquisition of skills and the mastery of the fundamental processes. With this there is simple problem solving related to the pupils' everyday social contacts, and also a variety of activities involving practical use of the facts and skills learned. *Grades VII and VIII* deal chiefly with the applications of arithmetic in the home and in the community.

The attention of the teacher is drawn to the following considerations:

1. In presenting the course outlined for one particular grade frequent reference should be made to the work of previous grades. It is just as important to retain and strengthen learnings and skills of previous years as it is to give new instruction.
2. Pupil activities which involve a high degree of child interest, because they are closely related to life, should be used as the basis of the work in arithmetic. The social significance of what is taught should go hand in hand with the development of expertness in computation.
3. Individual diagnosis is of the utmost importance. Frequent tests for the purpose of discovering the exact nature of a pupil's failure should be given at frequent intervals. The pupil should review and drill *only what he does not know*.
4. Complete accuracy is essential. Speed, though desirable, is of secondary importance.
5. The habit of working neatly and carefully should be firmly established. Careless, untidy work, in book or at blackboard, is not to be tolerated.

GRADE I

During the first year *the work shall be oral and informal*, arising from classroom and play experiences. It should be concrete, dealing with objects rather than with symbols only. The teacher will be alert to perceive and make use of such situations as arise naturally in the normal life of the pupils.

This will lead to the use of new words, among them being terms expressing number ideas. The child's vocabulary expressing number ideas will thus develop as his general vocabulary develops. Every new word added, whether relating to number or not, will be a natural outgrowth of his everyday experiences. The main purpose of the teacher will be to help the pupil develop the number sense and to provide opportunities for comparing things quantitatively.

In language lessons the children should use, both orally and in writing, such quantitative terms as they have acquired.

The following outline is suggestive only. It may happen that suitable opportunity for discussing all of these items in a natural setting will not arise.

Care should be taken to avoid discouraging the child. He should leave Grade I with the feeling that there is nothing particularly difficult about numbers.

SUGGESTED ACTIVITIES

Counting

(1) Rhythm in physical training—Arms stretching upwards, forwards, sideways, and downwards to numbers 1, 2, 3, etc.; jumping exercises, as the one called *Bouncing Balls*. (2) Number rhymes, jingles, and games, e.g. *One, two, buckle my shoe*. (3) Counting: handclaps, nods, taps of the foot or pencil; girls or boys in a class or row; windows; panes of glass in a window; jumps in skipping games; scores in games; books, etc., given out.

Reading and Writing Numbers

1. *Reading*: Page numbers of a book; dates on calendars; prices of articles in a play store; numbers placed on board; scores in games; numbers on a clock dial; values of coins and stamps; directions in silent reading, e.g., What can you build with 2 sticks? 3 sticks? 4 sticks?
2. *Writing*: Begin with 1, 4, 7; the next group might be 0, 9, 6, 5; then 3, 2, 8; copy numbers on blackboard; write numbers from dictation; write numbers in pages of a booklet; write numbers in series, filling in blanks, e.g., 2, 3, ..., ..., ..., 7, ..., 9, ..., ..., 12.
3. *Use of ordinals*: Naming rows—1st row, 2nd row; naming grades—1st grade, 2nd grade; giving directions—what to do first, second, etc. Playing games. Example: Let one child sit in each seat in, let us say, a row of 8. One extra child will be "It". He stands beside the third seat and says, "May I sit in the third seat? You go and sit in the seventh seat." The third child goes to the seventh seat and repeats the request, naming another seat, and so on until each child has changed his position.

Experience With Number Groups

1. Recognizing the number of objects in any convenient group in the classroom as panes of glass in the window, legs of chairs or tables, pupils in a row;
2. Making and observing number pictures;
3. Recognizing groups of 2, 3, 4 objects in any arrangement without counting: standard domino arrangement, words on the board, pencils, erasers, etc.;
4. Dramatizing stories: *Three Bears, Three Blind Mice, Three Billy Goats Gruff, The Muffin Man, Ten Little Indians*;

5. Marching, skipping with rope, or getting wraps in groups of 2, 3, 4, or 5 at a time.

Measurement

1. Knowing that a ruler is a foot long;
2. Recognizing a pint measure or bottle; knowing that you can pour 2 pints of water into a quart bottle or measure;
3. Recognizing coins and knowing the purchasing power of 1c, 5c, 10c, 25c, without making change;
4. Recognizing stamps by their colour—1, 2, 3, and 6 cents (air mail). Stamps required for a letter;
5. Constructing a toy store or a toy post office;
6. Telling time to the nearest hour.

Vocabulary

During the year the pupils will become acquainted with such words as the following:

1. *Quantity*, e.g., all, any, divide, half, dozen, few, many.
2. *Size*, e.g., big, bigger, biggest, large, long, narrow, small.
3. *Position*, e.g., after, above, inside, before, below, top, up.
4. *Form*, e.g., alike, square, round, line, circle, straight.
5. *Time*, e.g., again, begin, o'clock, early, morning, slow.
6. *Miscellaneous*, e.g., add, almost, bring, cost, gain, win, change.

Number Games

Bean-bag or Ball Game: Set a large waste basket or box in an open space and draw a line 6 or 7 feet away. Have children stand behind the line and take turns throwing into the basket. Each child has five or ten throws with bean-bags or soft balls. He then counts the number of bags in the basket for his score.

Number Party: Have seven or eight children sit in a group in a corner. Let all the other children form a second group and have numbers for names. One of the second group comes to the first group and says, "May I come to your party?" and either taps his number on the floor or knocks on the wall. The children in the first group say, "Yes, 5 (or 7 or 2), you may come in." Then another child from the second group comes. For variety the children in the first group may take turns inviting the visitors into their group.

Ten Pins: Draw crosses on the floor in the design for setting up ten pins. Place paper cylinders or empty round cereal boxes over the crosses. Each player in turn rolls a soft ball to knock down as many cylinders as he can. His score is the number of cylinders he knocks down.

What Number Is It? Give each child a number of pegs. The teacher taps out a series of numbers, say 3, 5, 6, 2. Have the children place in rows the number of pegs for each number tapped. For a variation the children may draw pegs in their books.

Pony: One child is ringmaster. The other children are ponies. The ponies are given numbers from 1 to 10 as names. They form a circle around the ringmaster. He calls the number or name of one of the ponies. The pony steps forward, nods his head or taps his foot the number of times corresponding to his name. If he gives the correct number he is allowed to trot around inside the circle, back to his place; if he makes a mistake, he must go at once to his place.

Pussy Wants a Corner: Give numbers from 1 to 6 or more to children so that pairs of children will have the same number. The teacher becomes "Pussy" and the children form a large open ring around Pussy. She goes to any one in the ring and says, "Pussy wants a corner." The child to whom it is said asks, "What corner?" Pussy says, "One more than 4," and then the 5's change places. Pussy may say instead, "One less than 4," and the 3's change places.

Stepping Stones: Draw on the floor figures representing stepping stones across a stream. Each figure has a certain number of dots on it. In order to cross the stream the pupil must give the number on the stepping stones. If he misses, he falls into the water. Pupils may take turns crossing the stream, or they may choose sides to see which side can get the greatest number of children across.

Street Car: Arrange chairs or rows of seats to represent a street car. One child is conductor. Other children sit in chairs. Use flash cards with dots or pictures as tickets. The conductor flashes the tickets and a child gives the answer. If the child gives a wrong answer, he must get off the car. If the conductor does not notice the wrong answer, he loses his job and another child is chosen.

Postman: Give each child a number from 1 to 10 to represent his address. Have him hold this number where it can be seen. Have one pupil for postman and give him envelopes with number combinations (dots or pictures) on the outside. The postman is to deliver each letter to the proper person (the one holding the answer to the number combination). If he makes a mistake, the person to whom he gives the wrong letter becomes postman.

The Lost Geese: The teacher selects a pupil to be the old woman who has lost her geese, some of them gray and some white. The rest of the pupils are formed in a circle and each pupil is given a number. The old woman walks around the inside of the circle, stops in front of a pupil and asks, "Have you seen my geese?" The pupil replies, "How many geese did you lose?" The old woman answers, for example, "I lost one white and three gray geese." The pupil who has the number 4 says, "I saw your four geese." In the game reference may be made to simple subtraction facts. In that case the old woman says, for example, "I had four geese and now I have only three." The child whose number is 1 will say, "I saw your one goose."

Number Circle Relay: Draw two large circles on the board. Write in the circles, not in consecutive order, numbers from 1 to 10. Pupils line up in two rows at the back of the room. The leader of each row holds a brush. On "Go", each leader runs to the board and erases the Number 1, returns and hands the brush to Number 2, who will run and erase 2, etc.

GRADE II

Objectives

1. To add to the pupil's vocabulary with respect to quantity, size, position, form, Canadian money.
2. To develop skill in counting to 100 by 1's, 2's, 5's, and 10's. Ordinals to 10th.
3. To teach reading and writing of numbers in figures to at least 100, and in words to thirty.
4. To develop control over easy addition and subtraction facts.

5. To develop skill in higher decade addition without bridging; column addition to the sum of 9 with no carrying, using one, two, or more columns; subtraction of two-figure subtrahends from two-figure minuends with no borrowing.
6. To secure an understanding of the meaning of the simple fractions one-half, one-third, and one-quarter.
7. To teach the units of measurements set forth for the grade.
8. To develop skill in solving simple one-step problems involving the number facts which the pupils know. To make original problems.
9. To establish habits of neatness, accuracy, and checking of work.

*Mastery of arithmetic calls for two types of learning—learning by insight and learning by repetition. These two kinds of learning necessitate quite different activities on the part of the teacher and of the pupil. We are inclined to think of arithmetic as being acquired predominantly through repetition. Repetition, if it is premature, blocks learning. Maximum efficiency results only from repetition in meaningful situations.

We often concern ourselves too little with providing for experiences which will lead to the orderly development of understanding. Learning should take place in a series of stages in which one way of knowing or of thinking about a combination is given up for a more mature way.

Before memorization of addition and subtraction facts is demanded it is well to give opportunity for further practice in recognition of numbers in groups and in association with symbols or figures. *One hundred per cent mastery of those addition and subtraction combinations presented below should be the ultimate goal of grade II.*

Carefully prepared practice exercises should be given and an individual card record of each child's progress and difficulties should be kept.

No day should pass without some oral arithmetic. Early establishment of the habit of checking work is important.

Training in problem solving begins in this grade. The problems should arise as far as possible from the needs of the pupils or from situations within their experience. The vocabulary of the problem should be that to which the pupils are accustomed. Where possible the problem should give the child something to think about and some valuable information. It should illustrate some important application of arithmetic. Have the child think what is given, what is wanted, and then decide whether he should add or subtract to find the answer.

Vocabulary

The teacher should keep in mind the grade I vocabulary. Many words used orally in grade I can be written in grade II.

The words of the additional list given below should be used in connection with meaningful situations so that pupils may clearly understand the meaning in each case. Where possible pupils should show their understanding of new words by "suiting the action to the word".

1. *Quantity*: group, same, too, whole, pair, flock, herd, team, crowd;
2. *Size*: larger than, smaller than, as (in connection with comparisons), quarters, halves, length, width, deep, deeper, deepest;
3. *Position*: around, at, off, on, out, centre, ahead, edge, order, side by side, circle;
4. *Time*: about, fast, faster, fastest, soon, time, afternoon, evening;

5. *Miscellaneous*: an, but, came, colour, come, could, count, cover, for, found, find, gone, got, know, lost, made, money, measure, other, pennies, piece, postage, price, sign, subtract, table, test, that, there, these, think, took, which, work, would, write, addition, subtraction, column, dime, quarter (money), divide, equal, facts, teens, wrong, right, zero, old, older, oldest, young, younger, youngest.

Suggested Activities

The following activities should be used at convenient times throughout the year in connection with the various parts of the course. The activities should be an integral part of the instruction rather than extras to be given attention after the instruction has been completed.

1. Record weight of pupils.
2. Make a toy shop and buy and sell toys which children bring from home to lend to the toy shop.
3. Make a toy farm—children may count their stock, chickens, cows, turkeys, sheep, pigs, etc. Eggs may be number combinations which the children gather.
4. Make a toy bank where the toy money may be changed.
5. Use a clock dial—move hands to "Time to get up", "Time for dinner", "Time for recess", "Time for bed", etc.
6. Make calendars for each month.
7. Draw pictures to represent relative sizes of pint, quart, gallon.
8. Read numbers—answers to questions—two or three figures.
9. Make objects for sand-table projects, e.g., windmills, airports, igloos, streets, and roads.
10. Measure covers for school books.
11. Measure and fold paper for construction work.
12. Make toys, e.g., kites, measure sticks, paper, length of tail.
13. Measure and make booklets for natural science, health, numbers, reading, etc.
14. Measure paper to mount pictures.
15. Arrange pictures along the blackboard equal distances apart.

UNIT ONE

Notation and Numeration

1. Counting to 100 by 1's, 2's, 5's, and 10's. This counting should at first be restricted to objects, such as blocks, coins, books on a shelf, the child picking them up or pushing them aside two, three, five at a time. Next he counts circles, dots, etc., which are so printed as to make counting by 2's and by 5's easy. Finally the pupil counts amounts of money in which one piece of money represents 5, 10, 100 cents. This type of counting helps the pupil to master the idea of passing to a new decade and to a new hundred in the number system.
2. To read numbers in figures from 1 to 50 and to write numbers in figures from 1 to 50. Reading and writing pages in a book, counting money, reading and writing heights of pupils, reading dates from calendars, reading and writing numbers on foot and yard rulers.
3. To count ordinals to 10th.

Number Facts—Addition and Subtraction

Develop control over easy addition and subtraction facts, which are given here together, because it has been found that presenting them together simplifies the learning of each. First teach the whole number, then the whole as the sum of two parts, then subtraction.

Number facts are not inherently easy or difficult. The difficulty of any number fact depends on the child's experience. The following order is suggested as a guide:

Set 1.	2	4	2	3	1	3	1	2	3	4	1
	$+2$	-2	$+1$	-1	$+2$	-2	$+1$	-1	$+1$	-1	$+3$
	$\frac{4}{-3}$	$\frac{4}{+1}$	$\frac{5}{-1}$	$\frac{1}{+4}$	$\frac{5}{-4}$						
Set 2.	3	5	2	5	3	6	5	6	1	6	4
	$+2$	-2	$+3$	-3	$+3$	-3	$+1$	-1	$+5$	-5	$+2$
	$\frac{6}{-2}$	$\frac{2}{+4}$	$\frac{6}{-4}$	$\frac{4}{+4}$	$\frac{8}{-4}$						
Set 3.	5	10	6	7	1	7	4	7	3	7	7
	$+5$	-5	$+1$	-1	$+6$	-6	$+3$	-3	$+4$	-4	$+1$
	$\frac{8}{-1}$	$\frac{1}{+7}$	$\frac{8}{-7}$	$\frac{5}{+2}$	$\frac{7}{-2}$	$\frac{2}{+5}$	$\frac{7}{-5}$				
Set 4.	8	9	1	9	6	8	2	8	5	8	
	$+1$	-1	$+8$	-1	$+2$	-2	$+6$	-6	$+3$	-3	
Set 5.	6	9	3	9	8	10	2	10	5	9	4
	$+3$	-3	$+6$	-6	$+2$	-2	$+8$	-8	$+4$	-4	$+5$
	$\frac{9}{-5}$	$\frac{7}{+3}$	$\frac{10}{-3}$	$\frac{3}{+7}$	$\frac{10}{-7}$	$\frac{6}{+4}$	$\frac{10}{-4}$	$\frac{4}{+6}$	$\frac{10}{-6}$		

It is advisable to postpone the zero combinations until the others have been completed, then teach them as a group.

Set 6.	1	1	0	1	2	2	0	2	3	3	0
	-0	$+0$	$+1$	-1	-0	$+0$	$+2$	-2	-0	$+0$	$+3$
	$\frac{3}{-3}$	$\frac{4}{-0}$	$\frac{4}{+0}$	$\frac{0}{+4}$	$\frac{4}{-4}$	$\frac{5}{-0}$	$\frac{5}{+0}$	$\frac{0}{+5}$	$\frac{5}{-5}$	$\frac{6}{-0}$	$\frac{6}{+0}$
	$\frac{0}{+6}$	$\frac{6}{-6}$	$\frac{7}{-0}$	$\frac{7}{+0}$	$\frac{0}{+7}$	$\frac{7}{-7}$	$\frac{8}{-0}$	$\frac{8}{+0}$	$\frac{0}{+8}$	$\frac{8}{-8}$	$\frac{9}{-0}$
	$\frac{9}{+0}$	$\frac{0}{+9}$	$\frac{9}{-9}$	$\frac{0}{-0}$	$\frac{0}{+0}$						

Emphasize that subtraction may be expressed in three different ways: six take away two leaves four; two and how many make six; the difference between two and six.

Fractions

Develop the idea of whole and half. Explain that a whole is *all* of anything. Teach half as one of the two *equal* parts of a thing.

Measurement

1. Review the foot, quart, and pint, and teach half-pint.
2. Teach inch, yard, and pound.
3. Draw lines in books and mark in inches; draw longer lines on blackboard and mark in feet and yards.
4. Measure pencils, books, walls, doors, windows, and desks.
5. Recognize coins and know the purchasing value of 1c, 5c, 10c, 25c, 50c, \$1.00.
6. Reading and writing prices on toys in the toy store.
7. Review postage stamps: 1c, 2c, 3c, 6c (air mail).

Problems

1. Develop ability to think through a one-step problem.
2. Problems at first should be oral.
3. The vocabulary of the problem should be simple language to which the pupil is accustomed. An element of interest in the problem is essential.
4. The numbers should be small and should deal with facts with which the child is fairly familiar so that the child may think of the problem rather than the difficulty of the combination involved. Example: What is the score in a game when one partner makes 4 points and the other makes 3? (Bean-bag games, for example.)

UNIT TWO**Notation and Numeration**

1. Read numbers from 50 to 100 and write numbers in figures from 50 to 100, e.g., finding pages in books, writing and reading answers to questions, counting money, writing amounts of money, reading and writing prices of books, toys, groceries. (Brighter pupils may learn to read and write numbers to 1,000.)
2. Read and write numbers in words to thirty, e.g., writing amounts of money in words—five cents, eight cents, ten cents, twelve cents, fifteen cents, twenty-five cents, thirty cents; reading simple problems with numbers written in words. Writing words when numbers are given. Reading words and writing numbers.

Addition and Subtraction

1. Develop control over higher decade addition without bridging:

$$\begin{array}{r} 5 \quad 6 \quad 8 \\ 34 \quad 42 \quad 31 \\ \hline \end{array}$$

We know that 34 means 3 tens and 4; 42 means 4 tens and 2; 31 means 3 tens and 1. When the pupil knows that 4 and 5 are 9, he will also know that $14+5=19$, etc.

Similarly we have

$$\begin{array}{r} 2 \quad 2 \quad 2 \quad 2 \\ 37 \quad 47 \quad 67 \quad 87 \\ \hline \end{array}$$

The tens in the sum are the same as the tens in the original number. In every case there is the combination 7 and 2 are 9 and the tens do not change.

2. Develop the ability to add single columns to the sum of 9, and two columns with no carrying:

$$\begin{array}{r} 4 \quad 43 \\ 1 \quad 5 \\ 2 \quad 41 \\ \hline \end{array}$$

3. Develop ability to subtract two-figure subtrahends from two-figure minuends with no borrowing. Establish the habit of beginning to work from the right:

$$\begin{array}{r} 66 \quad 76 \quad 96 \\ -26 \quad -73 \quad -30 \\ \hline \end{array}$$

Brighter pupils may learn to add and subtract three or more columns of figures.

Fractions

The idea of $\frac{1}{2}$ and $\frac{1}{4}$ developed. Cut apples, paper, candy, cake, pie, etc., into 3 or 4 equal parts. Find quarter-hours on the clock. How many quarters in a dollar?

Measurement

1. Reading and writing of sums of money to \$1.00 and developing ability to make change. Making change should be done by addition, not subtraction. Reading and writing price tags on things in a toy store; prices from catalogues, advertising sections in a newspaper; etc.
2. A day is made up of day and night. Learn that a day and a night together equal 24 hours. One week equals 7 days; name the days.
3. Review time in hours and half-hours. Learn to tell the time in five-minute intervals.
4. Learn the names of the months. How many months in a year?

Problems

Varied and numerous problems involving simple addition and subtraction. Develop ability to make original problems.

GAMES

It: All pupils except one who is "it" are arranged in a circle. Each pupil in the circle is given a number card, not greater than 10, the same number being given to two pupils. The pupil who is "it" takes his place in the centre and announces a combination as 6 and 4. The two pupils who have number 10 exchange places and the pupil who is "it" tries to get the place of one of them. If he is successful the one displaced becomes "it". If he is unsuccessful he announces another combination.

Fox and Geese: The fox stands in the centre of a circle of geese. He calls on a goose by name and announces a combination. If the sum or the difference is not given correctly the goose is caught and joins the fox. Then another goose is named and another combination is called. A goose who has been caught may escape to the circle by giving a correct answer when the fox accepts a wrong answer or he may be allowed to return to the circle by giving any answer before the goose called upon can give it, in which case the goose called upon is caught.

The Guessing Game: Teacher—I am thinking of two numbers which make ten, Ruth.

Ruth—Are you thinking of 7 and 3?

Teacher—No, I'm not thinking of 7 and 3, Mildred.

Mildred—Are you thinking of 4 and 6?

Teacher—No, I am thinking of two numbers which make ten, Betty.

Betty—Are you thinking of 9 and 1?

Teacher—Yes, I am thinking of 9 and 1. Betty takes the teacher's place and the game proceeds.

Stepping Stones: Draw a stream with stepping stones so arranged that there are several different routes from one shore to the other. Each stone will have a combination written on it. Children choose routes and cross the stream by answering the combinations on the stones, being cautioned not to fall into the water by making a mistake. Children at their seats watch for mistakes. Variation—Choose two teams. Use also ladders or circular race track.

Bean-bag Game: Mark on the floor twenty large squares in four rows, of five each (or the number of combinations which you wish to use). In each square write one of the combinations. Each pupil has three throws with the bean bag. He must give the answer to the combination in the square upon which the bean-bag falls. If he gives the right answer, he scores one point. The pupils may or may not choose sides. The game may be played by drawing the figure on the blackboard. Have a child blindfolded. Have a second child take him to the board. The child with eyes covered touches one of the squares. The child who takes him to the board tells him the combination he has touched and asks him to give the answer. This is done three times. The score is the number of combinations that are answered correctly.

Ball Game: Have nine pupils form a circle. Give each one a number. The teacher calls a combination, such as 4 and 3, and at the same time bounces a rubber ball in the circle. The pupil who has the number 7 runs out to catch the ball. If the pupil who has the number that is the answer to a combination given does not catch the ball, he must take his seat and another pupil is chosen to take his place.

Baseball: Draw on the blackboard a figure to represent a baseball diamond. Write several numbers, three or four, at each base and one number on the pitcher's box. Two children choose sides. The teacher points to the number in the pitcher's box and to one of the numbers at first base. The pupil at bat must give the sum of those two numbers. The same thing is done for each of the other three bases. If the pupil does not miss any of the answers, he makes a score. If he misses any of them he is out. After three outs the sides change.

Climbing the Mountains: Write the combinations on the blackboard, each with one missing part. Arrange them in irregular order, the harder combinations representing the more dangerous places. The pupil climbs the mountain by giving the missing parts in each combination, beginning at the bottom.

Telephone: Give each pupil a number. The teacher says, "I am calling 2 and 4," or any other combination. The one who has the number 6 answers, "This is 6." The game continues in this way.

Card Game: Have cards prepared, each with a combination. The pupils choose sides. The teacher or one of the pupils presents a card to the first pupil on one team. If he gives the correct answer, he gets the card; if not, the first pupil on the other side is asked for the answer. The second pupil on the first side is asked the next combination, and so on. The side that has more cards wins the game.

GRADE III

Objectives

1. To secure accurate, automatic response in the use of the addition, subtraction, multiplication, and division combinations as required in this grade.
2. To extend skill in counting. Counting by 100's to 1,000, and by 1,000's to 2,000.

3. To teach reading of numbers to 10,000, and writing of numbers to 1,000, in figures only. Reading and writing of Roman numerals to XX.
4. To develop skill in higher decade and column addition with and without bridging, and subtraction with and without borrowing.
5. To introduce multiplication by one-figure multipliers with and without carrying, and division by one-figure divisors without carrying or remainders.
6. To teach additional units of measurement as set forth for this grade.
7. To increase the pupil's ability to solve simple one-step problems and to develop ability in solving problems involving two arithmetical processes.
8. To strengthen habits of neatness, accuracy, and checking work.

At the beginning of the term the teacher should take an inventory of what the children know, understand, and can do. This inventory should be an individual affair. Marked differences will be found. Each pupil should begin where he is, not where the teacher thinks he should be.

Vocabulary

The teacher should make provision for frequent use of the words listed for grades I and II so that they may become incorporated in the permanent vocabulary of each pupil. New words will be added to the pupils' vocabulary as they are required in connection with classroom activities.

Suggested Activities

1. Planning a school picnic.
2. Planning a party.
3. Planning a trip; expenditures for gasoline, meals, etc.
4. Playing number games giving practice in the fundamentals of the various operations.
5. Ordering from a catalogue.
6. Earning and spending money. Planning Christmas expenditures, etc.
7. Comparing heights and weights, finding difference in inches between the tallest and the shortest, the difference in weight between the lightest and the heaviest, etc.
8. Comparing the cost of a new outfit of clothing for a boy and a girl.
9. Making an inventory of various articles and materials in the schoolroom.
10. Making a birthday book containing dates of birthdays of pupils in the room.
11. Building boats, airplanes, doll houses, toy stores, etc.
12. Use of flash cards to drill number facts.
13. Estimating the distance of each child's house from the school.
14. Recording temperature indoors and out.
15. Computing postage for a number of letters.
16. Keeping scores for games and contests.
17. Keeping height and weight charts.
18. Buying postage stamps.

Further activities are provided through the use of games.

UNIT ONE

Notation and Numeration

1. Review counting by 1's, 2's, 5's, 10's to 100.
2. Teach counting by 100's to 1,000.
3. Reading and writing of numbers of pages and chapters in books, of house numbers, of numbers on thermometers, calendars, mileage sign posts, height and weight charts, etc.
4. Teach correct form of reading numbers, e.g., four hundred twenty-eight, *not* four hundred and twenty-eight.
5. Explain meaning of units, tens, hundreds, e.g., 756 means 7 hundreds, 5 tens, and 6 units.
6. Review use of ordinals to tenth.

Addition and Subtraction

1. Review thoroughly addition and subtraction combinations of grade II.
2. Teach the addition and subtraction combinations from 11 to 18 in order of their difficulty and simultaneously.
3. Recognition should be made instantaneously and *without counting*. If a pupil does not know an answer he should be told and then given drill on the combination, both orally and in writing.
4. Drill on combinations should be motivated by games, flash cards, etc.
5. Each combination should appear frequently.
6. Periodic tests should make sure that each child's difficulties are known. Individual records of errors should be kept; these should be the basis of subsequent drill.
7. Pupils should be given individual attention on the combinations which they have not mastered.

Multiplication and Division

1. Multiplication facts should be taught in order of difficulty as indicated below:

2×1	$2 \div 1$	1×2	$2 \div 2$
2×2	$4 \div 2$		
1×7	$7 \div 7$	7×1	$7 \div 1$
3×1	$3 \div 3$	1×3	$3 \div 1$
6×1	$6 \div 6$	1×6	$6 \div 1$
5×1	$5 \div 5$	1×5	$5 \div 1$
5×2	$10 \div 2$	2×5	$10 \div 5$
1×8	$8 \div 8$	8×1	$8 \div 1$
4×1	$4 \div 1$	1×4	$4 \div 4$
2×6	$12 \div 6$	6×2	$12 \div 2$
1×9	$9 \div 9$	9×1	$9 \div 1$
8×2	$16 \div 2$	2×8	$16 \div 8$
2×3	$6 \div 3$	3×2	$6 \div 2$
7×2	$14 \div 2$	2×7	$14 \div 7$
2×9	$18 \div 9$	9×2	$18 \div 2$
3×3	$9 \div 3$		
4×2	$8 \div 2$	2×4	$8 \div 4$
5×3	$15 \div 3$	3×5	$15 \div 5$

2. Teach each multiplication fact and the corresponding division fact at the same time.

3. Each group of multiplication and division facts should be taught separately, not in table form.
4. A number times zero should be taught in grade III, but not zero times a number, e.g., 4×0 but not 0×4 .

Measurement

1. Review measures taught in grades I and II.
2. Use of the calendar. Make a calendar for each month.
3. Teach mile. Discuss distance rural children live from school, from town, from friends, from city. Distance between roads; length of farm often measured in miles or half miles.
4. Review inch and teach $\frac{1}{2}$ inch and $\frac{1}{4}$ inch. Pupils should measure books, desks, construction paper, margins in books, lines to print on.
5. Review pint and quart. Teach gallon, and teach $\frac{1}{2}$ gallon as 2 quarts. A pint is what part of a quart? A quart is what part of a gallon? Refer to measurement of milk, water, lemonade, gasoline, oil.

Problems

1. Simple one-step problems. In exercises involving problems, all processes and all measures that have been taught should be used.
2. Problems should be real, involving actual or at least possible experiences of the children.
3. Problems should be interesting and expressed in easily understood language.
4. The following procedure is suggested:
 - (a) Have problems read silently and with understanding.
 - (b) Have pupil ask himself, "What am I to find out? What am I told? How shall I find it out: add, subtract, multiply or divide? About what shall the answer be?" Check the result.
Example: Frank is 8 years old. His father is 34 years old. Frank is how many years younger than his father? Addition? Subtraction? Answer?
5. In problem solving children should be taught to think and should be given time to think.

Activities

The teacher should note that the activities already suggested are intended to relate to the work of every month of the year. A number of them will naturally be used in connection with Unit One. The teacher should introduce additional activities of special interest and significance in the local community.

UNIT TWO

Notation and Numeration

1. Reading numbers to 10,000;
2. Writing numbers to 1,000 in figures only;
3. Writing numbers from dictation;
4. Reading telephone numbers and automobile plates.

Addition and Subtraction

1. Teach adding by endings. Carrying the combinations to higher decades is referred to as adding by endings. We must provide adequate practice in making this transfer.

2. There are two classes of higher decade additions:

- (a) Those with no bridging of 10's, e.g.,
$$\begin{array}{r} 8 \quad 6 \\ 31 \quad 42 \\ \hline \end{array}$$

(See grade II course.)

- (b) Those with bridging of a "ten" where the addition brings the sum to one decade higher than the "tens" addend, e.g.,
$$\begin{array}{r} 9 \quad 8 \\ 24 \quad 46 \\ \hline \end{array}$$

3. Higher decade addition is very important but it should not be presented as a set of new combinations but as an extension of corresponding facts in the basic combinations. It should not be regarded as carrying. After a child has mastered 8 and 7 he should be taught
$$\begin{array}{r} 8 \quad 8 \quad 7 \quad 7 \\ 17 \quad 57 \quad 38 \quad 68 \\ \hline \end{array}$$

4. Teach column addition. Start with the simplest forms involving no bridging and carry on to higher forms involving bridging.

Type 1	Type 2	Type 3	Type 4	Type 5	Type 6	Type 7
$\begin{array}{r} 2 \\ 4 \quad 7 \\ 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 8 \\ 5 \quad 7 \\ 2 \\ \hline 15 \end{array}$	$\begin{array}{r} 4 \\ 5 \quad 12 \\ 7 \\ \hline 16 \end{array}$	$\begin{array}{r} 9 \\ 7 \quad 15 \\ 8 \\ \hline 24 \end{array}$	$\begin{array}{r} 4 \\ 7 \quad 19 \\ 3 \quad 12 \\ 9 \\ \hline 23 \end{array}$	$\begin{array}{r} 8 \\ 7 \quad 23 \\ 7 \quad 16 \\ 6 \quad 19 \\ 3 \\ \hline 31 \end{array}$	$\begin{array}{r} 9 \\ 7 \quad 26 \\ 2 \quad 19 \\ 8 \quad 17 \\ 7 \quad 19 \\ 2 \\ \hline 35 \end{array}$

5. Carrying in addition. The essential skills involved in carrying are:

- (a) Knowing what number to write in the sum.
(b) Knowing what number to carry.

Type 1 Carrying in units place:
$$\begin{array}{r} 28 \\ 45 \\ \hline \end{array}$$

Type 2 Carrying in tens place:
$$\begin{array}{r} 253 \\ 381 \\ \hline \end{array}$$

Type 3 Carrying in units and tens:
$$\begin{array}{r} 467 \\ 254 \\ \hline \end{array}$$

Type 4 Carrying in alternate places:
$$\begin{array}{r} 2473 \\ 4719 \\ \hline \end{array}$$

6. Subtraction without borrowing.

Type 1 Simple subtraction:
$$\begin{array}{r} 75 \\ 32 \\ \hline \end{array}$$

Type 2 Where units figure is zero:
$$\begin{array}{r} 58 \\ 28 \\ \hline \end{array}$$

Type 3 Where tens figure is zero and need not be written or the hundreds figure is zero: 78 498

$$\begin{array}{r} 72 \\ 6 \end{array} \quad \begin{array}{r} 493 \\ 5 \end{array}$$

Type 4 Subtracting units only: 85 478

$$\begin{array}{r} 4 \\ 6 \end{array}$$

Type 5 Where units and tens are taken from units, tens, and hundreds: 175 Note 17-8 is the new process.

$$\begin{array}{r} 83 \\ \hline \end{array}$$

Multiplication and Division

- Continue the teaching of the multiplication facts as outlined on page 244, and in addition teach the facts to 4×9 , and the corresponding division facts.
- Multiplying two- and three-figure multiplicands by one-figure multipliers with no carrying.

$$\begin{array}{r} 12 \\ 2 \end{array} \quad \begin{array}{r} 123 \\ 2 \end{array} \quad \begin{array}{r} 634 \\ 2 \end{array} \quad \begin{array}{r} 63 \\ 3 \end{array} \quad \begin{array}{r} 523 \\ 3 \end{array} \quad \begin{array}{r} 432 \\ 3 \end{array}$$

- Dividing with no carrying and no remainders:

$$2 \overline{)64} \quad 3 \overline{)96} \quad 4 \overline{)484} \quad 2 \overline{)6284} \quad 3 \overline{)126} \quad 4 \overline{)248} \quad 3 \overline{)159}$$

- Division facts may be represented in fractional form:

$$\frac{1}{2} \text{ of } 6 \quad \frac{1}{2} \text{ of } 12 \quad \frac{1}{3} \text{ of } 27 \quad \frac{1}{4} \text{ of } 32$$

Measurement

- Teach $\frac{1}{2}$ pound, $\frac{1}{4}$ pound. Have children make blocks or packages to illustrate these weights.
- Teach dozen and $\frac{1}{2}$ dozen. Count eggs, biscuits, fruits, etc.
- Telling time to the nearest 5 minute period. Draw clock faces and indicate time with moveable hands. Make sundial.

Problems

Varied and numerous problems based on addition, subtraction, multiplication, and division.

UNIT THREE

Notation and Numeration

- Reading and writing Roman numerals to XX;
- Reading chapters of a book, numbers on a clock, grades, etc.

Addition and Subtraction

- Two and three column addition with carrying:

(a) Adding two and three columns of 4 and 5 numbers each:

$$\begin{array}{r} 32 \\ 45 \\ 32 \\ 26 \\ \hline \end{array} \quad \begin{array}{r} 214 \\ 547 \\ 325 \\ 663 \\ \hline \end{array} \quad \begin{array}{r} 38 \\ 72 \\ 46 \\ 54 \\ 33 \\ \hline \end{array}$$

(b) Carrying into a vacant place:
$$\begin{array}{r} 496 \quad 584 \\ \quad 4 \quad 68 \\ \hline \quad \quad 2 \end{array}$$

(c) Zero difficulties, e.g.
$$\begin{array}{r} 0 \\ 8 \\ \hline \end{array}$$
 Here the pupil confuses $8 \div 0$ and 8×0 .

Carrying into zero:

$$\begin{array}{r} 506 \quad 408 \\ 208 \quad 307 \\ \hline \quad 503 \\ \hline \end{array}$$

Adding tens and hundreds:

$$\begin{array}{r} 40 \quad 900 \\ 30 \quad 700 \\ 60 \quad 500 \\ 90 \\ \hline \end{array}$$

2. Subtraction:

(a) Borrowing in units place:
$$\begin{array}{r} 85 \quad 853 \\ 38 \quad 217 \\ \hline \end{array}$$

(b) Subtracting with a blank space:
$$\begin{array}{r} 63 \quad 542 \\ 9 \quad 8 \\ \hline \end{array}$$

(c) Borrowing in tens place:
$$\begin{array}{r} 618 \\ 365 \\ \hline \end{array}$$

(d) Borrowing in units and tens places:
$$\begin{array}{r} 873 \\ 396 \\ \hline \end{array}$$

(e) Zero in subtrahend or minuend:

(1) Without borrowing:
$$\begin{array}{r} 65 \quad 800 \quad 407 \\ 20 \quad 500 \quad 104 \\ \hline \end{array}$$

(2) With borrowing in units place:
$$\begin{array}{r} 60 \\ 47 \\ \hline \end{array}$$

(3) With borrowing in tens place:
$$\begin{array}{r} 708 \\ 495 \\ \hline \end{array}$$

(4) With borrowing in tens and units places:
$$\begin{array}{r} 700 \\ 385 \\ \hline \end{array}$$

(5) Blank space:
$$\begin{array}{r} 306 \\ 38 \\ \hline \end{array}$$

(6) Double zero:
$$\begin{array}{r} 800 \\ 208 \\ \hline \end{array}$$

Multiplication and Division

Teach multiplying of two- and three-figure multiplicands by one-figure multipliers *with carrying*.

Review division as in Units One and Two.

Measurement

1. Teach how many dimes, nickels, cents in a dollar. Express 10 coppers as nickels, 6 nickels as dimes, etc.
2. Easy reduction of yards to feet.
3. Reduction of gallons to quarts, quarts to pints.

Problems

Continuation of one-step problems using more difficult facts.

UNIT FOUR

In a review the aim should be to have *each pupil drill on the particular items which he has not fully mastered*. It will be absolutely necessary to test pupils individually and list for each child his particular requirements. Diagnostic and remedial procedure will characterize each day's work.

A very good plan is to have cards on which are expressed basic number facts, typical examples of adding by endings, facts regarding measures, etc. As each child is tested individually the cards can be sorted into two piles, "known" and "not known". The teacher should include in his tests all important items covered in the courses for grades II and III.

Another very good plan is to give individual oral tests to pupils on sets of facts suggested below, keeping for each pupil his *individual list of difficulties*.

The essential requirement is that both the diagnosis and the subsequent drill be fully individualized. The activities and games listed herein will be found valuable in maintaining interest in the necessary remedial procedures.

Each set should be used for diagnostic and remedial purposes shortly after the corresponding part of the year's work is completed and again in the later part of the year. The teacher should make up additional sets of tests.

NOTE: Each child should be tested several times on the same material, with considerable intervals of time between the tests. The *child's individual list of difficulties should be revised* at each test.

The teacher should provide diagnostic tests as follows:

Easy addition facts, 1 to 10;

Easy subtraction facts;

More difficult addition facts, 11 to 18;

More difficult subtraction facts;

Adding by endings without bridging, e.g.,

$$\begin{array}{r} 2 \\ +44 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +83 \\ \hline \end{array}$$

Adding by endings with bridging, e.g.,

$$\begin{array}{r} 4 \\ +36 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +99 \\ \hline \end{array}$$

Multiplication facts, e.g.,

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

Division facts, e.g., $3 \overline{)15}$ $9 \overline{)36}$

Additional Diagnostic Tests

Addition

Set I.

18	4	5	9	18
7	6	1	6	21
<hr/>	18	5	2	<hr/>
			1	
753	5,241	13	342	30
236	4,537	21	104	20
<hr/>	<hr/>	42	452	<hr/>

204	81	7,104	46	304
301	26	2,060	3	72
203	32		30	3

58	627	3,965	5,248	4,953
24	258	3,714	2,396	7,638

Set II.

8,564	68	337	162	957
1,987	47	406	360	777
	53	238	407	995

3,926	807	926	298	399
2,518	508	565	46	7
6,029	808	409	785	607

\$.01	\$.60	\$.25	\$1.65	\$4.89
.04	.40	.54	2.64	.26
.03	.20	.72	6.55	8.08

Subtraction

Set I.

9	15	47	64	798
4	7	3	21	653

8	27	367	70	805
8	7	101	40	202

77	686	869	774	793
72	683	22	414	593

Set II.

73	494	868	729	921
8	49	539	456	656

6,472	523	180	909	802
4,753	195	2	727	618

4,001	9,200	574	4,981	8,043
2,883	3,373	108	3,008	7,606

Multiplication

7	23	20	71	812
4	3	4	3	4

340	301	400	2,010	304
2	5	3	6	7

14	87	615	851	657
7	3	4	2	4

GAMES AND DRILLS

Clock Drill: Around the inside of a circle on the blackboard place numbers 2 to 9 in irregular order. By placing various numbers, e.g., $4+$, $6+$, $7+$, in the centre, drills suitable for oral blackboard work may be arranged. After the basic addition combinations and facts are learned, practice in adding by endings may be given by placing in the centre such numbers as $12+$, $22+$, etc. Use also for subtraction and multiplication.

Ladder Drill: Upon the rungs of a ladder on the blackboard, place numbers 2 to 9 in irregular sequence. The number to be added or subtracted is placed at the side of the ladder. Individual practice, speed tests, and oral drills may be provided for.

Flash Card Drill: Prepare flash cards on number facts studied. Divide the class into two teams, A and B. Flash a number card. Two players at a time compete. If the first player in the A team wins, he retires to the end of the line and a second player takes his place. The first player on the B team then tries again. If he loses again, both he and the second A player go to the end of the A line. This gives the slower pupils a second chance. The team wins which has the more players after each pupil has had an opportunity to answer. Then the teams may be re-arranged and compete again.

Stair Drill: A number combination is placed on each step of a stairs drawn on the blackboard. The pupil climbs the stairs by giving the answers quickly. A burning house may be placed at the top of the stairs, and the pupil imagines himself to be a fireman trying to reach the fire.

Hunting Wild Geese: Numbers are placed on the blackboard in a V-shape. The number at the point of the V is to be added or subtracted from the others. To be a good hunter, the pupil must bring down a goose with each shot.

Seat Work: An apple tree is drawn on a piece of paper. Slits are cut in the tree in which to insert apples. On the tree trunk is placed a number. Apples bearing various addition combinations are given to the pupil, who will select and insert in the openings the combinations whose sums are the number on the tree trunk. Subtraction, multiplication, and division facts may be reviewed in a similar manner. A canoe and passengers, a house and bricks, etc., offer variations.

GRADE IV

Objectives

1. A careful, systematic diagnostic review of the processes covered in grades II and III, with necessary remedial treatment. Diagnosis and remedial procedures should be continued, at intervals, throughout the year, especially before taking a forward step in any process.
2. Extension of subtraction to include five-figure numbers, borrowing in three columns introducing zero difficulties.
3. Multiplication extended to examples involving four-figure multiplicands and three-figure multipliers.
4. Division involving dividends of three to five figures and one-figure divisors.
5. Notation extended to reading and writing numbers of six digits. Roman numbers to L.
6. Measurement—the common units of time, weight, length, and capacity.
7. Fractions extended to include those with numerators other than unity. Simple reduction.
8. The solution of problems.
9. Strengthening habits of neatness, accuracy, and of checking work.

UNIT ONE

Addition

1. Diagnosis of individual weaknesses in 100 addition facts with individual drill. Diagnosis of individual weaknesses in the higher decade addition facts to $99+9$ (with and without bridging), with individual drill.
2. Addition of two-figure numbers with carrying; five and six addends.
3. Addition of four-figure numbers with carrying; two addends.

Subtraction

1. Diagnosis of individual weaknesses in 100 subtraction facts, with individual drill.
2. Examples should be limited to four-figure numbers, with borrowing in two consecutive columns and in two columns not consecutive. It is suggested that the borrowing method be used, example: 692

$$\begin{array}{r} 692 \\ - 37 \\ \hline \end{array}$$

7 cannot be taken from 2; borrow a 10 from the tens digit, which leaves it as the figure 8.

Multiplication and Division

1. Review those multiplication facts already taught in grade III. Teach the remaining multiplication facts in problem situations. Avoid serial memorization of multiplication facts.
2. Correlate multiplication and division as each new combination is presented. Teach each set of combinations as a unit as: $5 \times 2 = 10$; $2 \times 5 = 10$; 5; 2. Deal with each of these four ways of expressing the $2 \overline{)10}$ $5 \overline{)10}$ following facts, taking them in order of difficulty as listed: 5×6 , 6×6 , 5×7 , 5×9 , 6×8 , 5×8 , 6×7 , 7×7 , 6×9 , 7×9 , 7×8 , 9×9 , 8×8 , 8×9 .
3. Teach the basic multiplication facts involving zero, both a number times zero and the reverse order.

For memorizing the one hundred multiplication facts much practice will be necessary. In this it is essential to individualize the efforts of pupils so that each pupil will be working only on what he does not know. The unknown facts will of course be different for the various pupils.

For this purpose a good plan is to have the facts recorded on cards, one fact to a card, answer on one side only. A pupil can then be tested either by the teacher or by a fellow pupil and the cards sorted into "known" and "unknown". The ladder drill, the circle drill, and others should be used for variety with a view to maintaining interest. Frequent illustrations within the pupils' experience should be used to keep them reminded of the meanings involved.

4. The 100 multiplication facts will be used in examples involving multipliers of from two to four figures and multipliers of one figure. The various difficulties should be introduced one by one in a series of carefully graded steps. The following order is suggested:

$$\begin{array}{r} 314 \quad 231 \\ \text{(a) No carrying: } \times 2 \quad \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 613 \quad 812 \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b) No carrying; last multiplication gives result over 9: } \times 2 \quad \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \quad 116 \\ \text{(c) Carrying in one place: } \times 2 \quad \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \quad 221 \\ \text{(d) Steps (b) and (c) combined: } \times 4 \quad \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 430 \quad 710 \\ \text{(e) Terminal zero: } \times 4 \quad \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 501 \quad 304 \\ \text{(f) Middle zero, no carrying: } \times 4 \quad \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 706 \quad 304 \\ \text{(g) Middle zero, and carrying: } \times 3 \quad \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 357 \\ \text{(h) Successive carrying: } \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 400 \\ \text{(i) Two terminal zeros: } \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 306 \\ \text{(j) Middle zero, carrying more than 1: } \times 4 \\ \hline \end{array}$$

5. Division by one-digit numbers. Note that all work in division should be done by the long division form.

6. Pupils should move gradually from one step to another as outlined below:

(a) Primary division facts as $6 \overline{)42}$. Correlate with multiplication. Use separate card for each individual fact as indicated for multiplication facts. Have each pupil concentrate on the facts he does not know.

(b) Examples having two-digit and three-digit quotients, no carrying.

(1) Divisor contained exactly in first digit of dividend:

$$3 \overline{)69}, 2 \overline{)486}.$$

(2) Divisor contained exactly in first two digits: $3 \overline{)126}, 4 \overline{)2484}.$

(c) Primary facts with remainders: $2 \overline{)17}, 6 \overline{)53}.$

(d) Carrying but no remainders:

(1) Two digit quotients: $6 \overline{)84}, 4 \overline{)172}.$

(2) Three digit quotients:

$$\text{Carrying in first step only: } 5 \overline{)3755}, 7 \overline{)3157}.$$

$$\text{Carrying in second step only: } 8 \overline{)1696}, 3 \overline{)1575}.$$

$$\text{Carrying in both steps as: } 4 \overline{)2532}, 9 \overline{)3753}.$$

Notation

1. Roman numerals to L: chapters, volumes of books, clocks, etc.

2. Arabic: Reading and writing numbers to six digits. See *Canada Year Book, Canada 1942, Canada 1943*, etc., for numbers: populations, acreages, industrial production, etc. Refer to size of armies, ship tonnages, flying range, gasoline consumption, etc. Avoid use of "and" in reading numbers. Example, 198 should be read one hundred ninety-eight.

Measurement

1. Measuring and estimating in inches, feet, yards, and miles; pints, quarts, gallons.
2. Relationships of inches, feet, yards, and miles; pints, quarts, gallons, and the expression of these in table form with abbreviations.
3. Reduction involving any two consecutive denominations, e.g., feet to inches, etc. (omit the mile); quarts to pints, pints to quarts, gallons and quarts to quarts, quarts to gallons and quarts, etc.
4. Perimeter of squares and rectangles in which dimensions are expressed in only one denomination.

Fractions

The illustrative material which is used in building up the fraction concept should be within the realm of the children's experiences. If the material is concrete, if it pertains to their activities at home, at play, and at school, and if it is properly handled by the teacher, it is probable that the children will find their experiences with fractions interesting and that they will grow steadily in their understanding of the subject.

Many questions which require answers in terms of fractions can be framed from the children's experiences with measures. The teacher should remember that the pupil must have many experiences with fractions and that these experiences must extend over a long period of time before the operations with fractions are undertaken. The pupil's understanding of fractions grows slowly. He passes from one stage to another as he grows in his understanding of the subject but at no stage does he know fully the meaning of fractions. If each experience and each stage find him with a better grasp of the subject, progress is being made, but we must expect progress to come slowly and gradually.

The following are typical of the rich and wide variety which is possible: A pint is what part of a quart? A cup is what part of a pint? A cup is what part of a quart? A quart is what part of a gallon? What part of a bushel is a peck? What part of a foot is an inch?

Discussion in this unit should be limited to fractions that have one as the numerator. The following should be taken up: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, $\frac{1}{32}$, $\frac{1}{64}$, $\frac{1}{128}$.

Formal definitions should be avoided.

The idea $\frac{1}{2}$ should be grasped by use of concrete materials such as a paper folded in two, apples cut in two, etc. Proceed then to the division of rectangles and circles into equal parts.

UNIT TWO

Addition

1. Diagnosis of individual difficulties with facts reviewed and taught in Unit I. Further review and drill as the need is indicated.
2. Addition of three-figure numbers with carrying; four and five addends.
3. Addition of two-figure numbers with carrying; seven and eight addends.
4. Single column addition; eight and nine addends.

14
7
—
5. Within the above limits, introduce column addition with gaps:

364
—
6. Examples given in sequence as well as in columns: $308 + 14 + 38 + 7 =$

Subtraction

1. Diagnosis of individual difficulties with facts reviewed and taught in Unit I. Further review and drill as the need is indicated.
2. In further development of subtraction limit examples to five-figure numbers with borrowing in three consecutive columns.
3. Introduce zero difficulties and empty spaces. Note the gradation in the following examples:

(a) Zero in first column:
$$\begin{array}{r} 430 \quad 728 \\ -216 \quad -140 \\ \hline \end{array}$$

(b) Zero in second column:
$$\begin{array}{r} 706 \quad 563 \\ -184 \quad -304 \\ \hline \end{array}$$

(c) Zero in first two columns:
$$\begin{array}{r} 700 \quad 618 \\ -593 \quad -300 \\ \hline \end{array}$$

(d) Empty space in subtrahend:
$$\begin{array}{r} 453 \\ -21 \\ \hline \end{array}$$

(e) Empty space in subtrahend and zero in minuend:
$$\begin{array}{r} 603 \\ -48 \\ \hline \end{array}$$

4. Examples stated in a line as well as in column: $458-179=$

Multiplication and Division

1. Diagnosis of individual difficulties with basic multiplication and division facts reviewed and taught in Unit I. Further review and drill as the need is indicated. Continue to teach and review each combination as a unit.
2. Extend multiplication to four figures in multiplicand and three figures in multiplier. The following gradation is suggested:

- (a) multiply by 10;
- (b) multiply by 20, 30, 40, ..., 90;
- (c) multiply by 13, 14, 15;
- (d) multiply by multipliers of two figures such as 21, 22, 23, 31, 32, 33, with no figure above 5;
- (e) multiply by any two-place number;
- (f) multiply by three-place numbers.

In dealing with three-place multipliers care should be taken to include all of the following types of difficulty:

$$\begin{array}{r} 204 \quad 270 \quad 378 \quad 2700 \quad 324 \quad 3006 \quad 3268 \quad 308 \\ \hline 236 \quad 452 \quad 450 \quad 270 \quad 406 \quad 1347 \quad 3006 \quad 406 \end{array}$$

When a pupil makes a mistake in multiplication he should be given practice immediately, involving the difficulty that led to the mistake.

3. Division involving carrying with and without remainders:

$$6\overline{)84}, \quad 6\overline{)86}, \quad 4\overline{)176}, \quad 4\overline{)175}, \quad 5\overline{)3755}, \quad 5\overline{)3757}$$

4. Zeros in quotient without and with remainders:

(a) At end of quotient, as $4\overline{)40}, \quad 5\overline{)750}, \quad 3\overline{)320}, \quad 8\overline{)26430}.$
 (b) In midst of quotient, as $6\overline{)1206}, \quad 4\overline{)1612}, \quad 9\overline{)5419}, \quad 8\overline{)3218}.$

NOTE: (a) In this grade, use only one-digit divisor, up to five-digit dividend.

(b) Have pupils make a practice of checking division by multiplication.

5. Introduce concept of fractions in relation to division as $10 \div 5 = \frac{1}{5}$ of 10; $10 \div 2 = \frac{1}{2}$ of 10, etc. Include only such fractions as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, $\frac{1}{32}$, $\frac{1}{64}$.

After fractions have been studied as such, extend this fraction-division relationship to limits suggested in section on fractions.

NOTE: The long division ladder may be used in self-competition and group competition. Vary the numbers used so as to include all the types and gradations of difficulty outlined in units I and II.

$$4. \quad 9358 \div 6$$

$$3. \quad 407 \div 8$$

$$2. \quad 56 \div 7$$

$$1. \quad 9 \div 4$$

Extend ladder to 10 rungs with limits of five-digit dividend and one-digit divisor.

Notation

Diagnostic review of material in Unit I. Further application and practice.

Measurement

1. Diagnostic review of Unit I.

2. Measurement of weight:

- (a) Concept of the weight of the pound and of the ounce.
- (b) Articles purchased by the ounce and pound for the home.
- (c) Estimating weight of objects in ounces, half-pounds, and pounds.
- (d) Relationships of ounces and pounds, and expression of these in table form with abbreviations.
- (e) Reduction of pounds or pounds and ounces to ounces, and of ounces to pounds or pounds and ounces.

3. Measurement of time:

- (a) Relationships of seconds, minutes, hours, days, weeks, months, years, and the expression in table form with abbreviations.
- (b) The number of days in each month, including the effect of leap year.
- (c) Telling time completed, using Arabic and Roman numerals.

4. Measurement of Canadian money:

- (a) Reading and writing in figures of amounts of money to \$100.
- (b) Making change up to \$5, using both subtraction and "counting out" method.
- (c) Addition of dollars and cents to \$100.
- (d) Subtraction of dollars and cents to \$100.
- (e) Multiplication of dollars and cents by one-figure multipliers. The product should not exceed \$100.
- (f) Exact division of dollars and cents by 2, 3, 4, and 5. Dividends should not exceed \$100.

The study of measurement in grade IV provides much problem-work. There should be multiple-step problems involving reductions of two consecutive denominations. For example: In one week Mary's mother bought 3 gals., 3 qts., of milk at 10c per qt. What had she to pay for the week's supply of milk?

Fractions

1. Diagnostic review of Unit I.
2. Keeping in mind that the fraction concept develops slowly, introduce as many practical applications of fractions as possible. Adhere to same limitations for denominator as in Unit I, increase the numerators to include all values up to a value of unity for each fraction as $\frac{1}{2}, \frac{2}{2}, \frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}, \frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}$ to $\frac{19}{10}$. Introduce twelfths as applied to foot measure—from $\frac{1}{12}$ to $\frac{11}{12}$. The following are illustrations to which the teacher will be able to add: What part of a dollar is 25c? 50c? 75c? What part of a week is a day? Two days? etc. What part of a gallon is a quart? Two quarts? etc. What part of a foot is an inch? Two inches? etc. What part of a dozen oranges is 1 orange? 2 oranges? etc. What part of a year is a month? 2 months? etc.
3. Use the partition idea of division and hence correlate with division as $\frac{1}{6}$ of 48 = 8 from the concept that one of 6 equal parts of 48 is 8. Also $48 \div 6 = \frac{1}{6}$ of 48. Apply further in such problems as: if 4 articles cost 20c, find the cost of 6 articles. Here $\frac{1}{4}$ of 20c = 5c and thus 6 articles will cost $6 \times 5c = 30c$.

NOTE:

- (a) Stated restrictions as to size of fractions.
- (b) No addition or subtraction of fractions with unlike denominators.
- (c) No formal reduction although pupils may notice that $\frac{3}{6} = \frac{1}{2}$, etc.

UNIT THREE

In general, this unit will include a diagnostic review of subject-matter and skills taught in the previous two units, followed by practical applications. These applications should be such as will encourage the child's interest in acquiring skill in arithmetic by showing him actual needs. The solution of problems within the pupil's experiences should receive a large amount of attention at all times. (See page 258.)

Addition

1. Diagnostic review.
2. Application in such problems as:
 - (a) From room enrolments find total number of students in the school.
 - (b) From neighbouring town and village populations find total number of inhabitants.
 - (c) Total mileage travelled in visiting each adjacent town or village.
 - (d) Aggregate marks in several subjects.
 - (e) Monthly expenditures: (i) parents', (ii) pupil's.
 - (f) Have pupils suggest problems.

Subtraction

1. Diagnostic review.
2. Use addition as a check for subtraction.
3. Applications in such problems as:
 - (a) Total school enrolment less grade I; less grade II; etc.
 - (b) Village population less school population.
 - (c) 365—days elapsed in year—number of days remaining.
 - (d) Change from large bill or check when payment made for goods.
 - (e) Have pupils suggest problems.

Multiplication and Division

1. Further diagnostic review. Long division ladder, multiplication ladder. For long division ladder see page 256. In making multiplication ladder care must be taken to arrange examples in order of difficulty.
2. Applications in such problems as:
 - (a) Cost of number of items at unit rate—one digit multiplier.
 - (b) Total cost of new shoes for all members of class where price is quoted in dollars and cents.
 - (c) Cost of desks for one classroom, two classrooms, entire school—price quoted in even dollars.
 - (d) Other convenient total cost problems within the pupils' experiences.

Notation

1. Further diagnostic review.
2. Further practice in reading numbers to class.
3. Bring to school clippings from newspaper or magazine which quote numbers to six digits.

Measurement

Further diagnostic review and applications. A few suggestions are:

- (a) Dimensions of desk, room, school, playground, home. Distance from home to school. Measuring a track for school field day.
- (b) School store—obtain empty cartons and set up a school store to obtain practical applications for measurement of capacity, weight, Canadian money.
- (c) Measurement of capacity—keep a record of amount of cream shipped from farm to dairy over a week, a month, 2 months, etc.

Fractions

1. Further diagnostic review.
2. Extension of previous applications within the suggested limits.

In this unit, when teacher feels that class has a good grasp of the fundamental ideas concerning fractions, *introduce reduction of fractions* but do not attempt to develop reduction beyond mere observation.

Diagrams and folded paper may help to introduce reduction of fractions.

Solution of Problems

The problems given should relate to situations within the experience of the pupils and should involve all the processes included in this year's work.

In seeking for a method of solving a problem it is often helpful to ask these questions:

What am I to find out?

What facts (numbers) are given?

What shall I do with these numbers?

The following suggestions may be of assistance:

1. Pupils differ widely in ability to solve problems. Hence assignments should be arranged in order of difficulty.
2. For young pupils problems should refer usually to familiar and objective situations.
3. A graph or a diagram of the situation presented often suggests a method of solution.

Among the types of problems suitable for grade IV are problems involving measurement, buying and selling, travelling, averages, keeping scores, use of money, making change, comparison of prices and amounts, provisions for picnics and parties, sharing candies or marbles, construction activities, care of pets, earning and saving, hobbies, driving a car, recipes for making candy, and a large variety of other topics connected with the home and school environment.

GRADE V

Objectives

1. Careful, systematic review and diagnostic treatment of previous grades' work, as per details in each section below.
2. Development of long division, using only two-figure divisors.
3. Extension of the work on notation.
4. Addition and subtraction of simple fractions.
5. Introductory work in decimal fractions.
6. Extension of measurement.
7. Improvement of ability to reason in arithmetic.

UNIT ONE

Review of Addition and Subtraction

This can be well achieved by problem work using suitable material containing large numbers. Such material may be based on facts secured from magazines, newspapers, government reports.

Canada 1941, Canada 1942, etc., contain a wealth of such material. This publication may be secured annually from the King's Printer, Ottawa. The price to teachers is 10 cents.

Review of Multiplication

Review to be based on the outline for multiplication contained in the grade IV outline.

Check results by either repeating the multiplication or performing the operation with multiplicand and multiplier interchanged.

Division

Review of the work of grade IV.

NOTE: In all work in division, the attention of the teacher is directed to the following:

1. All work in division should be done by the long division form.
2. The quotient should be placed above the dividend.
3. The various digits of the quotient should be placed in their correct positions with respect to the dividend.

Notation

1. Review, to determine the knowledge of previous grades' work.
2. Roman notation to C.
3. Arabic: reading to eight digits, and writing (in symbols only) to a similar extent.

NOTE: The above work in notation can be well illustrated and applied by frequent use of newspapers, magazines, etc.

The publications *Canada 1941*, etc., referred to above offer an abundance of material suitable for this topic.

Interest in large numbers can be stimulated by having a *Big Number Week*, for which the children should be urged to bring articles containing such numbers. The material so secured should be posted on the bulletin board.

UNIT TWO**Division**

Teach long division, as per outline below, using only two-figure divisors.

- (a) $42\overline{)8946}$ —requires no carrying in the multiplication and contains no borrowing or carrying difficulties in the subtraction.
- (b) $26\overline{)598}$ —contains a carrying difficulty in multiplication but no difficulties in subtraction.
- (c) $53\overline{)1219}$ —contains no carrying difficulty in multiplication but contains a subtraction difficulty.
- (d) $93\overline{)5301}$ —contains both multiplication and subtraction difficulties.
- (e) $93\overline{)5305}$ —contains a remainder which, if written in fractional form, cannot be reduced.
- (f) $93\overline{)5332}$ —contains a remainder which, if written in fractional form, can be reduced.

The use of the long division ladder provides suitable drill in this work. (See grade IV outline.)

See final note on division at the end of section on *Division*, unit three.

Addition and Subtraction of Fractions

1. See note at the end of section on *Addition and Subtraction of Fractions*, Unit Three.

Before introducing addition or subtraction of fractions with dissimilar denominators, provision should be made for necessary practice in reduction. The rule for reduction should be arrived at by "experiment", that is, by examination of several *concrete* illustrations. For this purpose *material* things which can be actually handled by pupils are better than diagrams. For example, a sheet of paper folded into eighths, quarters, halves, etc., may be used in an "experiment" to discover how many eighths in one-quarter, one-half, three-quarters, etc. The results of these experiments may be recorded by use of figures— $\frac{1}{4} = \frac{2}{8}$; $\frac{2}{4} = \frac{4}{8}$; etc. These "experiments" should be carried on until the pupils can state the facts without actually doing the "experiment". In this way they will "discover" the rule for themselves.

2. Review of the introductory work in fractions, as prescribed for grade IV.

3. Addition of simple fractions as per steps listed below:

(a)	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{5}$	Similar denominators, two or three addends, the sum less than 1.
	$+\frac{1}{5}$	$+\frac{1}{4}$	$\frac{2}{5}$	
	<hr/>	<hr/>	<hr/>	
			$\frac{3}{4}$	

(b)	$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{4}$	Similar denominators, two or three addends, the sum equal to 1 or more than 1.
	$+\frac{3}{5}$	$+\frac{1}{4}$	$\frac{3}{4}$	
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			$\frac{3}{4}$	

(c)	$\frac{1}{2}$	$\frac{1}{6}$	$\frac{1}{2}$	Dissimilar denominators, numerators similar, common denominator apparent.
	$+\frac{1}{4}$	$+\frac{1}{4}$	$+\frac{1}{6}$	
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(d)	(1)	$\frac{3}{4}$	$\frac{2}{5}$	Dissimilar denominators but common denominator is apparent because it is in one of the addends. At first the sum is less than 1; later the sum is 1 or more than 1.
		$+\frac{1}{6}$	$+\frac{1}{6}$	
		<hr/>	<hr/>	
	(2)	$\frac{3}{4}$	$\frac{2}{5}$	
		$+\frac{1}{6}$	$+\frac{1}{6}$	
		<hr/>	<hr/>	

4. Subtraction of simple fractions as per steps listed below:

(a)	$\frac{5}{8} - \frac{3}{8}$	Similar denominators.
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(b)	$2\frac{3}{8} - \frac{1}{8}$; $5\frac{3}{8} - 2\frac{3}{8}$	The conditions in (a) are applied to mixed numbers.
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(c)	$\frac{3}{8} - \frac{5}{8}$; $\frac{5}{8} - \frac{7}{8}$	Dissimilar denominators but the common denominator is either in the minuend or in the subtrahend.
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Measurement

- Careful check-up to determine extent of knowledge of measures learned previously.
- Complete the tables of weight, length, money, capacity, limiting the instruction to such units as are in common use.
- Application of units in problems involving meaningful situations.
- Practical use of the units learned in making actual measurements around the school and the home.

UNIT THREE**Division**

Continuation of *Division* of Unit Two as outlined below:

- $46 \overline{)27738}$ —contains a middle zero in the quotient.
- $74 \overline{)27385}$ —contains a final zero in the quotient, and a remainder.
- $21 \overline{)4410}$ —contains a final zero in the quotient and no remainder.
- $78 \overline{)4551}$ —contains a difficulty in finding the correct quotient. (By trial division 6 would seem to be correct for the first figure in the quotient.)
- $29 \overline{)17835}$, and $17 \overline{)714}$ —contain further forms of quotient difficulties. Finding averages can be used as an application at this point.

Instead of using the sequence 11, 12, 13, 14, 15, — — — — 20, 21, 22, 23, — — — — 28, etc., as the numerical order of divisors, it has been found more advantageous to use 11, 12, 19, 21, 29, 31, 39, 41, 49, first, and then any two-

digit divisor. The divisors, 11, 12, 19, 21, etc., are so close to even multiples of 10, that they present less difficulty to the children when they seek an approximate or trial quotient figure.

Addition and Subtraction of Fractions

Continuation of work in addition of fractions and mixed numbers. See *Addition and Subtraction of Fractions, Unit Two.*

$$\begin{array}{r} \text{(a)} \quad \begin{array}{r} 5 \\ + 3\frac{1}{2} \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 2\frac{2}{3} \\ \hline \end{array} \quad \begin{array}{r} \frac{5}{6} \\ + 5 \\ \hline \end{array} \end{array}$$

One of the addends is a whole number; the other a fraction or a mixed number.

$$\begin{array}{r} \text{(b)} \quad \begin{array}{r} \frac{5}{6} \\ + 2\frac{2}{3} \\ \hline \end{array} \end{array}$$

Both addends contain fractions whose sum is 1 or more than 1.

$$\begin{array}{r} \text{(c)} \quad \begin{array}{r} 2\frac{1}{3} \\ + 5\frac{1}{6} \\ \hline \end{array} \quad \begin{array}{r} 2\frac{2}{3} \\ + 5\frac{1}{6} \\ \hline \end{array} \end{array}$$

Same difficulties as (b) with mixed numbers.

$$\begin{array}{r} \text{(d)} \quad \text{(1)} \quad \begin{array}{r} \frac{1}{3} \\ + \frac{1}{4} \\ \hline \end{array} \quad \begin{array}{r} \frac{1}{2} \\ + \frac{1}{3} \\ \hline \end{array} \end{array}$$

Dissimilar denominators but the common denominator can be found by inspection, even though it is in none of the addends. In (1) the sum is less than 1; in (2) the sum is 1 or more than 1.

$$\begin{array}{r} \text{(2)} \quad \begin{array}{r} \frac{3}{4} \\ + \frac{1}{4} \\ \hline \end{array} \quad \begin{array}{r} \frac{1}{2} \\ + \frac{2}{3} \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \text{(e)} \quad \text{(1)} \quad \begin{array}{r} 2\frac{1}{3} \\ + 3\frac{1}{4} \\ \hline \end{array} \quad \begin{array}{r} 1\frac{1}{2} \\ + 4\frac{1}{5} \\ \hline \end{array} \end{array}$$

Same difficulties as in (d).

All addends are mixed numbers.

$$\begin{array}{r} \text{(2)} \quad \begin{array}{r} 2\frac{2}{3} \\ + 3\frac{1}{4} \\ \hline \end{array} \quad \begin{array}{r} 1\frac{1}{2} \\ + 2\frac{2}{3} \\ \hline \end{array} \end{array}$$

Continuation of work in subtraction of fractions and mixed numbers. (Refer back to section on *Addition and Subtraction of Fractions, Unit Two.*)

$$\begin{array}{r} \text{(a)} \quad \begin{array}{r} 5\frac{1}{4} \\ - 2\frac{3}{8} \\ \hline \end{array} \quad \begin{array}{r} 8\frac{5}{6} \\ - 3\frac{7}{8} \\ \hline \end{array} \end{array}$$

Dissimilar denominators but the common denominator is either in the minuend or in the subtrahend.

$$\begin{array}{r} \text{(b)} \quad \text{(1)} \quad \begin{array}{r} \frac{3}{4} \\ - \frac{1}{5} \\ \hline \end{array} \quad \begin{array}{r} \frac{1}{2} \\ - \frac{1}{5} \\ \hline \end{array} \end{array}$$

Dissimilar denominators but the common denominator is not to be seen in either minuend or subtrahend. In (2) there is really no new difficulty; the appearance is changed by introducing mixed numbers.

$$\begin{array}{r} \text{(2)} \quad \begin{array}{r} 2\frac{3}{4} \\ - 1\frac{1}{2} \\ \hline \end{array} \quad \begin{array}{r} 5\frac{1}{2} \\ - \frac{1}{4} \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \text{(c)} \quad \text{(1)} \quad \begin{array}{r} 3 \\ - \frac{1}{4} \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - \frac{2}{5} \\ \hline \end{array} \end{array}$$

The problem of borrowing is introduced, but the difficulty is minimized by making the minuend a whole number.

$$\begin{array}{r} \text{(2)} \quad \begin{array}{r} 3 \\ - 1\frac{1}{4} \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 2\frac{2}{3} \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} \text{(d)} \quad \begin{array}{r} 2\frac{1}{8} \\ - \frac{3}{8} \\ \hline \end{array} \quad \begin{array}{r} 7\frac{1}{4} \\ - 2\frac{3}{8} \\ \hline \end{array} \end{array}$$

Borrowing is now carried one step further. Note that the process of reducing to a common denominator is not introduced at this stage.

$$(e) \quad (1) \quad \begin{array}{r} 4\frac{1}{8} \\ - \frac{5}{4} \\ \hline \end{array} \quad \begin{array}{r} 4\frac{1}{8} \\ - 2\frac{3}{4} \\ \hline \end{array}$$

$$(2) \quad \begin{array}{r} 4\frac{1}{2} \\ - 1\frac{1}{2} \\ \hline \end{array} \quad \begin{array}{r} 5\frac{3}{8} \\ - 2\frac{7}{8} \\ \hline \end{array}$$

Now the process of borrowing is made more difficult by the fact that the denominators in minuend and subtrahend must be reduced to a common denominator. Note that at first the denominator in either the minuend or the subtrahend is the common denominator. Later, in (2) the common denominator must be found by inspection.

- NOTE: (1) No fractional denominator except 100, 12, 10, 8, 6, 5, 4, 3, 2, should be used in this grade, and stress should be placed on fractions with denominators of 100 and 10.
- (2) As there is but little use in everyday life for addition and subtraction of fractions, the teacher is cautioned not to devote an undue proportion of time to this topic.

Decimal Fractions

1. Establishment of the concept that decimals are merely fractions possessing a special form.
2. Meaning, reading, and writing (symbols only) to the second place.
3. Addition and subtraction of decimal fractions to second place only.
4. Application of decimal fractions in checking grocery and other accounts.

GRADE VI

Objectives

1. Diagnostic review of previous work as per details in each section below.
2. Completion of the mechanics of division.
3. Notation extended.
4. Addition, subtraction, multiplication, and simple division of fractions.
5. Decimal fractions and percentage: multiplication and division of decimals, elementary treatment only of percentage.
6. Mensuration of rectangle and square.
7. 100% accuracy in all mechanical operations.
8. Definite work in practical problem solving, as per details in each section below.

UNIT ONE

Division

1. Brief diagnostic review of division by one-figure divisor. (See grade IV outline.)
2. Thorough diagnostic review of division by two-figure divisors, following the gradation outlined in grade V, together with intensive and systematic remedial treatment thereon.

Notation

1. Review of previous grades' work in notation, to determine the degree of proficiency. Remedial work thereon.
2. Roman notation continued to include numbers met with in ordinary life situations.

NOTE: The teacher is cautioned against having the pupils deal with Roman numbers which they will never have occasion to use.

3. Arabic notation extended: reading within reasonable limits; writing in symbols to 8 places only.
4. Large numbers should be made meaningful by their use in presenting information about such items as: Area of field crops, total wheat production, population, size of armies, mineral production, railroad mileage, tons of freight carried, number of passengers carried.
5. The teaching of bar graphs to compare such large numbers as the above will aid the pupils in grasping their significance. The publication, *Canada 1941, Canada 1942*, etc., offers an abundance of information useful in the above work. This publication can be obtained annually from the King's Printer, Ottawa. The price to teachers is 10 cents.

The suggestion re a *Big Number Week*, contained in the section on *Notation*, unit one, grade V, may well be used in grade VI.

Fractions

1. Review of addition and subtraction of simple fractions and mixed numbers, as per outline in the grade V course.
2. Reduction of fractions to lower terms; changing to higher terms. In changing to higher terms it will be unnecessary to determine the L.C.D. in any way, other than by inspection. In changing to lower terms, H.C.F. is unnecessary.
3. Reduction of mixed numbers to improper fractions.

NOTE: The attention of the teacher is drawn to the importance of adding and subtracting only fractions whose denominators are as indicated for grade V.

UNIT TWO

Division

Division by three-figure divisor, following, in general, the gradation outlined in the grade V outline.

Have regular periods for problem solving, involving the division process, in order to illustrate the application of division in everyday life. These problems should deal with meaningful situations and should be within the range of the pupils' experiences.

Mensuration—Perimeter

1. The concept of perimeter; carefully distinguish from that of area.
2. Determination of perimeter by actual measurement in the classroom, the home, the school.
3. Generalization of procedure to derive the rule for perimeter of a rectangle.
4. Practical calculation of costs and values in cases where perimeter is involved:
 - (a) Fencing.
 - (b) Picture mouldings, base-boards, picture frames.
 - (c) Borders for wall paper, eaves-troughing for rectangular roofs.
 - (d) Placing a hedge around the school yard or home.
 - (e) Determining the cost of hedges, etc., as windbreaks on the farm.

Decimal Fractions

1. Review and extension of the grade V work in decimals:
 - (a) Practice in naming the place values of the digits.
 - (b) Reading and writing of decimal fractions to four places.
 - (c) Decimal equivalents of common business fractions, as $\frac{1}{2}=.5$; $\frac{1}{4}=.25$; $\frac{3}{4}=.75$; $\frac{1}{10}=.1$; $\frac{3}{10}=.3$.
 - (d) Arrangement of decimal fractions in order of magnitude.
 - (e) Addition and subtraction of numbers involving decimals to the fourth place.
2. Multiplication of decimals, as per outline below:
 - (a) Integer times a decimal, as $2 \times .45$.
 - (b) Decimal times an integer, as $.2 \times 6$.
 - (c) Decimal times a decimal, as $.8 \times .35$.
 - (d) Mixed decimals, as $.16 \times 8.14$; 8.14×2.16 .
 - (e) Changes in position of decimal when any number is multiplied by ten or any power of ten.
 - (f) Practice in placing the decimal point when the answer is given:

Ex.	325.4	2.105	37.19	3.142
	.6	.07	3.7	.26
	<hr/> 19524	<hr/> 14735	<hr/> 137603	<hr/> 81692

Fractions—Multiplication

Multiplication of simple fractions and mixed numbers as outlined below:

- (a) Multiplication of a whole number by a fraction. Emphasize that "of" with fractions means "times".
- (b) Multiplication of a fraction by a fraction. Concrete work with rectangles drawn on the blackboard with the parts shaded makes a good way to illustrate this process, e.g., $\frac{1}{3}$ of $\frac{1}{4}$ may be illustrated as follows: A rectangle is divided into 4 equal parts, and each part subdivided into 3 equal parts. $\frac{1}{3}$ of $\frac{1}{4}$ is thus shown as $\frac{1}{12}$ of the whole. This work must be limited to simple fractions.
- (c) Multiplication of a mixed number by a fraction, or another mixed number. The general rule, that such operations are performed by changing all mixed numbers to fractions, must be carefully developed. The skills developed by the above can be used in such practical cases as: Calculating distances from a road map; determining the distance walked to school in a week.

Fractions—Division

1. Division of (a) Mixed number by a fraction.
 - (b) Whole number by a fraction.
2. Division of (a) Mixed number by an integer.
 - (b) Fraction by an integer.

Suitable drill work in fractions can well be achieved by repeated reference to the place of fractions in everyday life, as illustrated by the use of them by the carpenter, the grocer, the milkman.

UNIT THREE

Decimals

1. Division of decimals, as per outline below:

(a) Decimal by integer, as $4 \overline{)5.6}$; $23 \overline{)4.83}$.(b) Integer by decimal $.4 \overline{)56}$.

(c) Decimal by decimal, with emphasis on the placing of the decimal point.

(d) Practice in placing the decimal point when the answer is given.

$$\begin{array}{r} 228 \\ .07 \overline{)1.596} \end{array}$$

$$\begin{array}{r} 228 \\ .007 \overline{)1.596} \end{array}$$

$$\begin{array}{r} 228 \\ .07 \overline{)159.6} \end{array}$$

2. Conversion of any common fraction to a decimal. Stress the idea that the result should be expressed as a two-place decimal, with the remainder, if any, in fractional form.

Percentage

1. The meaning of per cent—per cent means hundredths. Practice in reading and writing per cents.

2. Percentage in relation to fractions:

(a) Substitution of fractions for per cents: $5\% = \frac{5}{100}$.(b) Substitution of decimals for fractions: $\frac{5}{10} = .4$.(c) Substitution of per cents for decimals: $.42 = \frac{42}{100} = 42\%$;

$$\frac{1}{6} = .16\frac{2}{3} = 16\frac{2}{3}\%; \frac{3}{8} = .37\frac{1}{2} = 37\frac{1}{2}\%.$$

(d) Common business per cents to be identified: $10\% = \frac{1}{10}$; $12\frac{1}{2}\% = \frac{1}{8}$; $25\% = \frac{1}{4}$; $33\frac{1}{3}\% = \frac{1}{3}$; $50\% = \frac{1}{2}$; $66\frac{2}{3}\% = \frac{2}{3}$; $75\% = \frac{3}{4}$.(e) Distinguish between $\frac{1}{2}$ and $\frac{1}{2}\%$, $\frac{3}{4}$ and $\frac{3}{4}\%$, etc.

3. Finding a stated per cent of a number.

Ex. 5% of $60 = .05$ of $60 = 3$.

This process can be well applied in calculating income tax, education tax, and war tax on electricity.

4. Finding what per cent one number is of another.

NOTE: In dealing with, or illustrating, percentage in this grade, no reference to or use of business terms, such as discount, commission, profit and loss, should be made.

Mensuration—Area

1. Meaning of area.

2. Definition of certain units of area, e.g., sq. in., sq. ft., sq. yd.

3. Determination of area of surfaces by repeated application of unit of area to the surface to be measured.

4. Generalization of procedure in 3 to derive the rule for area of a rectangle.

5. Development of table of square measure by application of rule for area, e.g.,
- $1 \text{ sq. yd.} = 3 \times 3 \text{ sq. ft.} = 9 \text{ sq. ft.}$
- The case of the number of sq. yd. in a sq. rd. should be developed by means of a diagram.

Do not deal with acres at this stage (see No. 7).

6. Applications in everyday life.

(a) Area of floors, walls, ceilings. Make a ground plan of the house, indicating area of each room, etc.

- (b) Area of garden plots, lawns, flower beds, school yard. How many plants per plot?
 - (c) Area of hockey rinks, baseball diamonds, rugby fields. Caution the pupil to use the appropriate unit in the above.
 - 7. The land measurement system of Saskatchewan
 - (a) The concept of section, half section, quarter section.
 - (b) The concept of an acre as a strip of land 160 rods long and 1 rod wide, or as a strip 4 rods wide (width of a road allowance) by 40 rods long.
- NOTE: A square, 70 yd. to the side, contains slightly more than 1 acre.
- 8. Practical calculation of costs or values in cases where area is involved.
 - (a) Cost of linoleum, painting, calcimining.
 - (b) Cost of applying fertilizer at stated quantity per sq. ft.
 - (c) Cost of grass seed at stated quantity per given area.
 - (d) Probable value of a crop, at stated yield per acre.
 - (e) Cost of glass for construction of an aquarium in the classroom.

GRADE VII

Individual instruction should be continued, as in every grade there are marked individual differences in pupils. Problems, reports, investigations, etc., should be assigned to the pupils according to their abilities and interests. A certain problem might be too difficult for an average pupil but be a real challenge to a brilliant one. Pupils should always be aware of the progress they are making and consequently progress charts and graphs (individual or class) should be used.

If the units of work are to be really meaningful, activities where the pupils themselves participate are necessary. "The way to learn mathematics is to use it."

The following is a suggested list of supplementary references: *World Almanac*, children's encyclopædias, current periodical literature, government bulletins, *Canada 1941*, *Canada 1942*, etc., *Canada Year Book*. The school should assemble a variety of helpful materials such as pictures, clippings, graphs.

Objectives

1. To develop greater efficiency in the four fundamental processes in whole numbers, common fractions, and decimal fractions.
2. To have pupils understand the application of percentage in business transactions and social situations.
3. To have the pupils become familiar with the mensuration of the rectangle and triangle.
4. To teach the application of graphical representation.
5. To teach a simple plan of keeping household and farm accounts.
6. To familiarize pupils with certain mathematical terms.
7. To teach the common methods of sending money.
8. To teach simple banking.
9. To teach bills and receipts.
10. To teach drawing to a scale.

Review

1. Continued practice in addition, subtraction, multiplication, and division of whole numbers, common fractions, and decimal fractions.
2. Methods of checking accuracy in the four fundamental operations.
3. Mathematical terms used in the four fundamental operations: sum, minuend, subtrahend, difference, multiplicand, multiplier, product, quotient, divisor, dividend, and remainder.
4. Mathematical terms used in common fractions: proper and improper fractions, mixed numbers, lowest common denominator, numerator, denominator, factors, multiples.

Testing and Remedial Work

A systematic programme of diagnostic testing and remedial work should be carried on throughout the year.

Problem Solving

Solve problems using the principles established in the previous courses.

Budgets and Cash Accounts

Budgets and cash accounts: (1) of the children, (2) of the family, (3) of the farm (optional in urban schools).

Pupils should be acquainted with the form of a day book in which are jotted down the receipts and expenditures for the day. At the end of each month, or sooner, these items should be classified and placed in a ledger. For example, farm receipts from the sale of produce, or from other sources of revenue, are entered in the day book at the time they occur. Likewise, all expenditures, such as machinery bought, wages paid, are entered in the day book. All such items are then classified into such accounts as cash account, showing the actual receipts and expenditures of money; machinery account, showing the cost of machinery and repairs; dairy account, showing the receipts of dairy produce and any outlay of money in connection with the same; labour account, showing the money spent in wages. Other accounts may be added as found necessary. The pupils should make out day books from data supplied by themselves and the teacher. These are later to be transferred into the ledger.

Suggested Activities:

1. A pupil's budget showing how his allowance is spent.
2. Have the class treasurer keep a cash account of the school funds. At the end of the year one or two of the pupils could audit the books.

Bills and Receipts

The purposes of bills and receipts.
Making out and receipting bills.
The term *invoice* explained.

Suggested Activities:

1. Examine various bills with class, e.g., grocery, electric, water, telephone.
2. Have the class fill out an order sheet using imaginary names of firms.
3. Have pupils fill out receipt forms.
4. Discuss how a cheque will serve as a receipt; discuss the voucher cheque.

5. Dramatize a store scene. This might include making out bills, receiving and writing out cheques, keeping a daily account.
6. Study an invoice.

Commission

What is commission?

Finding commission, given the rate and the cost or selling price.

Suggested Activities:

1. Have pupils list as many kinds of work as they can for which the payment made is commission.
2. Have committees of pupils find out:
 - (a) Rate real estate agents charge for selling a house.
 - (b) Rate auctioneers charge.
 - (c) Rate live stock buyers charge.
3. Have pupils tell of their experiences in selling on commission.
4. What advantages are there to an agent in working on a commission basis?

Simple Interest

Finding the interest when the principal, time, and rate are given. Develop inductively the formula $I = PRT$.

NOTE: In very few life situations is simple interest calculated for longer than a year. Most of the periods of time are for a stated number of days; hence practice should be given with problems where the time is a fraction of a year, e.g., $24\frac{1}{2}$ or $\frac{65}{12}$. Seldom are fractions, such as $\frac{1}{2}$, $\frac{3}{12}$, $\frac{5}{12}$ used in this connection.

Simple Banking

Services of Banks.

Opening a savings account: bank book, copy of signature, deposit slip.

The cheque: writing cheques, endorsing cheques, and cashing cheques.

A current account: cost of operating such an account.

Finding the interest on savings accounts, i.e., on the minimum quarterly balance.

What are the maximum interest rates that can be legally charged in Canada?

Suggested Activities:

1. Dramatize banking in your classroom having a teller, ledger keeper, accountant, etc.
2. Have a committee make a report on the "clearing house".
3. Have actual banking forms for pupils, e.g., deposit slips, cheques, etc.
4. Have a committee list the advantages of a chequing account.
5. Have pupils find interest on bank accounts.

Sending Money

Registered mail, post office money orders and postal notes, cheques, telegraph and express money order.

Suggested Activities:

1. Have committees explain the procedure when money is to be sent to other countries.

2. Find out the approximate value of a franc, a mark, a lira, and a pound.
3. What is a travellers' cheque? Have the class write the autobiography of a travellers' cheque.

Discount

Why do stores have sales?

Study and discuss the following cases where discounts are given:

- (a) Light and water bills.
- (b) Buying in quantity.
- (c) Selling second hand books.
- (d) Discount for prompt payment of taxes.

Discuss advertisements in papers and magazines which refer to discount.

The Graph

Used to express various relationships in a concrete way.

The bar graph.

The line graph.

The pictograms—expressing given quantities in "round figures", preparatory to making graphs.

Suggested Activities:

1. A comparison of a pupil's marks in different subjects for one term (bar graph).
2. A class line graph to stimulate greater effort in spelling, arithmetic, etc.
3. Graphs illustrating certain school activities on bulletin board, e.g., percentage of attendance.
4. Individual graphs made by pupils in note-books, e.g., of spelling, arithmetic, reading, marks recording progress.
5. Correlate with social studies, e.g., a graph to show wheat production of countries.

Perimeter and Area

Review perimeter and area of rectangle (see grade VI).

Teach perimeter of triangle.

Volume of Rectangular Solids

Meaning of volume.

The cubic inch, the cubic foot, the cubic yard developed.

The procedure for finding volume of rectangular solids developed.

Development of table of cubic measure by application of rule for volume, e.g., $1 \text{ cu. ft.} = 12 \times 12 \times 12 = 1728 \text{ cu. in.}$

Suggested Activities:

1. What is the usual way of purchasing firewood?
2. Finding the amount of water in the school aquarium.
Note: $1 \text{ cu. ft.} = 6\frac{1}{4} \text{ gal.}$
3. Finding the amount of wheat a farmer has, using the fact that $1 \text{ cu. ft.} = \frac{1}{4} \text{ bu.}$
4. Finding the amount of air space in the classroom.
5. Finding how much coal your bin at home will hold.
Note: 1 ton of soft coal occupies about 42 cu. ft.
6. What is meant by a 4000-ton ship?

Lines

Definition of line: straight line; horizontal, perpendicular, and parallel lines.

Triangle and Parallelogram

Area in terms of base and height.

The concept of a right-angled triangle.

The concept of a parallelogram.

Angles

Meaning of an angle.

Naming angles.

How to measure angles (degrees only).

Suggested Activities:

1. Measure the angles of a triangle.
2. Examine angles of various things, e.g., classroom, set square, boxes, baseball diamond.

The Circle

Meaning of the following terms: radius, diameter, circumference, semi-circle.

Formulae for area and for circumference are not to be taught.

Suggested Activities:

1. Draw designs using circles or semicircles or hexagons.
2. Place the required circles on the football and basketball fields.
3. Draw large circles on blackboard, floor, or grounds, using a string.

Drawing to a Scale

How to use a scale.

Drawing objects to scale when actual dimensions are given.

Reading simple scale drawings.

Suggested Activities:

1. Finding actual distance between places by reference to map drawn to scale.
2. A scale drawing of the baseball diamond, the school grounds, the classroom, etc.
3. Construction of bar graphs representing mileage of railway, etc.

GRADE VIII

The reason some pupils fail to do problems correctly is partly because they do not understand the language of mathematics. Pupils should not be asked to attempt problems when they are not familiar with the terms involved. They should be encouraged to ask questions regarding their difficulties, to read more extensively, and to investigate mathematical problems which interest them. This is an excellent means of providing topics for class discussions and debates.

The teacher should endeavour to encourage pupil activity by arranging visits to various industrial houses, such as flour mills, electric light plants, and creameries, and by assigning problems based on observations made.

Objectives

1. To develop greater efficiency in the four fundamental processes.
2. To have the pupils understand the transactions involved in grain marketing and farm problems.
3. To familiarize the pupils with simple banking transactions.
4. To extend further the application of percentage in various business practices.
5. To teach the application of graphical representation.
6. To acquaint the pupils with simple electrical and water costs.
7. To teach instalment buying or deferred payment plan.
8. To teach the simple equation.
9. To introduce a study of geometry and mensuration.

Review and Testing

Although the pupils on reaching grade VIII are expected to have mastered the fundamental processes before reaching this grade, regular practice on these must be continued to ensure greater speed and accuracy. This should be emphasized by frequent oral and written tests.

Grain Marketing and Farm Problems*Grain Marketing*

A study of the forms used in selling or storing grain at the elevator: cash purchase ticket, storage ticket. The business transactions should be explained and forms secured or made by the pupils.

Farm Problems

- (a) Selling farm produce such as eggs, poultry, meat.
- (b) Purchasing a farm: requirements of the farmer, such as machinery, cost of constructing buildings, the farmer's inventory.
- (c) The purchase of stock and poultry.
- (d) Farm costs: cost of farming operations such as ploughing, sowing, harvesting.

Suggested Activities:

1. Correlate as much as possible the above topics with the work in Science.
2. Visit the elevator and secure information about the procedure when wheat is delivered.
3. Construct a miniature elevator.

Banking

Services of the bank.

Opening a savings or current account; the bank book and deposit slip.

Writing, endorsing, and cashing cheques; certified or marked cheque.

Interest: questions in simple and compound interest; use of tables for more difficult questions as well as simple questions without tables.

The promissory note: meaning and use, terms involved.

Borrowing money from the bank—security.

Bank discount: discuss using simple examples.

Suggested Activities:

1. Dramatize banking in the classroom.
2. Secure blank banking forms. Booklets containing these bank forms may be secured from a number of banks.
3. Investigate the business transactions between the community and the bank.

4. Pupils should be encouraged to open accounts of their own.
5. Study how a School Savings Bank operates and its possible value in a school.

Insurance

Fire insurance; life insurance: ordinary life, limited payment life, endowment insurance, term insurance; hail insurance; automobile insurance; sickness and accident insurance; unemployment insurance.

All terms involved should be explained fully, such as policy, premium, rate, beneficiary. The emphasis should be on information about insurance rather than on the solution of insurance problems.

Suggested Activities:

1. Organize a committee to secure information from insurance agents on the various types of life insurance.
2. Obtain and study samples of policy forms.
3. Write a composition on "The Value of Fire Insurance", "Value of Life Insurance", etc.
4. Report upon a local loss through fire or accident.
5. Secure a guest speaker to address the class on the "Value of Insurance".

Discount

Sales Discount

Review the reasons for offering discounts which were studied in grade VII and extend the consideration of sales discount to other applications within the experience of the pupils and their parents.

Trade or Commercial Discount

1. What is meant by *trade discount*?
2. What is *list price*? *wholesale price*?
3. Simple problems based on familiar experiences in the community and school, such as discounts received on buying sport goods for community or school leagues.

Suggested Activities:

1. Find out the discounts allowed for prompt payment of bills, such as taxes, water, electricity.
2. Find out under what conditions discounts are allowed on school supplies or farm machinery.

Taxation

Property tax: necessity for taxing property; a full explanation of terms such as assessment, assessor, rate; how to calculate the rate in mills, cents, dollars; simple problems on how to find the rate, and the amount of taxes when the rate is given.

Customs duties—specific and ad valorem; excise tax.

Sales tax.

Income tax.

Education tax.

Suggested Activities:

1. Secure tax notices to find the rate charged for various community services. Estimate the amount paid on certain properties for each service.
2. Secure information about the city, town, or rural municipality assessment and estimated yearly expenditures.

Profit and Loss

Discussion of terms involved, such as net cost, margin, overhead, gross cost, marked price, profit, loss.

Finding the profit and loss in terms of the cost price and of the selling price.

Finding the rate per cent of profit and loss.

$\text{Selling Price} = \text{Cost} + \text{Overhead} + \text{Profit}$ or $\text{Cost} + \text{Overhead} - \text{Loss}$.

$\text{Margin} = \text{Overhead} + \text{Profit}$.

$\text{Selling Price} = \text{Cost} + \text{Margin}$.

Instalment Buying or Deferred Payment Plan

Advantages and disadvantages of this method of buying.

Simple problems to find the actual cost of goods bought by this method.

Debate—Resolved that instalment buying is unwise.

Graphical Representation

Review the line and bar graphs and introduce the circle graph.

Suggested Activities:

1. Line graphs to show profit or loss for a succession of days, months, or years; or daily changes in the price of wheat for a month.
2. Bar graphs to show the increase or decrease in taxes paid in a community during a year as compared with other years.
3. Circle graph to show farm, municipal, or household expenses for a year, to show what part of the municipal expenses are used for fire protection, water, light, police department.
4. Circle graph to show how the tax dollar is spent.

Reading Electric, Water, and Gas Meters (optional in rural schools)

Finding the cost of these services.

Suggested Activities:

1. Finding the cost of electricity or water consumed in the school or in the home in one day, in one week, etc.
2. The cost of electricity in different localities and the reason for the difference.

The Simple Equation

The equation. Explanation of the unknown quantity in an equation. Simple problems in the solution of which equations will be used.

Geometry and Mensuration

Meaning of straight line, perpendicular, horizontal, vertical, and parallel lines; rectangle, square, quadrilateral, parallelogram.

Kinds and measurements of angles.

Kinds of triangles according to sides and angles.

The area of a triangle in terms of base and altitude; finding the area of a parallelogram.

The hypotenuse of a right-angled triangle in terms of the other sides. Square root.

The formulæ for finding the circumference and the area of the circle.

The formulæ for finding the area of the curved surface and the volume of a cylinder.

Drawing to scale. Work of grade VII continued and extended.

Music

INTRODUCTION

Of all forms of self-expression, music is one of the most universal and the most adequate. It enriches our emotional and spiritual life, teaches us the joy of contributing to a united effort, and aids in the promotion of physical as well as mental health.

These are high ends to work for, but every child may enjoy these benefits if he is properly and adequately guided into the great realm of music waiting for him to explore. He must learn to listen to music with a quickened mind, to read music as he reads words, and to sing with ease and beauty.

We should present for the child's enjoyment as much as possible of the world's great music, with enough explanation to aid him in understanding it. We should teach him to read fluently, so that he may read a melody as he would read a poem, and above all he should be taught the technique of singing suitable to his age, so that he will be able to sing with pleasure and understanding.

We lay the chief emphasis on singing because it is the most natural form of musical expression for children, and the one best suited to the teaching of large, unselected groups; but there are other musical activities that can help greatly in the attainment of the ideals we have mentioned, and these can be developed where the need arises and the teacher has the desire and ability to undertake the work.

The atmosphere of every music class should be one of happy activity, for lacking either the happiness or the activity we have little of value left.

Specific Aims

1. To cultivate an appreciation and love of all beautiful things—poems, pictures, sculpture, etc., as well as good music. By singing and listening, to develop cultural interests which will enrich life now and in the years to come.
2. To build up the largest possible repertoire of worthwhile songs which children enjoy singing and which will be carried into the home and social life of the child.
3. To teach the child the proper use of his voice in speech and song.
4. To teach the child to read and sing at sight simple music, as he would read a simple poem.
5. To encourage and guide individual musical talents.
6. To secure the best possible singing with the equipment at hand.

Teachers

All teachers, even while knowing little of music, can avail themselves of many opportunities for self-improvement. There are many books on music appreciation suggested in this course which can be read and studied by teachers and pupils together, and, with the addition of several suitable records relating to these books, they can build up a fund of information which will be invaluable.

Because some teachers do not themselves read music well, they are prone to be satisfied with the teaching of rote songs—this should be remedied and need not kill the interest in the song. See *Rote Songs and Sight Singing*.

Teachers can also improve their own sol-fa reading by doing modulator drill with the class, until the eye and ear become alert.

Even unmusical teachers need not shirk the subject of music. They can read and discuss the stories in Music Appreciation books, and make use of the older musical pupils in helping to teach others. They can also use records. See Victor Records 216587-8-9. Music stores can supply catalogues of classified records.

Have a music period every day. Keep the standard of all concerts, Christmas entertainments, pageants, etc., *always on a high plane. Use a pitch pipe always* and allow no careless singing.

The pupils' progress each month may be determined by their ability to read the syllables, and to sing correctly with a general knowledge of musical terms.


Remember that the teacher must constantly fight against noise, raucous speaking-voices, and loud, strident singing.

Songs

The songs learned should be of a definite musical value, with texts of literary merit. Words should be studied first in choral recitation and attention given to meaning, word significance, shaping of vowels, use of consonants, forward production, using "the lips, the teeth, and tip of the tongue". (See exercises, page 282.)

Children should have a knowledge of the fundamentals of tone production, including correct posture, breathing with sides out, listening, forward resonance. They should know the simple principles of musical interpretation, as:

(a) phrase shaping with the melodic rise and fall,

cres.  dim.

(b) length of phrases and normal breathing places.

Children should become familiar with the names of the poets and the composers of songs which they learn.

Vital singing comes from a realization of the story and the spirit of the song.

Community Singing

The whole school should meet once a week to sing songs which all like to sing. Classes may take turns in singing a new song learned.

Senior boys' voices may be used for a third part. See *S. A. B.*, by Wynn (Boosey).

Rote Songs

When teaching rote songs try to have music in front of the class from grade III or IV up. If books are not available, the melody may be put on the blackboard, having the children copy it with words into a book kept for this purpose. In this way the child is becoming familiar with the music, musical terms, signs, etc. A permanent staff may be put on a board with paint or Chinese pencil, the notes being put on quickly each time with the side of a small piece of chalk.

The Child Voice

The child voice is naturally sweet and small, and, if the teacher avoids all loud, strident, and harsh tones, there is little difficulty in developing a rich, clear, forward tone. On the other hand, it must not be so soft as to lose all vitality of tone.

It is the duty of the primary teacher to begin this development and it should be carried on through the grades. Give plenty of practice in singing to *loo, coo, moo, oå, ah, ay, ee*—long sustained smooth tones, keeping sides out.

Phrasing and Breathing

Children should not be made conscious of breath, but they can be given exercises which will develop breath control. Breathing should be natural, noiseless—not too shallow—not too deep. If children are shown correct phrasing, the breathing will take care of itself. With sides pressed out sing long sustained tones on different vowels. Take in breath a few beats before the first word to prevent gasping, taking care to keep shoulders down.



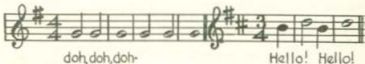
Pitch Pipe

A pitch pipe should always be used to begin a song and to check pitch frequently. Few people are capable of guessing at the pitch and much harm may be done.

Monotones or Out-of-Tune Singers

Monotones or out-of-tune singers should be helped throughout the grades beginning in grade I. Tact is required in dealing with these children to prevent their feeling discouraged or inferior. They should not be allowed to think they are unmusical.

The best singers should sit at the rear, monotones in front or between two good singers. The out-of-tune should be made to sing softly and listen. He can be trained to listen by matching tones with the teacher (teacher sings tunes and child repeats; child sings low and high notes and teacher repeats; repeating phrases, bird calls, street cries, etc., or as follows—using different keys in each exercise. Teachers should suggest other exercises.) See *Pitch Games*, Curwen.



Applied Theory

Theory should be taught in its musical setting. Musical terms and signs should be learned as they occur in songs and reading exercises. Pupils should learn, by "listening" and "doing", such terms as: forte, piano, pianissimo,

- (d) interpretation of song—correct phrasing, word significance, etc.
- (e) intonation—singing in tune.
- (f) precision of attack and release.
- (g) pleasant facial expression.

(4) Conductors should use proper beat and avoid extreme mannerisms.

Part Singing

Part singing may be introduced by singing rounds and simple canons, singing the scale in thirds, building chords, etc. Do not let children sing loudly, they will try to out-do each other in an effort to keep the part going. Select songs, simple in rhythm and melodic structure, and suitable for two soprano voices. Descants and canons are better than alto parts which tend to lower the voice. Teach all, both parts. Do not allow some children to sing the low part all the time.

Rhythm

Rhythm is important. Discriminate between time and rhythm, give notes and rests full time value (count in rests), and give proper emphasis to strong and weak beats. Different kinds of rhythm may be demonstrated by records, singing, or piano, the children responding by different steps or movements. Action songs, singing games, and dances are good. Other movements show the pulse or beat of quick, moderate, or slow tempo; of loud and soft beats; of long and short notes, etc. Percussion or rhythm bands are useful in lower grades. Teachers should be particular to keep up correct time in all singing. All children should practise beating time to

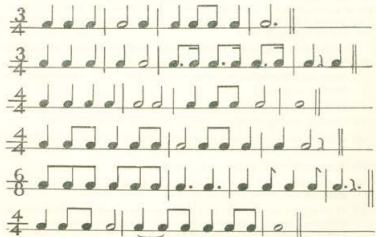
3 4 2 6
4 4 4 8

Time names



(See Treasury Readers)

Suggested rhythms for tapping or time names:



Suggested Enterprises

- (1) A musical programme of the folk or national songs of countries studied, with national dress and dances. Speeches prepared on the customs, history, or geography of these countries.
- (2) A Peace Day Programme with appropriate music.
- (3) Empire Day Programme.
- (4) A Bulletin Board for pictures and newspaper clippings, or scrap-books.
- (5) Thanksgiving Service.
- (6) A programme of sea songs and chantys, with stories of life on the sea, different kinds of sea-going vessels, etc.
- (7) Music of the Elizabethan period with stories of the times, dress of the period, musical instruments, virginals, lute, etc.
- (8) The Songs of Shakespeare.
- (9) Programme of Songs of Schubert (or other composer).
- (10) A Christmas pageant in costume with carols and the Christmas Story, or a miscellaneous programme of carols with a student giving a brief oration on history of carols, mystery plays, etc.
- (11) A concert for parents, the programme being from the regular school work.
- (12) Inter-school visits where each school provides a part of the programme.
- (13) Making musical instruments or forming an orchestra.
- (14) Following opera radio programmes, with preparation beforehand.
- (15) Stories of Minstrels, Monasteries, and Early English Songs and Carols.
- (16) Physical Drill Demonstration of Action Songs, Singing Games, Folk Dances, or exercises done to music.

Radio Programmes

Radio programmes should be discussed. The teacher can direct children's taste for the better programmes and make them critical of poor singing, diction, noise, etc. Make good music popular by making it familiar. Stations which broadcast school programmes sometimes provide booklets. Children will not understand or listen to a long programme of opera or orchestra, but the act of preparation, and listening for even a short time, will have its effect on both teacher and pupil, and is quite worth the effort. An enthusiastic teacher will have an interested class.

Suggested preparation for an announced programme of opera or symphony orchestra:

- (1) Name and information regarding composer and opera or symphony to be heard.
- (2) Brief story of the opera.
- (3) Describe staging, costumes, scenery, singing parts, and voices.
- (4) Describe the interior of a great opera house, such as Covent Garden, London; Paris Opera; La Scala, Milan; Metropolitan, New York.
- (5) Name outstanding singers to be heard each time.
- (6) A gramophone and a few of the popular records of the music will be a great addition to the preparation.
- (7) Class will become familiar with such words as symphony, opera, oratorio, concerto, overture, chamber music, etc. See *Music and Musicians* by Lynch and Hamilton (Allyn and Bacon Co.).

Pipes and Flageolettes

Pipes and flageolettes may be purchased cheaply. These are useful for teachers and classes. Each child should have his name on his own pipe (adhesive tape suggested) and pipes should be collected after each lesson. Recorders are better and a little more expensive.

Rural School Music Course, by Bevan (School Aids Publishing Co.);

The Pipers Guild Handbook, by James (Cramer & Co.);

The School Recorder Book, by Priestly and Fowler (Arnold & Co.).

Symphony Orchestra

A symphony orchestra is composed of four groups or families:

- (1) The String Choir.
- (2) The Wood-wind Choir.
- (3) The Brass Choir.
- (4) The Percussion Instruments.

See—*How Music Grew*, by Spiers (Renouf Publishing Co.); *Music Enjoyment and Appreciation*, Book I, by John H. Yocom (Ryerson Press).

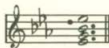
Some Suggested Songs for Pointing on Modulator and for Memorizing of Sol-fa Names

God Save the King; Tune "Old Hundredth"; Drink to Me Only; All Through the Night; Good King Wenceslas; Blue Bells of Scotland; Auld Lang Syne; British Grenadiers; The First Nowell.

Hand Signs

Hand signs are useful for making children keen of eye, more attentive, and alert to sense of pitch.

Staff Modulator



This key first and others later.

Sol-fa Modulator

m	
r	
doh	(8) triumphant
te	(7) leading to doh
ta	
lah	(6) sad tone
soh	(5) grand, firm
fi	
fah	(4) gloomy
me	(3) calm, peaceful
ray	(2) leaning tone
doh	(1) home tone
t	
l	
s	
f	
m	— semi-tone

(3) Correct Phrasing—children will imitate the teacher who should sing correctly, and see that the children do not take breath too often; aim for long phrases.

(4) Rhythm—see that proper value is given to notes and rests (count in rests), and proper emphasis to strong and weak beats.

(5) Singing alone by children—this will often overcome shyness. Do not allow careless singing at any time.

(6) Making up little tunes to words.

GROUPING OF GRADES

For an explanation of "A" and "B" courses see page 29.

Although the music course has not been organized to provide "A" and "B" courses for the three levels, grades III and IV, grades V and VI, and grades VII and VIII, teachers can, where local conditions warrant, combine these grades for many music activities. In grades VII and VIII, "A" and "B" courses have been arranged for music appreciation.

UNGRADED SCHOOLS

In ungraded schools, a further grouping of grades may be made. The whole school may be grouped into two divisions, grades I to III inclusive, and grades IV to VIII inclusive. When the school is organized into two groups, the following should be given careful attention to provide a well-balanced and inclusive course. Teachers, however, should keep in mind that the departmental June test in music will be based upon the grades VII and VIII outline.

The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially the section headed *Grades I to VIII*.

Have regular singing periods (two 10-minute periods daily or one 20-minute period).

Aim to teach one new song each week and not let children become bored by repetition over a number of years.

Teach, in the spirit of a game, sol-fa reading (modulator and staff) from grade III up. The older pupils may help the younger children.

Fight against noise and raucous voices in speech and song. Pleasant facial expression produces best tone.

JUNIOR GROUP—GRADES I, II, III

Text—*Songs for Young Canadians*, by Bevan (Nelson & Sons).

Build up a repertoire of thirty to forty songs. (See lists following grade outlines.)

(1) Juniors will learn much from listening and singing with the seniors, but teachers must teach some songs and singing games for the primary children alone. These can be used for concert numbers at later dates.

(2) Check over outlines for grades I, II, and III before allowing the juniors to sing with the seniors.

(3) Stress at all times tone, diction, listening, phrasing, rhythm, scale singing to vowels and syllables.

SENIOR GROUP—GRADES IV TO VIII

Text—*A Song Book for Saskatchewan Schools*, by Kinley (Clarke Irwin Co.).

Build up a repertoire of thirty or more songs including national and folk songs, classics, carols, sea chantys, hymns, rounds, canons, descants, and part songs. (See lists following grade outlines.) Stress tone, diction, and individual singing.

Modulator Drill (sol-fa and staff)—should be rhythmic and not dull or long.

- (1) Drill on all intervals, chords (doh, me, soh, doh; soh, te, ray¹; ray, fah, lah, doh), etc. (Hand signs may be used.)
- (2) Plenty of practice singing scales descending and ascending to syllables, to coo, loo, moo, and to vowels oh, ah, ay, ee.
- (3) Sing syllables to familiar songs.
- (4) Develop memory by pointing tunes on the modulator and have class sing them back from memory. Simple songs may be taught this way.

Regular Practice in Reading Music from Books and Blackboard

- (1) Teach notes, rests, lines and spaces, time signatures, etc., and musical terms as they occur.
- (2) Teach pupils to find doh from key signatures.

Rhythm

- (1) Tap or clap rhythms, or use time names.
- (2) Discriminate between time and rhythm; give notes and rests full time value (count in rests) and give proper emphasis to strong and weak beats.
- (3) Folk dances and singing games.
- (4) Physical training to music.

Ear and Eye Training

- (1) Teacher plays or sings intervals and phrases and children respond by giving syllables and putting the notes on the staff in any given key.
- (2) Train children to *listen* and keep in tune—aim to have unison singing like one voice and eliminate all harsh and strident tones.
- (3) In teaching rote songs try to have music in front of the class so that the eye is being trained as they sing.
- (4) Check pitch frequently with pitch pipe or piano, do not guess.

Music Appreciation

- (1) Quiet listening to records, piano, songs, or stories by the teacher. Insist on a quiet, polite audience.
- (2) Encourage interest in musical instruments and the different voices—soprano, contralto, tenor, bass.
- (3) Discuss radio programmes and cultivate a taste for the better music.
- (4) Read about the lives and work of some of the great composers. Read music stories from books, such as *Joyous Stories from Music Wonderland* (Macmillan Co.) or *A Student's Workbook in Music Appreciation*, by Rennie and Smith (Clarke, Irwin Co.).

Teachers' reference book: *Rural School Music Course*, designed for Singing and Pipe Playing, by Bevan (School Aids Publishing Co.).

GRADE I

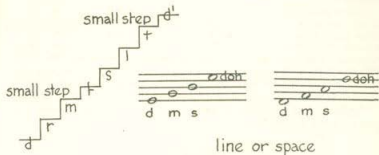
NOTE: The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially section headed *Grades I to VIII*.

Build up a repertoire of forty or more simple songs including nursery rhymes, action songs, singing games, hymns, carols, etc.

Modulator Drill (sol-fa)—should be rhythmic and not dull or long.

(1) Plenty of practice in singing scales, descending and ascending, from E flat down to middle C, to walking down steps on a ladder, to syllables later, to coo, moo, loo, etc., and humming. (Hand signs are useful).

(2) Common chord—doh, me, soh, doh (in different coloured chalk).



Ear Training

- (1) Have children listen and match tones and intervals with the teacher.
- (2) Eliminate discords and give attention to monotones and "out-of-tunes". *Pitch Games*, by L. Rusette (Curwen & Co.).
- (3) Recognition of and physical response to different rhythms tapped, sung, or played by the teacher.

Rhythm

- (1) Marching, running, skipping, clapping, dancing, and singing games.
- (2) Tapping or clapping to strong and weak beats in march and waltz time.
- (3) Rhythm band—(see list of books, *Circular for Teachers and Pupils*).

Staff

Introduce staff by putting the scale in whole notes in keys of F and E so that notes fall on the staff. The pupils should become acquainted with staff modulator, also time values of whole note, half note, quarter note used in rhythm band.

Music Appreciation

- (1) Quiet listening to records, piano, songs or stories by the teacher.
- (2) Correlation of music with pictures or verses.
- (3) Interest in musical instruments. *First series—Joyous Stories from Music Wonderland* (Macmillan Co.).
- (4) Develop the children's interest in listening to the music of birds, wind, rushing water, etc.

Suggested List of Songs

Keep a record of songs taught and memorized. Those marked with an asterisk (*) are suitable for beginners.

O Canada!; God Save the King.

Songs for Young Canadians, by Bevan (Nelson & Sons): All Nursery Songs, pages 5 to 18; Action Songs and Singing Games, pages 19 to 30; The Sandman; The North Wind Doth Blow; Twinkle, Twinkle, Little Star; Sleep, Baby, Sleep; Musical Teddy.

Songs and Silhouettes: Our Country; other songs for special days and occasions.

Sixty Songs for Little Children: Little Girl; I Had a Little Nut Tree; Hush-a-bye Baby; One Misty Moisty Morning; There Was a Crooked Man; Three Little Mice; Christmas Lullaby; Carol; Marguerita; The Fairy Mouse; Pierrot; *Trot, Trot, Trot; *Hush-a-bye; *Tick, Tock; Dandelion Clocks; Lavender's Blue; My Three Hens; *Playmates; The Little Horse; The Little Elf; Merry May; Song of the Bee; Good-bye to Summer; Thank You; The Moon's Song; Little Bo-Peep; *Baa, Baa, Black Sheep; *Bye-Baby Bunting.

Oxford Book of Carols: Flemish Carol; Sunny Bank; The Birds; Rocking.

Hymns: Away in a Manger; Jesus Loves Me; When He Cometh; God Sees the Little Sparrow Fall.

GRADE II

NOTE: The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially the section headed *Grades I to VIII*.

Build up a repertoire of forty or more simple songs including singing games, nursery rhymes, action songs, carols, hymns, simple classics, and folk songs.

Modulator Drill (staff and sol-fa)—always rhythmic and not dull or long.

- (1) Plenty of practice in singing scales descending and ascending to syllables, to coo, moo, loo, humming. (See that children know syllables in order.)
- (2) Practise common chord, add sol-fa intervals, singing one degree or step above or below any other note (d-m-s-m-d-r-d, d-m-s-f-m-s-d, etc.).

Ear Training

- (1) Urge children to listen and keep in tune.
- (2) Give attention to monotones and "out-of-tunes" (see page 277).
- (3) Give practice in recognizing parts of tunes sung or played by the teacher.
- (4) Physical response to different rhythms, tapped, sung or played by the teacher.

Rhythm

- (1) Marching, running, clapping, skipping, galloping to different rhythms.
- (2) Stepping and clapping to *strong* and *weak* beats in two- and three-pulse rhythms.
- (3) Rhythm band—progress according to ability. (See list of books, *Circular for Teachers and Pupils*.)
- (4) Dances and singing games (see books, *Circular for Teachers and Pupils*).

Staff

- (1) Review grade I and continue singing scales to syllables in keys which place all notes on the staff.
- (2) Drill on the common chord doh, me, soh, doh.

(3) If doh, me, so, are on lines, high doh is on a space. If doh, me, sol are on spaces, high doh is on a line. Learn names of notes on five lines and four spaces, treble clef.

Music Appreciation

The work of grade I continued.

Suggested List of Songs

Keep a record of songs taught and memorize as many as possible.

O Canada!; God Save the King.

Songs for Young Canadians: Any or all songs between pages 34 and 63; Good King Wenceslas; Once in Royal David's City; Silent Night.

Sixty Songs for Little Children: The Farmer's Geese; The Lost Pussy; The Owl; The Moon Song; The Carol Singers; The Fairy Revels; The Elf Man; Through the Night the Angels Kept; The Spinning Wheel.

Canadian Folk Songs, by Gibbon: Whence, Oh Shepherd Maiden.

Paterson School Song Books, I: Golden Slumbers.

Song Time: Loving Shepherd; Three Children Sliding; Little Woman and the Pedlar; Simple Simon.

Laureate Song Book, I: The Cow; Little Bo-peep; My Pretty Maid; The Riddle; The Wonder Blossom.

Hymns: Now the Day is Over (Tune, Bemerton); Tell Me the Story of Jesus; There's a Friend for Little Children; The Wise May Bring Their Learning; I Love to Tell the Story.

Songs and Silhouettes: Lullaby and other songs for special days.

Other Songs:

Lady-Bird	Maynard Grover	Oxford Univ. Press 1013
A Pleasant Day	Thos. Dunhill	Arnold 398
A Cradle Song	A. Baynon	Oxford Univ. Press 1137
Croona	W. Bary	Arnold 418
Starlight Lullaby	H. Robertson	Curwen 71939
Farmyard Song	Grieg	Augener 12511
If All the World Were Paper	G. Shaw	Year Book Press 194
The Spider and the Fly	Sharman	Arnold S.C.M. 194
Pear Tree and Plum Tree	Alec. Rowley	Library U. & P. Song 49 Gould & Baring.

NOTE: The names of publishers and the numbers on books and sheet music are given for the convenience of teachers.

GRADE III

NOTE: The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially the section headed *Grades I to VIII*.

Build up a repertoire of thirty-five or more songs including singing games, simple classics, national and folk songs, carols, hymns, etc.

Modulator Drill (staff and sol-fa)—should be rhythmic and not dull or long.

(1) Plenty of practice in singing scales, descending and ascending, to syllables, coo, loo, moo, etc., and vowels oh, ah, ay, ee.

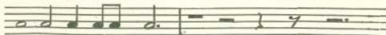
(2) Drill on tonic chord—doh, me, soh, doh, and dominant chord—soh, te, ray, etc., or s-t-r'-d'-t-d'-r'-t-g.

Ear Training

- (1) Learn to recognize and repeat intervals and phrases sung or played by the teacher.
- (2) Train children to listen and keep in tune.
- (3) Continue work with monotones and "out-of-tunes" if necessary.

Rhythm

- (1) Continue steps as in previous grades, singing games and dances.
- (2) Tapping and clapping or using time names for note and rest values,



- (3) Children may learn to beat time for $\frac{4}{4}$, $\frac{3}{4}$, $\frac{2}{4}$.

- (4) Learn meaning of bar line and measure. Practise completing measures using above notes and rests in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ time.

Sight Reading—from exercise books, song books, and blackboard.

Use the keys of E, F, G, and D so that notes are all on the staff. Musical terms should be explained as they occur, such as sharp, flat, natural, p, f. Flash cards may be used.

Text: *The Treasury Sight Reader*, Book I, (Curwen & Co.) exercises 1 to 100.

Music Appreciation

- (1) Read, discuss, and follow suggestions in such a book as *Joyous Stories from Music Wonderland*, First Series, pages 1 to 33.
- (2) Quiet listening to records, piano, songs or stories by the teacher. Teachers should insist on a polite audience.
- (3) Correlation of music with pictures and poetry.
- (4) Know the names of composers of many of the songs learned.

Suggested List of Songs

Keep a record of songs learned and memorize as many as possible.

O Canada!; God Save The King.

Songs for Young Canadians: Vesper Hymn; Past Three O'Clock; Three Sailors Were Sailing; Some Folks; The Old Woman Tossed Up in a Blanket; The Farmyard; John Peel; Old King Cole; Oh Dear! What Can the Matter Be?; The Sturdy Blacksmith; Strawberry Fair; Afton Water; God Rest You Merry; We Three Kings; The First Nowell.

Paterson School Song Book No. I: I Left My Dearie Lying Here; Gentle Jesus, Meek and Mild; Christmas—Folk Song; The Sandman (Brahms).

Paterson School Song Book No. III: A Song of Hope.

Laureate Song Book I: Hot Cross Buns; Buy a Broom; My Pretty Maid.

Laureate Song Book II: The Shepherdess and the Cuckoo.

Song Time: A Child's Grace; There's a Friend for Little Children; I Think When I Read—V. Williams; Gentle Jesus—M. Shaw; All Things Bright and Beautiful.

Other Songs:

Tell Me the Old, Old Story (hymn)
 Old Folks at Home—Stephen Foster
 Blue Bells of Scotland
 Dear Mother Mary (carol)

Bed in Summer
 Dashing Away With the Smoothing Iron
 Cecil Sharpe's Folk Songs, Vol. 1
 A Fairy Found a Farthing—Alec. Rowley
 New Year's Day—Eric Coates
 I Have a Clock—Chas. Wood
 The Bonny Blue Handkercher—Sweeting
 The Muffin Man—T. Dunhill
 A Pleasant Day—T. Dunhill
 Song of the Music Makers—C. Wynn
 Fairyland—Granville Bantock
 Fairy Counterpanes—A. Warrell
 The Robin—M. Jacobson—No. 52
 Softly Falls the Shades of Evening—
 H. Robertson—No. 5
 Johnny Waggoner—A. Rowley
 Colours—Evelyn Sharpe—No. 10
 Knocking—Nicholson
 Waking Up—Dunhill—No. 423
 Across the Sea—Alec. Rowley
 The Cuckoo—Martin Shaw
 Fairyland—G. Bantock
 Indian Lullaby—Cressler

NOTE: The names of publishers and the numbers on books and sheet music are given for the convenience of teachers.

Sask. Musical Festival
 Office, Saskatoon
 Thirty Song Book

Novello & Co.
 Hawkes & Sons
 Cramer 144
 Year Book Press 242
 Stainer & Bell
 Arnold S.C.M. 425
 Arnold S.C.M. 398
 W. Rogers
 Jos. Williams
 Arnold 479
 J. B. Cramer

Jos. Williams
 Boosey & Hawkes
 J. B. Cramer
 Ed. Arnold & Sons
 Ed. Arnold & Sons
 Boosey & Hawkes
 Curwen & Co.
 Jos. Williams
 Jos. Williams

GRADE IV

NOTE: The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially the section headed *Grades I to VIII*.

Build up a repertoire of thirty or more songs of various types—simple classics, national and folk songs, sea chantys, carols, hymns, etc.

Modulator Drill (sol-fa and staff)—always rhythmic and never dull or long.

(1) Drill on all intervals between low and high doh, fah chord (f-l-d¹-l-f and f-l-d¹-t-d¹-l-f-a-f, etc.).

(2) Develop memory by pointing tunes on modulator and having class sing them back from memory, phrase by phrase.

Rounds

Introduce in preparation for two-part singing.

Scales

Sing scales:

(1) Descending and ascending to illustrate legato, staccato, pp, mp, mf, ff, diminuendo, crescendo, etc., and use these in songs also.

(2) To syllables and vowels, oo, oh, ah, ay, ee.

Sight Singing and Reading—from books and blackboard. Become familiar with treble clef, notes on lines and spaces, all notes to sixteenth note, dotted quarter, all rests to eighth rest, tied quarter and slur—



Text: *The Treasury Sight Reader*, Book I. Review first half for quick reading, then finish reading to end of the book.

Ear and Eye Training

- (1) Teacher sings or plays several notes and pupils respond by saying the syllables or writing them on the staff.
- (2) Train children to listen and keep in tune.
- (3) Flash cards may be used.
- (4) Continue work with "out-of-tune" singers if necessary.
- (5) Know all notes on staff to A on ledger line above and B on ledger line below staff of the treble clef.

Rhythm

- (1) Tap, clap, or use time names for all notes used thus far in 4, 3, 2, 6.

$\frac{4}{4}$ $\frac{3}{4}$ $\frac{2}{4}$ $\frac{6}{8}$
- (2) Continue singing games, dances, and physical training to music.
- (3) Complete measures with notes and rests as in grade III.

Music Appreciation

- (1) Quiet listening to records, songs, piano, or stories.
- (2) Encourage interest in musical instruments.
- (3) Read, discuss, and follow suggestions as in *Joyous Stories from Music Wonderland*, First Series, page 33 to the end.

Suggested List of Songs

Keep a record of songs taught and memorize as many as possible.
 O Canada!; God Save the King.

Songs for Young Canadians: Cradle Song; Morning Song; A Lullaby (Brahms); Sweet Nightingale; Blow Away the Morning Dew; Kelvin Grove; The Holly and the Ivy (carol); I Saw Three Ships; Rounds: Row, Row, Row Your Boat, Lovely Evening, Early to Bed; Good Christian Men, Rejoice (Christmas); Some Folks; Haste Thee, Nymph; The Jolly Miller; All Through the Night; Begone Dull Care.

Oxford Book of Carols: How Far Is It to Bethlehem?; He Smiles Within His Cradle; Unto Us a Boy is Born.

A Canadian Song Book: Morning Comes Early (Czechoslovakia); Bring a Torch, Jeanette Isabella (carol); Home, Sweet Home; Massa's in de Cold, Cold Ground.

Community Song Book: Blow the Man Down (chanty); The Cuckoo; Billy Boy; Old Farmer Buck; The Animals Went in Two by Two.

Laureate Song Book, I: Elsie Marley (Dunhill).

Paterson School Song Book, I: Early One Morning; For Health and Strength; The Little Bell.

Paterson School Song Book, II: You Spotted Snakes; A Wild Rose (Schubert); A Rosebud by My Early Walk; All Nature Smiles.

Paterson School Song Book, III: Wandering (Schubert); O Can Ye Sew Cushions?

Other Songs:

Skye Milking Song (Hebridean Song)
 Potato Lifting (Hebridean Song)
 The Maple Leaf Forever
 As I Rode Out—M. Shaw (carol)
 I'd Like to Sail to Mandalay—Creville
 A Song of March—Ireland
 If My Old Top were a Dancing Man—Gibbon
 (Canadian Folk Songs)
 The Brown Owl—Rowley
 The First of May—M. Shaw
 The Tide—M. Shaw
 I Have a Clock—Chas. Wood

Paterson Publications
 Paterson Publications

Curwen 71760
 Curwen 71920
 Arnold & Co. No. 24

Dent
 Stainer & Bell No. 52
 Novello 1590
 Cramer
 Year Book Press 242

NOTE: The names of publishers and the numbers on books and sheet music are given for the convenience of teachers.

GRADE V

NOTE: The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially the section headed *Grades I to VIII*.

Basic Song Text: *A Song Book for Saskatchewan Schools*, by Kinley (Clarke, Irwin Co.).

Build up a repertoire of thirty or more songs including classics, singing games, national and folk songs, carols, chantys, hymns, rounds, and two-part songs (canons and descants).

Modulator Drill (sol-fa and staff)—should be rhythmic and not dull or long.

- (1) Drill on all intervals in sol-fa.
- (2) Practise scales descending and ascending to syllables, coo, loo, moo, oh, ah, ay, ee, etc.
- (3) Develop memory by pointing tunes on modulator and have class sing them back from memory. (Simple songs may be taught this way.)

Sight Singing and Reading

- (1) Same as above on staff.
- (2) Regular practice in reading from books and blackboard. Review grade IV musical terms and add others as they occur in music learned, e.g., *a tempo*, *pause*, *allegro*, *accelerando*, *rallentando*.
- (3) Class must know sharps and flats in order, so that they can find *doh* from key signatures which they use. (Last flat is *fah* or second last flat is *doh*. Last sharp is *ti*—count down four lines or space to low *doh*.)
- (4) Practice in completing measures with notes and rests.

Text: *The Treasury Sight Reader*, Book II.

Rhythm

- (1) Tap, clap, or use time names for rhythms.
- (2) Physical training to music.
- (3) Folk and country dances and singing games.

- (4) Teach tied quarter and eighth



and dotted eighth note



Ear Training

- (1) Teacher sings or plays intervals or short phrases and class responds by naming syllables.
- (2) Train children to listen and keep in tune.
- (3) Aim to make unison singing sound like one voice.
- (4) Check pitch frequently and keep tone light.
- (5) Continue work with "out-of-tune" singers if necessary.
- (6) Sing rounds and canons for two-part singing.

Music Appreciation

- (1) Quiet listening to records, piano, or songs by the teacher.
- (2) Encourage interest in musical instruments.
- (3) Discuss a few composers and their music.
- (4) Read and discuss stories as in *Joyous Stories from Music Wonderland*, Book 2, pages 1 to 43. See also *Folk Songs* collected by Cecil Sharpe (Novello & Co.)

Suggested List of Songs

Keep a record of songs learned and memorize as many as possible.
O Canada!; God Save the King.

A Song Book for Saskatchewan Schools: Come Lasses and Lads; White Birds; The Blacksmith's Sweetheart; Grasshopper Green; The Swing; Fly Away Crow; The Moon; Lullaby (Mozart); The Wassail Song; Haul Away Joe; What Shall We Do with a Drunken Sailor?; The Minstrel Boy; The Miller of the Dee; The Golden Vanity; The Ash Grove; The British Grenadiers; The Campbells are Coming; The Frog and the Mouse; The Shan Van Vocht; What Say You?; Cradle Song (Brahms); I Saw Three Ships; Old King Cole; The Shepherdess; Rise, Rise Thou Merry Lark; Robin's Last Will; The Drummer Boy; The Birds; Tallis Canon; Greensleeves (old English tune).

Paterson School Song Book, I: Hieland Laddie.

Paterson School Song Book, II: I Know a Bank; Cradle Song (Brahms' Lullaby); For the Beauty of the Earth.

Community Song Book: The Volga Boatman.

Oxford Book of Carols: Now the Holly Bears a Berry.

Laureate Song Book, II: The Cuckoo Song; Dabbling in the Dew; Hearts of Oak; The Morris Dance; O Ladies Buy!; We'll Hunt the Wren.

Novello's Descant Carol Book, I: Shepherds Shake off Your Drowsy Sleep.

Novello's Descant Carol Book, II: Adeste Fideles.

Novello's School Songs: All Through the Night (descant); First Nowell (descant).

Other Songs:

I'm Seventeen Come Sunday—Cecil Sharpe's

Folk Songs, Vol. 1

I Love All Graceful Things—Eric Thiman

The Robin—M. Jacobson

A Song of Good Courage—D. Parke

The Leaves and the Wind—F. Leoni

Waltzing Matilda (Australian Folk Song—

Thos. Wood.

Novello & Co.

Curwen 71977

Cramer

Boosey

Boosey

Oxford Univ. Press.

Cuckoo—Martin Shaw

Shadowland—Granville Bantock

Come Down to Kew—Carl Deis

Caller Herrin—Scottish

Under the Stars—in "Christmas Carols", Bryant Gage & Co.

For Rounds see *The Silver Song Book*, Thompson,

and *Twice 55 Community Songs* (Canadian

Edition)

Whaley, Royce & Co.

NOTE: The names of publishers and the numbers on books and sheet music are given for the convenience of teachers.

GRADE VI

NOTES The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially the section headed *Grades I to VIII*.

Basic Song Text: *A Song Book for Saskatchewan Schools*.

Build up a repertoire of thirty or more songs including classics, national and folk songs, singing games, carols, chantys, hymns, rounds, and two-part songs (canons and descants).

Modulator Drill (sol-fa and staff)—always rhythmic and not dull or long.

(1) Practise singing scales descending and ascending to coo, loo, moo, etc., and other vowels, oh, ah, ay, ee.

(2) Drill on all intervals.

(3) Develop memory by pointing tunes on the modulator and have class sing them back from memory. Simple songs may be taught this way.

Sight Singing and Reading—from books or blackboard.

(1) Check on musical terms of previous grades and add others as they occur in music learned, e.g., *moderato*, *andante*, *accent*.

(2) See that all children know how to find doh from the key signatures (sharps and flats in order—F sharp, C sharp, G sharp, D sharp, B flat, E flat, A flat, D flat). (The last flat is fah or second last flat is doh. The last sharp is ti—four lines or space below ti is low doh.)

(3) Teach dotted eighth and sixteenth notes



Text: *The Treasury Sight Reader*, Book III.

Rhythm

(1) Tap or clap rhythms, or use times names.

(2) Physical training to music.

(3) Folk and country dances and singing games.

Ear and Eye Training

(1) When teaching rote songs have the music in front of the class in a book or on the blackboard.

(2) Teacher sings or plays several notes or a phrase, and pupils respond by giving the syllables and then writing them on the staff in a given key.

(3) Train children to listen and keep in tune.

- (4) Aim to make unison singing like one voice.
- (5) Check pitch frequently and keep tone light.
- (6) Continue work with "out-of-tune" singers if necessary.

Music Appreciation

- (1) Quiet listening to records or selections sung or played by the teacher.
- (2) Have some knowledge of instruments of the orchestra and the different voices.
- (3) Read, discuss, and follow suggestions in *Joyous Stories from Music Wonderland*, Book 2, page 43 to the end.
- (4) Stories of "The Snow Maiden" and "Oberon" in *Music Stories for Girls and Boys*, by Cross (Ginn & Co.).

Suggested List of Songs

Keep a record of songs learned and memorize as many as possible.

O Canada!; God Save the King.

A Song Book for Saskatchewan Schools: Shenandoah; Sumer is i cumin in; Ca' the Yowes tae the Knowes; The Mermaid; Marching Through Georgia; Cradle Song (Schubert); Meg Merrilies; Spring Song; On Wings of Song; Gilly-flowers; Care Flies from the Lad that is Merry; Longing for Spring; In Dulci Jubilo (descant in Novello's Descant Carol Book II); When Laura Smiles; Lilli Burlero; Air-fal-al-al-o; Sir Eglamore; Love's Oracle; Men of Harlech; Since First I Saw Your Face; Leezie Lindsay; The Harp That Once.

The Oxford Book of Carols: On Christmas Night; Merry Christmas; Come All You Worthy Gentlemen.

Paterson School Song Book, I: My Love's an Arbutus.

Paterson School Song Book, II: Come Let Us to the Bagpipes' Sound; Ye Banks and Braes.

Paterson School Song Book, III: Where the Bee Sucks; There Were Two Bonnie Maidens.

Laureate Song Book, II: Harvest Home; The Oak and the Ash; Summer and Winter; Up in the Morning Early.

Canadian Song Book: It Was a Lover and His Lass; The Bonnets of Bonnie Dundee; My Gentle Harp; Swing Low Sweet Chariot; Skye Boat Song.

Community Song Book: Cherry Ripe; Wraggle Taggle Gipsies.

Novello's School Songs, Book 271: Early One Morning (descant); Oh Dear! What Can the Matter Be (descant); A-hunting We Will Go (descant); There's Nae Luck (descant); O For the Wings of a Dove—first part, Mendelssohn; The First Nowell (descant).

Novello's School Songs, Book 241: Serenade (Schubert).

Daily Express Community Song Book: Rio Grande (chanty); Lowlands.

Other Songs:

Birthday of a King (Christmas)—Neiglinger	Harris Co.
The Market Place—E. Markham Lee	Curwen 71860
Dainty Little Maiden, Lyric Series 1743	Paterson's Pub.
An Old Carol, Roger Quilter	Boosey, Winthrop, Rogers
Cargoes—Martin Shaw	Cramer No. 9
Away With Melancholy—Mozart	Novello 261
Up, Tails, All—Martin Shaw	Cramer
Sunshine in the Dell (two-part)—G. Rathbone	Novello 772

Evening Song (two-part)—John Ireland	Novello 162
The Stars Sang in God's Garden—Diack	Paterson 1811
Rolling Down to Rio—Edward German	Novello 218
I Have Twelve Oxen (canon)	Novello Book 348
A Shepherd Kept Sheep (canon)	Novello Book 348
Deck the Halls with Boughs of Holly (<i>Twice 55 Community Songs</i>)	Whaley, Royce & Co.
Oh, No, John	
Believe me if All Those Endearing Young Charms	
Will Ye No Come Back Again?	
Abide with Me (hymn)	
All People That on Earth Do Dwell (hymn)	
Wi' a Hundred Pipers an' a'.	

NOTE: The names of publishers and the numbers on books and sheet music are given for the convenience of teachers.

GRADES VII and VIII

NOTE: The teacher should read carefully the *Introduction* to the music course, pages 275 to 284, especially the section headed *Grades I to VIII*.

Basic Song Text: *A Song Book for Saskatchewan Schools*.

The aims for these grades are somewhat different from those of the previous grades because of voice changing. Pupils who cannot fit into the ordinary course should be directed towards a better appreciation of music by the following methods:

- (1) Listening to and discussing good records.
- (2) Doing research work concerning the lives of composers.
- (3) Attending good concerts (and art exhibitions).
- (4) Preparing to listen to opera and symphony programmes which are announced.
- (5) Discussing and criticizing radio programmes.
- (6) Learning to read from the bass clef—of interest to boys with changing voices. (Basses may double the alto part.)

Build up a repertoire of at least twenty songs including classics, national and folk songs, carols, chantys, hymns, rounds, and part songs.

Modulator Drill (sol-fa and staff)

Drill on all intervals for a few minutes at every lesson.

Sight Reading

- (1) Be able to find doh from any key signature.
- (2) Know sharps and flats in order (to four sharps and four flats).
- (3) Practise reading at every lesson. Each child should be able to sing at sight any simple tune.

Text: *The Treasury Sight Reader*, Book IV.

Ear Training

- (1) Given doh, pupils should recognize intervals and phrases sung or played by the teacher, be able to translate to sol-fa names, and write on staff in any given key up to four sharps and four flats.

(2) They should recognize rhythm patterns in short simple rhythmic phrases from two to four measures, such as:



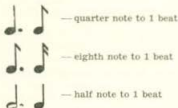
Pupils should be able to write as above after listening to tapping of rhythm.

(3) They should listen to one another and keep in tune. Check pitch frequently when singing.

Rhythm

(1) Discriminate between time and rhythm—give all notes and rests proper time values—and proper emphasis to strong and weak beats.

(2) Pupils should have ability to read at sight by tapping, clapping, or time names all rhythms, simple and compound duple, not exceeding difficulty of the following:



Applied Theory

(1) Be able to write key signatures of all keys to four sharps and four flats.

(2) Sharpened "fa" is "fe", flattened "ti" is "ta".

(3) Check on knowledge of musical terms of previous grades, adding others as they occur in music learned, such as: vivace, marcato, D.S., D.C., rit., allargando, poco-a-poco, adagio.

Seat Work

(1) Write all scales to four sharps and four flats with (a) proper key signatures; (b) the required sharps and flats placed before the notes.

(2) Write measures in all time signatures using notes and rests of different values.

(3) Give meaning of all musical terms of previous grades.

(4) Given key signatures place doh on the staff.

(5) Look up information and stories of composers, operas, and other musical history.

(6) Keep a record of musical experiences.

Music Appreciation

"A" COURSE

Text—*A Student's Workbook in Music Appreciation* (with Teacher's Book), by Rennie and Smith (Clarke Irwin Co.).

(1) Develop interest in instruments of the orchestra.

(2) Recognition and appreciation of different voices—soprano, contralto, tenor, bass, mezzo-soprano, baritone, with some knowledge of some of the outstanding singers of the day. (See *Joyous Stories from Music Wonderland*, Book 2, also Columbia Records Nos. 9421 and 9422.)

(3) See *Music Stories for Girls and Boys*, by Cross (first half of book), for other stories. Read and discuss stories with class.

Suggested List of Songs

Keep a record of songs learned.

O Canada!; God Save the King.

A Song Book for Saskatchewan Schools: Never Weather-Beaten Sail; Water Parted from the Sea; Cradle Song; Come See Where Golden-hearted Spring; Drink to Me Only; Let Not a Moonborn Elf; To Music; All Through the Night; Charlie Is My Darling; Praise the Lord! Ye Heavens Adore Him; Beauty Lately; The Moon Reappears; Children's Play; Turn, Turn My Busy Wheel; Song of the Victory of Agincourt.

Novello's School Songs, Book 240: When Daisies Pied, Arne; Angels Ever Bright and Fair, Handel; How Beautiful Are the Feet; May Dew, Sterndale Bennett.

Novello's School Songs, Book 271: Early One Morning (with descant); O Dear! What Can the Matter Be? (with descant).

Thirty Song Book: Jerusalem—Parry.

Novello's Descant Carol Books, I: What Child Is This?

Novello's Descant Carol Books, II: Adeste Fideles.

The Oxford Book of Carols: Three Kings in Great Glory.

A Canadian Song Book: Now is the Month of Maying, Morley; Silent Night; Will Ye No Come Back Again?

Paterson School Song Book, III: O Lovely Peace (two-part).

Other Songs:

Linden Lea—Vaughan Williams (Key G)
Boot, Saddle, to Horse and Away—Gyson
Sweet Spring is Advancing (Bach's Peasant
Cantata)

Boosey & Co.
Year Book Press, 209
Paterson's Publication

By the Waters of the Minnetonka—Lieurance,
(good for vowel practice)

O For the Wings of a Dove—Mendelssohn
I Vow to Thee My Country—Gustav Holst
O Canada, From Sea to Sea—Branscombe

Novello S.M.P. 49
Curwen 71632
Gordon Thompson Co.

"B" COURSE

(1) *Joyous Stories from Music Wonderland*, Book 3. Read these stories to class and discuss. Where possible use records and songs to illustrate. There can be unlimited development here (see suggested enterprises). For other stories see *Music Stories for Girls and Boys* by Cross (second half of book) (Ginn & Co.).

Suggested List of Songs

Keep a record of songs learned.

O Canada!; God Save the King.

A Song Book for Saskatchewan Schools: Flowers of the Forest; Spring Song; We Thank Thee, God; The Passing of the Moon; Hush-a-ba-Birdie; The Man of Life Upright; Brother James' Air; Flower Carol; Gossip Joan; Sweet Kate; A Shepherd Kept Sheep; Dream Cradle Song; The Miller's Song.

Novello's School Songs, No. 240: Hark! Hark! the Lark, Schubert (or *Paterson School Song Book*); Where'er You Walk, Handel; My Heart Ever Faithful, Bach; Where the Bee Sucks, Arne (or *Paterson School Song Book*).

Novello's School Songs, No. 271: All Through the Night (with descant); John Peel (with descant); The Ash Grove (with descant).

Novello's Descant Carol Books, I: Shepherds Shake Off Your Drowsy Sleep; I Saw Three Ships.

The Oxford Book of Carols: In the Bleak Midwinter; Angels from the Realms of Glory; Three Kings in Great Glory.

Paterson School Song Books, III: Good Fellows be Merry (Bach's Peasant Cantata); Fine Knacks for Ladies, Dowland; Who is Sylvia, Schubert.

A Canadian Song Book: Come Again Sweet Love, Dowland.

Songs of the Hebrides for Schools: Eriksay Love Lilt.

Other Songs:

A Fairy Song—John Vine	O.D. Series—D 23 (Oxford University Press)
Rolling Down to Rio—Edward German	Novello 218
Creation Hymn—Beethoven	Novello S.D. 1052
Dawn, Gentle Flower—Sterndale Bennett	
When Daffodils Begin to Peer	Curwen 71921
Land of Hope and Glory—Elgar	
My Mother Bids Me Bind My Hair—Haydn	

SUGGESTIONS FOR TWO-PART SONGS

A Lake and a Fairy Boat—Dunhill	Arnold & Co.
Let us Dance—Handel, arranged by M. Diack	No. 1549
There is a Garden in Her Face—Ireland	Novello No. 1076
Wood Fairy—McNaught	Cramer No. 31
Goodmorning Pretty Maid, arranged by Whitehead	Curwen No. 71940
Jack Frost—Gwynn-Williams	Curwen No. 71657
Lavender—May Sarson	Arnold & Co. No. 138
Queen Summer—Nichols	Paterson's Pub. No. 1604
Sleep, Sleep Beauty Bright—H. Brook	Oxford Univ. Press No. 143
Now is the Month of Maying (Morley)—S. Liddle	Boosey No. 138
My True Love's a Sailor—Rowley	Boosey No. 120
Amid the New Mown Hay—Ivor B. Davies	Hawkes & Son
The King's Men—May Sarson	Novello No. 1704
In Bethlehem—arranged by S. G. Shimmin	Arnold & Co. No. 625
Oh Breathe Not His Name—arranged by Dunhill	Arnold & Co. No. D39
The Water of Tyne—arranged by W. C. Whittaker	Curwen No. 71662
The Piper of Dundee—arranged by Dunhill	Arnold & Co. No. D27
Grasmere Fishing Song—A. Sommevell	Boosey No. 34
Twenty-Eighteen	Curwen No. 71794
Fire Eyes—Armstrong Gibbs	Curwen No. 71633
Ursula Dancing—Boyce	Novello No. 187
Eight Canons	Novello No. 348
In Praise of May—John Ireland	Novello School Songs No. 1015 (or <i>Thirty Song Book</i>)

NOTE: The names of publishers and the numbers on books and sheet music are given for the convenience of teachers.

Art

Grouping of Grades:

For an explanation of "A" and "B" courses, see page 29.

For the most part it has not been considered advisable to assign particular art activities to "A" and "B" courses in the various levels. Instead, general learnings, skills, and appreciations expected at the completion of each level are indicated. It will be possible for teachers to combine the two grades of each level and to select art activities suited to the pupils in the combined class.

GENERAL OBJECTIVES

Art has long been a vital and essential factor in the life of man. The ability to create beauty adds much to the happiness and richness of life, and at present, more than ever, the cultured individual desires beauty in his surroundings. The fundamental purpose of art in the elementary school is to train the child to see and appreciate the beauty in his environment, to give him experience in using various media to make beautiful things, and to enable him to apply art to his daily life as an individual and as a member of the social group. Properly presented, art can supply those enriching experiences which meet the needs of modern life and make it more complete and satisfying.

Since relatively few pupils will become art specialists, technical excellence should not be unduly emphasized. The aim should be to develop, in addition to creative ability, standards of good taste and appreciation. It should be possible to develop an art consciousness which will establish a dislike for carelessness and disorder and a demand for beauty in the environment in which we live from day to day. To this end, the fostering of pride in orderly, attractive classrooms and beautiful, well-kept school grounds should be as much a part of school art activities as the development of creative ability and appreciation in the recognized fields of art, as, for example, painting and sculpture. When such is the case, there is greater prospect of carry-over into individual and community life.

PROCEDURE

Since art is functional, it should be approached through the everyday needs and experiences of the pupils. In the first six grades, emphasis is placed on the development of creative ability and self-expression. When the higher grades are reached, the pupil continues to improve his ability to express his own ideas in various media or in one in which he is particularly interested, and, in addition, to give increased attention to knowing and understanding the principles which are the basis of good taste and discrimination. In all grades, the pupils must learn that "art is for use". School art, therefore, must be practical, aiming to give every pupil information and experience which will function in life situations.

The pupil's knowledge, appreciation, and skill must be acquired and developed by means of well-chosen experiences and activities. The child must enjoy his art work, and learn, not so much by merely doing as he is told, but by his own effort and initiative. Art activities must include experimenting and problem-solving which will develop good judgment, resourcefulness, and ingenuity; they must give training in self-expression; they must develop ability to recognize and appreciate beauty wherever it is found—in the glory of the

evening sunset, in the flashing colours of bird or butterfly, in the nooks and corners of the woods, in well-kept parks, streets, and other community enterprises, in attractive clothes and home furnishings.

Art activities should integrate as far as possible with social studies, English, science, and other subjects. The result will be that these courses will be enriched and vitalized. Special days, such as Hallowe'en, Christmas, Remembrance Day, Thanksgiving, St. Patrick's, St. Valentine's, Easter, and Empire Day provide splendid motivation for art work. Well-planned enterprises offer splendid opportunity to correlate art and other subjects in purposeful activities. However, care must be exercised to ensure that art retains its own identity and rightful place in the curriculum, and is so taught that it makes its own distinct and valuable contribution to the sum total of training being undertaken to produce good citizens skilled in the democratic way of life.

ORGANIZATION

The art course has been organized to meet the needs of pupils of four levels each including two grades:

1. Grades I and II
2. Grades III and IV
3. Grades V and VI
4. Grades VII and VIII

The activities have been grouped under five main fields of art expression:

1. Drawing and painting
2. Colour
3. Design
4. Crafts—modelling, construction
5. Art appreciation

In each of the main fields suggested experiences are outlined. These are by no means exhaustive. Rather, they are placed there for the purpose of clarifying and vitalizing the course. Teachers may devise other activities suitable to the environment, needs, and capacities of their pupils. The course has been left flexible for this purpose.

NOTE: More activities have been suggested in the art courses than can be undertaken satisfactorily in one school term. The number of activities which it will be possible to complete will depend upon the ability of the pupils and the nature of the activities. Teachers should make sure (1) that pupils devote to art activities the time suggested in *Allotment of Time*, page 30, and (2) that a well-balanced programme is organized. During the term, each child should have extensive experience in each of the main fields of art, with emphasis on the fields of special appeal in his particular level. For instance, in grades I and II, drawing and painting will receive more time than in grades V and VI where interests swing to design and crafts.

The flexibility of the course will enable teachers to combine the two grades of each level and select art activities suited to the pupils in the combined class. For instance, in level I the combined class one year might build a playhouse, motivated by the study of home life. This enterprise would involve many art activities, such as construction of furniture, designing, wall-paper borders, modelling dishes, designing and sewing curtains, in addition to considerations of colour selection and arrangement. In another year, inspired by the study of community life, similar art experiences might be built up around a store or post-office.

It will be found quite possible, upon occasion, in an ungraded school, to combine several or all levels in one large, co-operative enterprise. For example, at Christmas, such activities as the following might, with advantage, be assigned to the proper grades: classroom decorations—making window transparencies, murals or friezes, blackboard borders, and bulletin-board arrangements; collecting, mounting, and hanging Christmas pictures; Christmas tree decorations—making all types of decorations from such materials as paper, tin-foil, cellophane, yarn, or pine cones, and constructing a proper base to hold the tree; making gifts of all kinds—needlecraft or other craft articles; designing wrapping paper, seals, gift cards, and wrapping cord; making Christmas table decorations—place-cards, candy and nut containers, serviettes, and centre ornaments; Christmas concert activities—designing posters and programmes, erecting the stage, making stage properties and costumes; editing the Christmas school annual. School art exhibits are recommended as motivating activities of value. Pupils learn much in mounting and displaying their work.

The list of pictures for appreciation in each grade is sufficiently long to allow for ample choice. Only three-quarters of those listed are expected to be studied. Canadian pictures may be purchased from the National Gallery, Ottawa, or the Toronto Art Gallery. Other pictures may be purchased through the Reeves Art Supply Co., Toronto, or the British Empire Art Co., Vancouver.

GRADES I and II

All children have a natural desire to express themselves in drawing and in making things. In the primary grades this desire should be freely encouraged and emphasis placed on the creative activities rather than on technique. Theories and principles of art have no interest here and should not be imposed upon the pupil. Provision should be made for a suitable balance of creative or free work, and directed work. The teacher must remain always a stimulating and sympathetic guide, and guard against the temptation to become a dictator in order to secure more presentable products.

Young children have a short interest span, and are satisfied with fairly crude results. They feel no need for practice, and lose interest in problems which require much planning or time to complete. Art periods, then, should be short and the activities many and varied. When drill is necessary play activities may be introduced, or a change made in media or colour. As far as possible, all activity should be practical in the eyes of the child, stimulating to his imagination, and fun for him to do. Holidays and other special days are of great interest and importance at this level, and many art activities should revolve about them.

DRAWING AND PAINTING

Drawing is a mental as well as a manual process. Therefore, the formation of clear visual images must precede drawing activities, if the child is to express clearly his ideas. As much time should be devoted to creating mental pictures and in stimulating imagination by means of suggestive questioning and discussion, as is spent in the actual work on paper.

Because of the intense interest primary children have in story telling, picture making in various media should occupy the major share of the time spent at art. In these activities, the expressing of *ideas* is more important than composition. It must be remembered that little children live in a world of make-believe and are largely in the manipulative and symbolic stages, where they play with materials for the sheer fun it affords and where crude symbols

or marks represent persons or things. Furthermore, they draw things as they know them, not as they see them, and stress what seems important to them. For example, they may draw three sides to a house, or represent fingers larger than the hand to which they are attached.

Media: All media should permit large, free, and spontaneous work. Recommended are: a good quality wax crayon (the six standard colours, brown, and black), coloured chalks, tempera powder paint, and calcimine. Newsprint, not less than 9 by 12 inches, is suitable for desk work. For larger work, in which the children should have frequent experiences, wrapping paper, building paper, wall-paper, mural paper, and sugar paper may be used. These large sheets may be fastened to small, movable bulletin boards, or heavy cardboard placed on the chalk rail, or fastened to the blackboard itself. Large, long-handled, hog-hair brushes are advised for use with tempera powder paint or calcimine.

From the first, children should be taught the proper care of tools and equipment. In this, as in all phases of the subject, the foundation is laid in the lower grades for more thoughtful, careful work in the advanced classes.

Activities: To aid the child in developing notions of shape, some directed work will be necessary. Since the simplest foundation upon which to base first drawings is probably the circle, many familiar objects may be drawn within this shape, in line or mass drawing, such as clocks, fruit, the sun, balls, balloons, plates, wheels, and flowers. The idea may be continued and creative expression encouraged, by experimenting with combinations of cut paper circles of different sizes to make familiar or imaginary birds, other animals, and people. Drawing may be proceeded with in a like manner. The square, oblong, triangle, and semicircle may be used similarly as foundations for representing such objects as tables, rugs, beds, flags, wagons, or igloos. The ability to draw lines "standing up", "lying down", and slanting will make the drawing of such things as houses, barns, elevators, chairs, or toys a relatively simple matter.

Directed work will help the child to recognize similar basic shapes in the interesting objects of school, home, and nature which he wishes to use in his free or undirected picture-making activities. Some attention should be paid to proportion when representing people or animals and to relative sizes of objects in a group, e.g., a basket and apples, a dog and a dog-house, or a ball and a bat.

Paper cutting and tearing is an excellent means of developing free expression as it minimizes detail and emphasizes mass, outline, and proportion. The tearing or cutting of paper fruits, vegetables, trees, buildings, people, animals, tulips, nursery rhyme and story characters, may be followed by simple posters, panels, friezes, and scenes. Poster paper, because of its colour, has most appeal, but newspaper or other papers that are not too stiff and strong for little fingers will provide the needed experience. Large built-up illustrations in this medium, such as a circus frieze, provide splendid opportunities for group work, as every child may have a part in cutting or tearing the parts, in selecting the best individual work, in arranging the scene, and in evaluating the finished product. There is the advantage, too, of being able to make a choice of various arrangements by simply moving the forms about before finally placing them. In this way, all the necessary fundamentals of picture-making can eventually be discovered and applied.

Innumerable opportunities for undirected illustration from memory, observation, and imagination must be given to foster creative expression. Limitless material for such work will be found within the realm of the child's own interest, knowledge, and environment. Suggested subjects are:

Nursery rhymes;

Favourite stories or poems;

Actual experiences—going to church, buying candy;

Imaginary topics—visiting the Fairy Queen;

Work or play activities—helping mother, playing with pets;

Seasonal or special day activities—planting gardens in the spring, parading in Hallowe'en costumes;

Activities of those who serve the home or community—Father milking the cows, the grocer wrapping parcels.

Standards: It is expected that at the end of grade II, pupils' work will give evidence of the desire to express ideas and the ability to do so in graphic form, freely, boldly, and spontaneously. Picture-making efforts should reveal ability (1) to fill the paper well, not leaving it empty in places or having objects huddled to one side (balance), (2) to show a main idea or important object by means of size, colour, and position, (3) to show action in people and animals, and (4) to represent various objects in simple proportion, e.g., a man and a dog, or a door and a child.

COLOUR

The study of colour cannot be isolated, but is closely linked with all phases of art, particularly design. In grades I and II children have an undeveloped colour sense and prefer bright colours to subdued ones. The child's first effort in graphic expression should be with colour in any medium which permits large free work.

By means of various activities, such as matching colours, experimenting with combinations of primary hues to secure a second set of colours as in the dyeing of Easter eggs, and by observation of nature, pictures, clothing, etc., in their daily environment, children, at the end of grade II, should be able to recognize:

1. The six standard colours;
2. The warm and cool colours (and to apply this knowledge in practical ways, for example, in pictorial composition use the warm colours, red, yellow, orange, for pictures of warm sunny places and the cool colours, blue, green, purple, for the cold winter scenes);
3. The colour combinations associated with the various special days, i.e., Christmas, red and green; colour combinations in nature at various seasons, red and green of the poppy or holly; the warm colours of fall and the cool colours of spring;
4. Pleasing combinations of one bright colour and a neutral (black, white, or grey); the yellow-red-blue triad grouping.

DESIGN

Orderly arrangement is the foundation of good design, and is achieved by the use of certain fundamental principles. The aim with primary children, however, is (1) to develop a feeling for this good arrangement and ability to recognize it as a simple motif or unit, arranged in regular order with regard to good spacing and suitability, and (2) an appreciation of simple decorative design wherever they find it in their daily experiences. Design is closely related to all art activities, especially in crafts, where the structural as well as the decorative element is encountered.

From simple units developing from the drawing activities (shapes, lines, animals, people, buildings), may be made effective border patterns for

towels, book-covers, etc., using the principles of repetition and alternation. Arranging cut-out paper shapes or coloured sticks between two long parallel lines on the desk is a good early exercise, as the units can be moved readily about and re-arranged at will until satisfactory arrangements result. Simple all-over or surface patterns may be applied to things such as wall-paper for a doll's house, and Christmas wrapping paper. Cut paper, stick printing, colour, or wax stencils (crayons rubbed over stiff paper with cut-out areas) may be used.

Practical Use: Special attention should be given to the practical use of design in all special day art activities, i.e., decorating the classroom and bulletin boards, making window transparencies, greeting cards, or decorations for the party table, and to any craft work requiring ornamentation. Suitability for purpose and simplicity must be emphasized throughout.

Design should be related to everyday living, whenever possible, and its principles applied to such activities as the arrangement of daily work on the bulletin board, to pictures pasted in scrap-books, and to books on the teacher's desk or on cupboard shelves. The collection of pictures illustrating the use of border or all-over design on various articles should be encouraged, as well as the discovery of beautiful decorative markings in nature as found in stones or the plumage of birds. Actual articles or materials which are suitably decorated may be brought to school for display.

Lettering: Lettering involves spacing and arrangement, and is another form of design. A simple cut-out alphabet based on the square or rectangle may be developed and used in practical ways whenever the need arises. In this way the monotony and waste of formal study may be avoided. A suggested early activity is the making of an illustrated alphabet which combines shape-building, colour, and lettering. For example, the letter "H" may be cut, and then an object, the name of which begins with "H", may be torn or cut out, such as a hat or horn. These may then be arranged together, attractively, on paper. A single-line capital letter alphabet should be built up and used, giving careful attention to good form and spacing.

The child should be expected to use a ruler to measure fairly accurately the inch and half-inch.

CRAFTS

Crafts are taught in these grades for the value of the manipulative experience, to clarify ideas of shape, proportion, etc., and for the joy of making things, rather than for the quality of the finished article. The mental development which occurs during the planning and doing is important. Discussions regarding the purpose, structure, required tools, etc., should precede the activity. To encourage originality, ingenuity, tolerance for, and evaluation of other methods, each stage of the work should be followed by general constructive criticism. All craft work should be closely correlated and integrated with units of work in other subjects.

All beginners should have experience in simple paper folding and construction. For the sand table and special day activities, there may be developed from folded paper such useful and interesting articles as: buildings, doll's furniture, boxes, baskets, and decorations.

Paper weaving provides another worthwhile experience. To secure variety of design and provide for progression, experiments with combinations of different colours and with different widths of strips will prove worthwhile.

Toy Making: Toy making follows the intense interest children have in playthings. Early in the term it is advisable to encourage the collection of

materials suitable for the making of toys, i.e., boxes, spools, clothes-pins, buttons, cloth, wood, wire, oilcloth, yarn, cardboard, etc. Suggested types of toys to be made are:

Jointed cardboard animals; construction paper figures or nursery rhyme characters with movable or "cat stair" limbs; oilcloth animals or people; stuffed dolls with yarn hair dressed in interesting costumes; the "gingham dog and the calico cat"; wagons, ships, wheelbarrows, chairs, etc., made from boxes and cardboard.

These should be used in some definite activity such as "The Christmas Toy Shop", Christmas tree decorations, Red Cross activities, or gifts for the less fortunate.

Modelling: Modelling by means of plastic materials is one of the best means of encouraging creative expression, and is to be emphasized. Plasticine is probably the best medium, but clay is more durable and will give a more realistic effect when painted. Experiments with local clay may prove it to be quite satisfactory. Prepared clay flour may be purchased from Saskatchewan companies. Paper pulp may also be used. Good results are readily obtained by first modelling simple shapes based on the sphere, e.g., beads, fruit, birds and other animals. Ropes of modelling material may be used to make interesting alphabets, numerals, or fences, before proceeding to such articles as baskets based on the coil method. Splendid objects for the sandtable may be made from plastic materials. Modelling people and animals from snow in the school yard provides another interesting experience.

Needlecraft: Needlecraft will find many useful applications. Small children can readily do French or spool knitting which can be used to make such articles as mats, rugs, bags, pillows, and doll's hats. This may be followed by knitting with two needles to make afghan squares, doll's clothes and blankets, and children's scarves, as well as many other articles. Simple sewing will be required in various other craft work such as the making of puppets, costumes for dramatization, and certain types of toys.

Construction Activities: Large size construction work, such as a play-house, store, or post-office, in which a child may move about freely, should be undertaken as well as smaller construction, such as a doll's house. This will involve the making of equipment and furniture, and the application of decoration where needed. All phases of art should be involved in such an activity: *design*, both structural and decorative, in making wall-paper, furniture, floor-covering, curtains, equipment, etc.; *modelling*, dishes, fruit, bases for lamps or signs; *lettering*, street and number, signs, prices, as well as *colour* considerations and appreciation. For beginners, construction work with blocks of various sizes and shapes is valuable.

Glove puppets with heads of plastic material or even potatoes may be made and used to advantage in connection with the dramatization of stories or poems.

ART APPRECIATION

Art appreciation should not be limited to picture study but should include the appreciation of beauty wherever it is found, in nature, interior furnishings, good community buildings, etc. It will be necessary to direct attention to the beauty round about, indoors and out, to flaming sunsets, birds in flight, a bouquet of flowers, or neatly arranged books and well-kept classrooms. Children must be encouraged to think for themselves, form their own judgments, and express their feelings. By looking-experiences and exercises in judgment a sense of appreciation will be developed. With young

children the best approach is through their immediate environment. In this connection a "Beauty Corner" in the classroom is suggested, a spot set aside where may be placed objects considered worthy of appreciation—a beautiful picture or greeting card, an attractive tie or ribbon, carefully arranged flowers, a graceful vase, or a gay butterfly. A pleasing display of well-designed toys might be arranged after Christmas. Care of the classroom and school property, and pride in neat, personal appearance should be stressed.

All pictures selected for enjoyment should be well within the interest and experience of the child, and should be in colour, preferably. Those of the greatest appeal will be of children, animals, and home life, and will have a story telling interest. A suggestive list is given, but good pictures from magazines and other sources will provide much interesting material for picture appreciation.

GRADE I

A selection of pictures may be made from the following list:

Baby Stuart; Van Dyck
 Madonna of the Chair; Raphael
 Feeding her Birds; Millet
 With Grandma; McEwen
 Dancing in a Ring; Thoma
 Can't you Talk?; Holmes
 Saved; Landseer
 Girl with Cat; Hoecker
 Arrival of the Shepherds; Lerolle
 The First Step; Millet
 Goldilocks and the Three Bears; Jessie Willcox Smith
 Be it Ever So Humble; Potthast

GRADE II

A selection of pictures may be made from the following list:

Fairy Tales; Shannon
 Boy with a Rabbit; Raeburn
 Saying Grace; Chardin
 Woman Churning; Millet
 A Distinguished Member; Landseer
 Holy Night; Correggio
 Children of Charles I; Van Dyck
 Don Balthazar Carlos; Velasquez
 The Helping Hand; Renouf
 The Knitting Lesson; Millet
 Children of the Sea; Israels
 Primary School in Brittany; Geoffrey

GRADES III and IV

Children at this level are gradually leaving the symbolic stage and are entering the realistic period, where they wish objects to appear more as they really are. Instead of permitting symbols to represent any man or any bird, they now desire to indicate a certain man, perhaps a Mounted Policeman, or a particular bird, such as a Meadowlark. The transition from one stage to the other can be accomplished with a minimum of difficulty by the resourceful teacher, alert to the difficulties involved. The art work of grades III and IV will be found to be, mainly, an enlargement of activities of the primary grades.

The interest span now lengthens, and, in order to keep pace with his desire for a somewhat improved standard of work, the child is willing to do a little practising. Because of this, as well as his increasing powers of observation, added experience, and greater appreciation of line, form, and colour, more technique should be introduced gradually, but creative expression must still be stressed. A strong story-telling interest continues, but another interest lies in designing and making things. Teachers should continue to build upon the play instincts of the child when planning art experiences, and arrange for an equitable balance between free and directed work.

Confidence in ability should be firmly established at this stage in order to provide a solid foundation for later problems in art. The child should be helped to see more clearly, to discover his own mistakes, and be given definite help when he needs it. Experiment and purposeful research must be encouraged, and originality and ingenuity be stimulated. The child must learn through his own activities. In spite of the evident desire for improvement, the work will still be crude, judged by adult standards.

DRAWING AND PAINTING

The child's interests have now extended from his immediate environment to the world about, to other people and other lands. To narrative illustration and pictorial composition, may be added, now, a few simple informational drawings, that is, drawings which give graphic information, such as maps, charts, and similar descriptive work. An interest in local landscape drawing is found in these grades and may be utilized.

Content and Procedure: The subject matter, now much enlarged, will be inspired not only by creative and imaginative ideas, but also by enterprises involving science, social studies, health, and English.

The work must contrive to be large, free, and spontaneous, and reflect the spirit of joy and happiness. Care must be taken to ensure that, though a higher standard of attainment is expected, the willingness to practise is not killed by monotonous repetition. Attempting the same form in a new way, with even a different colour, may be made to appear as a new problem and interest thus maintained. The habit of doing one's best at every attempt should be established early, and so guard against practice becoming a waste of time and material. Provision must continue to be made for experience in *large work*. The media used will be the same as in grades I and II.

Interesting types of things to draw may be suggested as follows:

1. Nature drawings, based on observation outdoors and objects brought into the classroom: birds, flowers, weeds, fruits, vegetables, trees, insects;
2. Domestic animals and animals studied in connection with science or social studies: dog, cat, sheep, cow, horse, oxen, camel, gopher, squirrel;
3. Simple buildings or forms of shelter: igloos, tents, mud-houses;
4. People studied in connection with the social studies: Eskimos, Dutch, Indians, cave-dwellers, primitive workers;
5. Special day drawings: pumpkins, cats, witches, jack-o-lanterns, poppies, holly, bells, and other symbols representative of various days;
6. Imaginative objects: queer people, queer birds, queer animals, and queer homes from an imaginary "Land of Queer";
7. Memory drawings: trees blowing in the wind, the village church, birds flying.

The above listed objects and others as needed may be placed in proper settings for narrative illustration in connection with work in other subjects, in

the form of pictures, moving picture reels, friezes, or murals. Ideas for pictorial composition may be inspired by the following:

1. Selections suggestive of form and colour from favourite poems, stories, or songs found in *Highroads to Reading* and other sources;
2. Actual scenes from observation: sunset skies with buildings or trees silhouetted against them; local street or farm scenes;
3. Play activities of children: playing baseball, winning the race on field day;
4. Helping activities: bringing home the cows, cleaning up the yard on Arbour Day, burning leaves in the fall;
5. Other activities: going home from church, looking for birds' nests in the fall;
6. Illustrations for integrated enterprises on Eskimos, Holland, primitive peoples;
7. Creative or imaginative pictures: "The Land Where the Bong Tree Grows", imaginary pictures on the walls of caves.

Standards: By the end of this division children should be able to compose a fairly well-balanced picture, and tell a clear and interesting story in graphic form. They should give evidence of such picture-making knowledge as:

1. The correct placing of the horizon line, either above or below the centre of the picture;
2. The principle of emphasis, that is, indicating the object of the greatest interest by size, position, and colour, e.g., make it large, place it near centre, and draw attention to it by bright colours or contrasts of light and dark;
3. Elementary perspective, i.e., indicating near objects by making them large, brighter in colour with a little detail, and placing them lower on the paper, and indicate distant objects by making them smaller, duller, with little or no detail, and placing them higher on the paper;
4. Too, they should be able to place objects in a group or behind one another, as children in a ring or trees in a row, and be able to draw people and animals more life-like with evidence of improved proportion. The results will still be child-like and far removed from adult standards.

COLOUR

No formal teaching of colour should be attempted. A colour sense and a deeper appreciation of the use of colour will be developed by means of constant directed observation of it in nature and in objects and materials of everyday use. Children should be able to recognize and use (1) the six standard colours, (2) warm and cool colours, (3) light and dark colours, (4) simple colour combinations as in grades I and II, and (5) one colour and its tint and shade (light and dark). They should be able to associate the colours with their proper place on the colour chart.

Suggested colour activities are:

1. Discover colour combinations in nature similar to the outline in the previous paragraph, and others which appeal to the pupils.
2. Collect pictures and textiles which illustrate colour combinations—observe those used in pictures by famous artists.
3. Discuss the use of warm and cool colours in everyday life: warm colours in north rooms and cool colours in south rooms, the use of warm and cool and light and dark colours in wearing apparel for summer and winter.

4. Apply colour knowledge to illustrations involving the use of warm colours in autumn scenes or desert pictures, or the use of colours in spring landscapes or Eskimo pictures.
5. Keep colour charts showing the colour combinations found in the various birds or flowers common to the district.

A good colour chart is a classroom requisite, but making colour charts is not a pupil art activity at this stage.

DESIGN

Simple pattern making will be continued in both border and all-over or surface designs, and the use of repetition and alternation to secure rhythm. A better balance of units with background spaces is expected. Units should fill the space agreeably, and should not give the impression of being too large or too small, too close or too far apart. If they are made large and allowed to touch, beautiful background shapes will appear. A square network is advisable on which to build all-over designs. Crayons, cut-paper shapes, stencils, stick-printing, and potato printing will provide variety.

Suggested activities are:

1. Make, from folded paper, creative cut-out borders for book-covers, or blackboard decorations.
2. By means of strips of coloured paper placed on the desk, discover how stripes and plaids are made. Make stripe and plaid designs on paper, using crayons, and cut them into shapes of useful articles: neckties, ribbons, "the gingham dog and the calico cat". Discuss the use of plaids and stripes in wearing apparel in everyday life: on thin people and fat people; the original significance of plaids and their typical colours. Make a collection of fabrics in these designs.
3. Display objects illustrating the use of border patterns: lace, ribbons, towels.
4. Devise other methods to stimulate the observation and appreciation of the variety of uses of design as a decoration and the development of good taste in their employment.
5. Apply the principles of good arrangement to classroom situations: bulletin boards, decorations for the room, the Christmas tree, and to the making of special day table decorations, greeting cards, place cards, wrapping paper, Hallowe'en masks, and valentines.

Though no formal lettering should be taught, free, uniform, legible lettering using the single-line, capital, block letters, and poster cut-out letters, will be required for various activities.

In posters, charts, or other work involving lettering and illustration, proper balance and the use of suitable margins should be stressed. Design posters inspired by health rules, standards of politeness, care of birds or animals, or social science studies. Poster paper or any cheap coloured paper is the best medium to illustrate simplicity in this work, as it eliminates unnecessary detail. Discover the requisites of a good poster, e.g., proper balance of lettering and illustration, lack of detail, choice of colours, and suitability of subject matter.

Extend the use of the ruler to include the measurements of one-quarter and one-eighth of an inch.

CRAFTS

The work in crafts will be principally to plan and make simple objects in connection with practical classroom and social requirements. It is not what the child makes, however, that is important, but what he learns in the process.

The manipulative experience is a valuable one for clarifying ideas, and for developing tolerance and appreciation for the work of others, as well as for stimulating originality, ingenuity, and constructive thinking. It should be regarded as a constant exercise in judgment, and in the development of the principle of suitability or fitness to purpose.

The adaptation and use of ordinary waste material should be encouraged:

1. Use milk bottle tops, spools, and tin lids for wheels; corrugated cardboard for log cabins; broom handles for moving picture reels.
2. Collect jars and bottles suitable for flower containers, and decorate them using enamel or house paint.
3. Make use of various kinds of paper to construct models required for sand table activities: castles, bridges, houses, barns.
4. From cartons, spools, corks, pipe-stem cleaners, stockings, soft wood, and wire there may be many types of toys.

Art activities, which will provide valuable experience are:

1. Dressing dolls or figures in typical costumes of countries studied, or in the native costumes of nationalities in the district. These would make excellent additions to an art or handicraft exhibit, as their preparation would probably involve construction, modelling, knitting, sewing, perhaps weaving, and would lead to an appreciation of colour and design in costume-making.
2. Making glove puppets and marionettes for dramatization in correlation with English.
3. Modelling from plasticine, clay (local or prepared clay flour), and papier maché, objects, such as pyramids, various kinds of dwellings, animals, figures for paper weights, ash-trays, and masks.
4. Weaving rugs and doll's apparel using cardboard looms.
5. Making beads and jewellery from clay, rose-berries, paper, wood, and macaroni.
6. Making various decorative spatter designs, posters, and pictures, by means of a screen and ink or paint, and using silhouettes of people, or building, as well as specimens from nature.
7. Making all-over or border designs for book-covers, curtains, or table-covers, employing potato-printing.
8. Carving from soap: animals, totem-poles, Dutch shoes, or other articles required for units of work in the social studies, etc.
9. Knitting doll's wearing apparel, and afghans for the Red Cross.
10. Sewing, where necessary, in connection with other craft work.
11. Constructing from wood, marionette theatres, moving picture theatres for illustrated reels, and sandtable needs.
12. Large size construction activities might include the making of Indian teepees from brown paper or canvas bags, properly designed and decorated.

ART APPRECIATION

The approach to real art appreciation is through interest and enjoyment, and no formal work should be attempted. By various looking, judging, and creative activities, the child should be led to recognize and appreciate the best forms of art common in his environment, whether in nature or in the product of man's hands. The work of the previous grades may be enlarged upon, and stress placed upon orderliness in the classroom, home, and community surroundings.

Activities such as the following may be devised:

1. Select an attractive calendar and hang it properly.
2. Collect valentines and arrange them in order of preference, bearing in mind design, colour, and suitability. Make valentines applying the knowledge gleaned from the foregoing experiences.
3. Collect pictures representative of the different seasons.
4. Discover the reasons for the beauty of Japanese flower arrangements. Try to make similar treatments using local flowers and weeds. Collect pictures of art work done in the various countries: Japan, Holland, etc., and of primitive art. Put on display in the "Art Corner" art objects from these countries: embroideries, jewellery, Delft China, textiles.
5. Discuss different types of flower containers and their suitability for flowers with tall, slender stems, or for short-stemmed varieties. Plant bulbs in suitable containers.
6. Gather brightly coloured and interestingly shaped autumn leaves, observe them carefully, and, from rubbed impressions of them, design homourous and imaginative figures of people and animals.
7. Collect pictures of homes and grounds that are well designed. Observe carefully the local town monument, or the finest building.
8. Make a collection of pictures of children and compare them with similar subjects from the picture study list.

"A" COURSE

A selection may be made from the following list of pictures:

Miss Bowles; Reynolds
Herd in the Sunlight; Claus
Boy With a Sword; Manet
The Pantry; de Hooch
The Sower; Millet
Shoeing the Bay Mare; Landseer
The Mill Pond; Inness
The Child Handel; Dicksee
The Shepherdess; Lerolle
The Infant Samuel; Reynolds
Nurse and Child; Hals
Ice-bound; Metcalfe

"B" COURSE

A selection may be made from the following list of pictures:

The Mill at Wyck; Ruysdael
Christ Among the Doctors; Hofmann
Arabs on the March; Schreyer
Flower Girl in Holland; Hitchcock
Carnation, Lily, Lily, Rose; Sargent
Age of Innocence; Reynolds
The Torn Hat; Sully
Spring; Mauve
Homework; Carriere
Oxen Ploughing; Bonheur
The Maids of Honour (Las Meninas); Velasquez
Song of the Lark; Breton

GRADES V and VI

At this level the child becomes more self-critical. His ability to perform has not kept pace with his powers of observation; his standard is too high with the result that he is easily discouraged. To overcome this, care should be taken to ensure that the activities selected are kept well within his capacities and interests, and that they have a practical appeal. Though he is fond of experimenting, he demands results and sees the need for constructive planning. The spirit of play now gives way to that of work.

The child is becoming interested in aesthetic quality, and definite training to develop good taste should be begun. Design and colour now assume increased importance.

A large and comprehensive reference file is invaluable. Pictures should be collected which illustrate the various colour and design principles as applied to objects of everyday use, the use of different kinds of lettering in commercial and social life, as well as illustrative material of other phases of art. The pictures thus collected should be used for reference purposes, not for copying.

DRAWING AND PAINTING

Drawing to illustrate information becomes more important at this level, although the child still finds pleasure in the representation of ideas which involve imaginative and memory work. Imaginative representation should be varied, however, as the pupil becomes older, with deliberate attempts to draw simple objects with which he is familiar and which he can observe with close attention.

Increased interest is evident in reproduction of nature and still-life. Technique should show a noticeable improvement, but freedom of expression may lessen if an effort is not made to retain it. Various techniques should be supplied *as fast as pupils require them*.

Content and Procedure: The use of pencil measurement should be taught as an aid in improving proportion. The necessary knowledge of perspective must be acquired by observation and experiment and *not by formal teaching*.

Water Colours are introduced in these grades and some instruction in technique will be needed from the first. For satisfactory results it will be necessary, when the need arises, to teach the handling and use of dry and full brushes, dry and moist paper, flat and graded washes of colour, mixing of colours in the pan and blending of colours in the brush. Good quality paints, even if only the three primary colours and black can be secured, are to be preferred to a cheap quality with an assortment of colours. A number-eight box is recommended. Water colour paper (not drawing paper) or manilla paper, which is cheaper and quite satisfactory, should be used.

For large *friezes* and *murals*, use the same media as recommended in previous grades. A movable bulletin board, which may be placed against the blackboard or wall, will be found useful for this work and may be made by the children themselves.

Subject matter will be inspired more, now, by the demands of other subjects. Informational drawings (1) graphic portrayals of information or descriptive work such as charts, and maps, (2) narrative illustration in which the story element is emphasized, i.e., illustrations of stories, ideas, or social study topics, and (3) pictorial composition, i.e., free creative work, stressing neither information nor illustration, but achieving a design effect, such as scenes and still-life groups, should all receive consideration. To the media used in previous grades will be added water colours, and, if desired, charcoal and pastels.

In addition to the knowledge of picture-making acquired in previous grades, pupils should now know, *after* experimental and looking activities, the following facts pertaining to colour:

1. Hue: Warm colours seem to advance and emphasize foreground; cool colours seem to recede and suggest distance.
2. Value: Strong contrasts of value emphasize objects and make them appear closer; distant objects are more closely related in value, e.g., distant trees may appear to have one value, while near trees will have different values; the sky is darker overhead, and lighter near the horizon; the ground in the foreground is darker and near the horizon is lighter.
3. Intensity: Intense colours will appear in objects in the foreground, but colours in the distance are grayed, or dull.

Standards: Drawings at the end of this level should reveal an accumulative knowledge of picture-making principles, and a fair degree of skill in the use of crayons, chalk, water colours, and opaque paints. Figure and animal drawings should show more life and accuracy. Teachers are again warned against expecting from children, adult standards of work in picture-making. To do so will develop a lack of self-confidence and a dislike for the work because of inability to reach a standard which is beyond their ability.

Suggestions for drawing and painting: Many topics will arise from and be motivated by other subjects, e.g.,

1. Natural science: bird and flower charts, weather records, posters emphasizing fire prevention—these will involve, e.g., drawings of flowers, trees, birds, moths, butterflies, domestic and wild animals.
2. Social studies: animated maps illustrating Canadian industries, Habitant pioneer life, United Empire Loyalists, early western settlers—these will include, e.g., drawings of pioneer dwellings, trading posts, churches, Vikings, explorers, pioneers, Royal North West Mounted Police, canoe, dog-sled, travois, Red River cart, covered wagon.
3. Literature: Norse legends and myths, Indian legends and customs, stories from *Highroads to Reading*.
4. Special days: fun on Hallowe'en, the Christmas concert, the Summer Fair. Special day stories will involve drawings of, e.g., Christmas trees, shepherds, witches, poppies.

Pictorial Compositions:

1. Local scenes: the village church in the fall, our farm in winter, the road to school in spring;
2. An Indian encampment silhouetted against the sunset;
3. Self-portraits;
4. Imaginary flower arrangements.

Large Murals and Friezes:

1. The story of a loaf of bread, a lump of coal, or a Hudson seal coat;
2. Animals, from earliest times to the present;
3. Pioneer life;
4. In Viking days;
5. Canada's Birthday;
6. The Christmas story.

COLOUR

Formal study of colour is begun in these grades. The required knowledge of colour facts must be acquired *by experimenting* on the part of the pupils, and not, under any circumstances by merely memorizing colour theory. The experiments should provide opportunities for experience in selecting, arranging, and evaluating colour combinations, rather than for establishing a set of rules to be followed slavishly in limited activities, such as applying paint. They will be valueless unless enriched by other parallel activities devised to promote discriminating judgment, and the appreciation of the wise use of colour in daily life. The child should be expected to make practical application of his colour knowledge in connection with his other work in art, as well as in other school and home situations.

A colour circle and value and intensity scales will be needed in the classroom for reference. The Prang or three-colour system is used throughout. From his colour experiences the child should have, at the end of these grades, an acquaintance with the use of analogous or related colours; complementary or opposite colours; value—high, low, and middle; intensity—strong and weak; analogous monochromatic and complementary colour harmonies and triadic groupings; and some knowledge of how to balance colour in design, e.g., a small area of bright colour will balance a large area of dull colour.

Definite experiences to build up an appreciation of the use and value of these colour principles in daily life problems will be necessary. For instance, in establishing a concept of the principle of value such activities as the following might be undertaken:

1. Select any hue and make three flat washes of it, one in high value, one in low value, and one in middle value. From these make simple cut-out pictures, scenes, or comic posterettes, arranging the values in such a way that perspective is suggested.
2. From observation of pictures and outdoors, discover how the values must be arranged in order to give the impression of distance and nearness.
3. Find textiles or objects in which the design is carried out in values of one colour. Ascertain why such a colour combination should be called a monochromatic harmony.
4. Select and record on paper, three values of any hue which the child might like to have combined in a design for a winter sweater, a summer dress, or a costume for a stout person.
5. Find, from good pictures, the use artists make of the principle of value.

Other activities, similar to the above should be devised to interpret intelligently the other colour principles outlined. Care must be taken to ensure that the colour facts are not allowed to become abstract theories. Interpreted by means of simple concrete experiences, they will become both meaningful and valuable to the child.

DESIGN

By this time, children will have developed an elementary appreciation of the value of design and a recognition of it as a form of beauty and source of pleasure in everyday life. Now, a distinct interest is apparent in design principles. Pupils wish to know why some things are beautiful and others ugly. Definite training in good taste may be given by means of interesting and purposeful problems involving colour and design principles and by the practical application at every opportunity of the knowledge gleaned. Thus, the relation of design to daily living will become manifest. Though design

becomes more important in these grades, care must be taken to ensure that the activities are experiences in creating and not mere exercises in colour and arrangement, or drills on facts.

An introduction has already been made, though not formally, to the design principles of *balance, harmony, rhythm, alternation, and repetition*. Simple, definite experiences with these should continue and to them be added others involving (1) *emphasis*: accenting certain parts by size or colour, (2) *proportion*: pleasing space relationships, and (3) *radiation*: divergence from a point or base. In the study of design, colour cannot be dissociated.

The idea of balance which, until now, has been the kind known as formal or symmetrical, should be extended to include the informal type. Reference to a see-saw will best convey the idea. Two children, the same size, and same distance from centre will balance (formal balance). But if children of unequal size were to balance, the larger one would have to be nearer the centre (informal balance). In making a book-cover containing only the title and the owner's name, the title, emphasized by size because of its importance, would be placed closer to centre than the less important name which would be smaller in size. Note in pictures, the use made of this principle by famous artists, e.g., *The Last Supper* by Da Vinci (formal balance), and *The Artist's Mother* by Whistler (informal balance). Look for the use made of the principle at home in arrangements of furniture, pictures, or objects on a table, and how it is employed by commercial artists on wayside bulletin boards, on advertising folders, and in magazines.

The understanding and application of other important principles of design in the production of beauty may be developed by similar looking, doing, and evaluating experiences.

Simple pattern making should be continued, both in border and all-over designs. The latter may be built upon various types of network: square, diamond repeat, and half-space drop. The use of templates, i.e., free-cut paper shapes used as an inspiration for units, will be found useful in producing creative patterns.

The following activities will suggest enjoyable and worthwhile design problems:

1. Paint silhouettes of trees, birds, flowers, or animals, and then break these into conventionalized designs to fit given shapes, as triangles, circles, or oblongs. The use of squared paper for the above will be found helpful.
2. Conventionalize Christmas trees into as many different designs as possible for use on Christmas greeting cards, wrapping paper, and other design work.
3. Many demands for decorative designs will arise from craft activities, e.g., border designs for embroidered towels, knitted scarves, or woven rugs; motifs for book-ends or clay plaques; and in connection with the making of toys or costumes.

The teacher will find numerous other methods to stimulate creative decorative design and promote a finer appreciation of its use by craftsmen and others.

When the concrete need for *lettering* arises, definite instruction should be given. The ability to letter freely and legibly, using both upper case or capital letters and lower case or small letters, should be acquired. Attention should be given to correct proportion, and to proper spacing between letters, words, and lines, as well as to difficult capital letter combinations such as E and S, V and A, and L and T. It will be found, especially in poster work, that certain open and closed capital letters require special consideration because of the way they happen to be combined.

Suggested applications are:

1. Make a scrap-book, including an appropriate cover, of examples of good lettering used by commercial designers, as found in greeting cards, magazines, newspapers, and hand-bills.
2. Discover the colour combinations which, when used in posters, produce the strongest attraction, may be seen at the greatest distance, combine to make the most legible lettering, or are the poorest considered from various angles.
3. Find to what extent humour and objects in motion have an advantage in poster-making, and the use of margins and colour to secure unity. Observe billboards and signs. Posters should reveal a practical knowledge of unity, balance in lettering, illustration, colour, and other design principles.
4. Make attractive posters advertising Boy Scout, Girl Guide, community functions, Canada's beauty spots, or illustrating health, natural science, and English studies.
5. Make monograms suitable for sweaters, crests, smocks, note-paper, cards, or embroidered articles.
6. Design name-plates for books, labels for bottles, and signs for reference files.
7. Attractive all-over designs for end papers may be made using letters, or letter combinations, for motifs.

CRAFTS

In crafts, careful planning, creative designing, accurate measurement, and neat workmanship will have a practical interpretation. Both decorative and structural design enter into craft problems and the principle of fitness to purpose must be observed constantly. This type of work provides excellent motivation for purposeful research and ingenuity, and the child must be encouraged to seek, find, and interpret necessary information. In this way, he should acquire much valuable knowledge and gain an appreciation not always manifest in the finished product. Joy in creative expression may be destroyed by demanding a standard of technical skill beyond the child's ability. The activities should be related as closely as possible to social studies, English, health, and natural science.

Through his own experiences with craft media, it is expected that the child will be able to more fully appreciate the work of all who contribute to the production of the articles of everyday use. Also, a foundation in good judgment will be laid for his later adult selection of the things he needs.

Activities involving the following media and types of problems should provide the needed experiences:

Modelling:

1. Clay: paper weights, ornamental figures or objects, decorative tiles or wall-plaques, pottery, book-ends;
2. Papier maché: masks for Hallowe'en or wall decoration, bowls, maps;
3. Soap: sandtable models, animals, people, faces, boats.

Construction:

1. Paper: toys, buildings, vehicles, masks, shields, baskets, sandtable models;
2. Wood: miniature models of buildings, covered-wagon, ox-cart, automobiles, bird-houses, Viking ships, stage properties, mechanical toys, door-stops, window props, lawn markers, spatter-printing frames, aeroplanes.

Weaving:

Tams, scarves, rugs on cardboard or simple wooden looms.

Needlecraft:

1. Knitting: scarves, costumes, and accessories for dolls, bags; afghan squares;
2. Embroidery: original designs on runners, aprons, towels, doll's costumes; simple appliqué;
3. Sewing: glove puppets, marionettes, gifts, stage costumes, or other classroom requirements.

Printing:

1. Spatter: greeting cards, decorative panels, maps, nature charts, illustrations;
2. Potato: end-papers, book-marks, gift cards, wrapping paper;
3. Linoleum: greeting cards, place cards, name-plates, wrapping paper, illustrations.

Book-binding:

Simple booklets, records, and scrap-books.

Many kinds of material will be involved in other craft activities. For instance, in the making of jewellery or novelties, things such as the following might be made use of: macaroni, nuts, clay, paper, wood, leather, tooth-picks, candies, corks, pipe-stem cleaners, cones, bark, and rubber.

ART APPRECIATION

The establishment of a practical understanding of common art principles and an appreciation of their value in meeting life situations should receive consideration at this level. Good taste can best be developed by problems involving careful observation, contemplative thought, and discriminating judgment. The principle of evaluation should be emphasized in the light of the child's accumulating experiences.

Interest becomes apparent now in the study of good pictures from the viewpoint of technique and composition. However, an academic treatment of these principles must be avoided. The child enjoys discovering how famous artists have obtained certain results by their use of such principles as balance, rhythm, and harmony, in colour and arrangement; how certain lines and colours seem to express joy, sorrow, or conflict; and the historical or social information the picture conveys.

Exercises to stimulate art appreciation may follow the lines of those suggested below:

1. Discuss the purpose of pictures, and the proper framing and hanging of them. List, with examples, as many different types of pictures as possible, i.e., portraits, landscapes, etc.
2. Collect reproductions of the work of Canadian artists and craftsmen, especially of Saskatchewan, as found on greeting cards or calendars, or in magazines.
3. Sort available reproductions of masterpieces or other good pictures into various groups according to certain art principles: formal or informal balance, rhythm.
4. Arrange an exhibit of handicrafts of local pioneers, and, in the arrangement of these, apply art principles to make the display attractive.
5. Have pioneers and others visit the classroom and tell of life in the early days in Canada.

6. Exhibit handicrafts of people in the district who came from other countries.
7. Find typical motifs and colours in the foregoing, and reproduce similar designs, using crayons on cotton pressed with a warm iron.
8. Make a collection of Indian beadwork or other crafts for a display. Record, in colour, typical Indian designs.
9. Make a collection of Indian poems and stories, illustrate them, and bind them into a booklet.
10. Note designs and colours on wings of butterflies and moths, and record on a chart.
11. Make quick sketches in books for the purpose of illustrating repetition found in nature, e.g., in trees in a row, in ripples on water.
12. Note designs on cutlery, dishes, furniture, etc., considering balance, rhythm, harmony, and fitness to purpose.
13. Select the most attractive store window in town and ascertain why it appeals more than others.
14. Examine place cards, paper serviettes, and other special day decorations for sale in stores during the year.
15. Note the difference between wall and floor coverings in choice of colours and designs, and in the difference in types of each selected for various rooms: kitchen, living room, bathroom, or bedroom. Make a class book illustrating a good choice of floor and wall covering for each of the above listed rooms.
16. Discuss how to improve the appearance of the classroom: blinds hanging evenly, pictures mounted and hung properly, etc., and carry out the improvements decided upon.

"A" COURSE

A selection of pictures may be made from the following list:

The Laughing Cavalier; Hals
 The Artist's Mother; Whistler
 Following the Plough; Kemp-Welch
 End of Winter; James Henderson
 The Horse Fair; Bonheur
 Sir Galahad; Watts
 The Jack Pine; Tom Thomson
 Boyhood of Sir Walter Raleigh; Millais

"B" COURSE

A selection of pictures may be made from the following list:

The Last Supper; Da Vinci
 Dance of the Nymphs; Corot
 Village in the Laurentian Mountains; Gagnon
 Coming of the White Man; Reid
 Oxen Drinking; Horatio Walker
 The Protest; Dallin
 Light of the World; Holman Hunt
 The Gleaners; Millet

GRADES VII and VIII

To prevent any break in continuity, the teacher must be thoroughly familiar with the art course of previous grades.

While the underlying objectives remain the same at this level as for the preceding grades, the changing interests, needs, and capacities of the

maturing pupil demand that some consideration be given now to vocational and leisure time objectives. Therefore, the course is broad in character and arranged to acquaint the pupil not only with masterpieces of painting, sculpture, and architecture, but also with art in commercial and industrial fields. The art programme, too, aims to provide for the cultural and utilitarian needs of the majority who will become consumers rather than producers of art. For this group, the establishment of discriminating judgment to deal effectively with personal, home, and community problems is a definite objective. Higher standards of individual taste should be reflected in more cultured citizens and improved communities.

Provision should be made for experiences with as many different materials and media as possible. Exploratory activities with these should reveal individual aptitudes and special talents. Gifted students should be encouraged, and possibilities for vocations in various fields of art disclosed to them. The establishment of interest in hobbies should be considered, not only for present profit and pleasure, but for later adult worthwhile use of leisure. Creative expression which was stressed in the previous grades must continue, but the emphasis now will be more on appreciation and knowledge.

DRAWING AND PAINTING

The three types of drawing, i.e., narrative illustration, pictorial composition, and informational drawings, which have been encountered in previous grades, will continue. Informational drawings will, however, be more frequently required to clarify and vitalize other studies of the curriculum, and should receive more attention. There will be constant need for numerous charts, maps, records, and working drawings. These should be accurate, complete, well-arranged, and the result of individual resource and class discussion.

Narrative illustration will be valuable in interpreting ideas gleaned from research activities, especially in connection with social studies and English. This type of illustration may be used by pupils working individually or in group activities, such as the making of friezes and murals.

Creative expression will find interpretation in pictorial compositions such as local scenes, still-life studies of objects, and nature subjects. Studies of flowers, sprays of leaves, trees, etc., made in various media will tend to develop keener observation and enjoyment of Nature, as well as develop graphic ability. Still-life groups will direct attention to pleasing colour combinations, shape, proportion, and arrangement.

Pupils should be encouraged to make quick sketches of beauty spots in their environment which appeal to them, or which are discovered on their natural science excursions. These may be developed into interesting compositions during the art class period.

Media may be water colours, tempera paint, crayons, chalk, pastel, charcoal, and pencil. For murals and friezes, tempera paint or calcimine is recommended.

The ability to show perspective by means of size, position, shape, and colour should be strengthened. Formal perspective, one-point or parallel, and two-point or angular, may now be introduced as a means of checking accuracy of observation.

As previously stated, the emphasis is to be on knowledge, information, and appreciation. The latter cannot be developed if too great a stress is placed upon technical ability, nevertheless, there should be expected a certain facility of graphic expression. Drawing thus becomes important as a means of establishing habits of careful observation, clear thinking, and definite planning. It becomes a tool with which to think.

Following are suggested topics for drawing and painting activities:

1. Illustrated maps in connection with the social studies; various industrial regions, agricultural areas, or native peoples and vegetation of countries studied;
2. Charts—trade routes of the Empire, air routes of South America;
3. Working drawings for craft models or science equipment; diagrams to illustrate science experiments;
4. Illustrations of historical events—John signs the Great Charter, arrival of the Pilgrims in America;
5. Typical scenes of characteristics home or industrial life in various parts of the British Empire, the United States, Mexico, South America;
6. Illustrations for original compositions, or of such selections in literature as "Western Wagons", "Sea Fever", "Darius Green and his Flying Machine", "The Highwayman", "The Walrus and the Carpenter", "The Lady of Shalott";
7. Illustrations of stage settings for original plays;
8. Cartoons and illustrations for class publications, or social studies scrap-books;
9. Free periods for creative expression making use of such topics as "Transportation Methods of the Future", "The School, or Farm of Tomorrow";
10. Opportunity for large scale work will be provided for in the painting of stage scenery, or murals and friezes based on such topics as: The Industrial Revolution; The Story of Thanksgiving; Plantation Days; Life in any typical community of the British Commonwealth, U.S.A., Mexico, South America; Early Colonial Life; From Cave to Skyscraper; Growth of British Liberty; The Story of the Gilds; Potters Through the Ages; Evolution of the Automobile or Grain Combine; Costumes in Various Eras; The development of Farm Machinery, of Power, of Modern Transportation, and of Communication.

COLOUR

The aim in colour activities is to develop an appreciation of the numberless possibilities in colour arrangements, and a recognition of the importance of the use of colour in everyday life.

By various methods, such as, for example, experiments with paints, the fundamental principles of colour should be reviewed and an intelligent and practical grasp of the following should be expected: the source of colour; the colour qualities of hue, value, and intensity; analogous and complementary colours; analogous, complementary, and monochromatic harmonies; and, as well, an elementary knowledge of how to select and balance colours in definite design problems. No hard and fast rules must be memorized, and individual expression and taste should be encouraged.

In order to promote the development of good judgment in the application of colour knowledge, activities must be devised which will provide opportunities for selecting, arranging, and evaluating colour combinations in regard to definite situations or purposes. A colour arrangement suitable for a poster, which is planned to catch the eye, for example, would be undesirable for bedroom wall-paper, where the effect desired is one of rest and quietness.

Emphasis should be placed on analysis, criticism, and comparison of colour arrangements as applied to costumes, interior decoration, industrial products, advertising, or other phases in which it is involved in life problems.

For this purpose, a comprehensive reference file of illustrations should be compiled. The materials thus collected should be used for reference purposes, not for copying.

Colour is so closely interwoven with design in daily life that the two can scarcely be dissociated in teaching. Nevertheless, a knowledge of certain fundamentals of each is necessary. In this connection, it is suggested that, in the "A" year, the study of colour be stressed, while in the "B" year, the study of design receive emphasis. This might be done by compiling, in book form, in the "A" year, a collection of class colour experiments, records, and designs, and illustrative material pertaining to colour in everyday life, and making in the "B" year a similar book based upon design.

DESIGN

Design forms so large and intimate a part of human environment that it becomes increasingly important. It should be possible at this level to increase the ability to recognize and the desire to have aesthetic quality, as well as utilitarian value, in products submitted for the choice of the consumer.

Design should be stressed, but fundamental knowledge regarding it must be acquired by association with concrete situations, rather than by abstract study. Consideration of fitness or suitability, and the principles of balance, rhythm, proportion, harmony, and emphasis will be involved in all work in design. By definite activities requiring their practical application, the students must be led to see that beauty of design is the result of the intelligent use of these fundamentals.

Classroom problems may include the making of such as the following: book covers, library book jackets, greeting cards, place cards, room and table decorations, wrapping paper for special occasions, announcements and posters advertising school or national affairs, school crests and monograms, as well as designs to be applied to certain products of the craft activities, such as book-ends, scarfs, or costumes.

The making on paper of border and all-over designs suitable for application to textiles, wall-papers, and floor coverings, etc., is one way to lead to a better understanding and enjoyment of the actual products of the industrial field. It should lead, also, to increased interest and meaning in the various types of decorative design, i.e., naturalistic, geometric, conventional, and abstract. However, this kind of problem must not be carried on to the exclusion of other types of art activity.

Lettering will have many useful and necessary applications. The student should be able to letter freely and legibly using lower case letters, single line capitals, and block or poster lettering. Stencil and pen lettering may also be used, if desired. Lettering should be regarded as an important part of informational drawings, such as maps and charts. It will form a part of well-arranged class scrap-books, posters, or notices made in connection with school or community needs, national events, lay-outs for letter heads, and class or school publications.

Examples of lettering as used in the commercial field, such as posters, hand-bills, folders, letterheads, and newspaper advertising should be filed, and the different types of lettering and their uses compared and discussed from the view-point of good design. For teaching purposes samples of various fabrics, papers, and similar materials should be assembled, as well as pictures from magazines, catalogues, and elsewhere which illustrate the use of design in daily living. These should include design as applied to wall and floor coverings, window hangings, furniture, costumes, pottery, and other

utilitarian objects as well as machinery, automobiles, streamlined locomotives or aeroplanes. Such material would prove an excellent source for discussion, comparison, and evaluation.

Structural design, which is involved in the construction or building of things, and is closely allied to the industrial field, will provide limitless material for consideration. Such things as ships, bridges, aeroplanes, trains, automobiles, machinery of all kinds, pottery, jewellery, furniture, cooking utensils, labor saving devices, and all articles manufactured in response to the demands of modern life will provide interesting topics for discussion. This will lead naturally to a passing consideration of the work of modern inventors in these fields, particularly in the British Empire and the United States.

Sculpture also comes under this heading, and a brief survey of some famous monuments and masterpieces of sculpture may be given.

Discussions on architecture may centre around types according to uses—domestic (homes), educational (schools), religious (churches), government (post-offices), industrial (factories), and commercial (stores, theatres); the kinds of materials used—stone, brick, wood, metal, stucco; the influences of climate and materials on buildings; famous buildings of the world and their characteristics, as well as modern buildings and their characteristics, particularly in those countries covered in the social studies. Discussions on landscaping may readily arise (see "B" course, grades VII and VIII science).

CRAFTS

One of the finest sources of enjoyment is the production of beautiful things that function and contribute to richer living. Next to the pleasure experienced in producing these is the ability to understand and enjoy them.

It is expected that the pupil, through his activities in crafts and his attempts to make satisfactory things, will develop a more appreciative conception of the work of the artist in the production of the articles of everyday use. Too, there should be established aesthetic standards regarding the products themselves.

While interest in creative activities in graphic form tends to lessen at this level, it is still active in the making of actual objects. The craft phase, then, assumes increased importance as a means of continuing the development of creative ability.

In his attempts to adapt for practical ends the somewhat limited materials and equipment at his disposal, the pupil should develop ingenuity and resourcefulness, as well as a certain skill. Possibilities for use should be recognized in a great variety of discarded material. There must be a practical value to the things made, and the work should be the best the pupil is capable of producing.

Opportunity is presented here for creating interests which will develop into worthwhile and profitable hobbies, now and in later adult leisure time. Addresses and demonstrations given by local residents, especially interested in any hobby or craft, might be given with advantage to the class. Pupils' work along this line might be exhibited at a hobby display.

A definite attempt should be made to see that the principles of decorative and structural design should receive an interpretation in such a way that they will become established as practical knowledge. The idea of fitness should be extended to involve considerations of fitness to purpose, fitness to material, fitness to method or process, and fitness to environment. There should be consistent reference to basic art principles.

The craft activities will continue to follow closely and vitalize the work in other subjects, as well as provide for the development of desirable skills,

habits and attitudes. The following suggestive activities are by no means exhaustive, and others more suitable to the needs and environment of particular classes may be substituted:

1. Making science equipment.
2. Making of models in various media in connection with social studies.
3. Problems in woodwork in connection with the classroom: making picture frames, bulletin boards, book-cases, shelves, map frames, sandtables.
4. Making wooden and mechanical toys.
5. Making bird houses, aeroplanes, kites, furniture.
6. Making stage properties and costumes.
7. Soap sculpture: models of animals, buildings, and figures.
8. Clay modelling: book-ends, paper weights, figures of all kinds, and pottery.
9. Papier maché: masks, maps, heads for puppets.
10. Linoleum block printing: illustrations for school publications, place cards, greeting cards, printing on fabric.
11. Wood carving: picture frames, letter openers.
12. Potato printing: end-paper, printing on fabric.
13. Spatter work: posters, book covers, maps.
14. Stencilling: book covers, illustrations, posters, printing on fabrics.
15. Hand and string puppets or marionettes in connection with English, music, social studies, science, health.
16. Needlecraft: embroidery, knitting, and sewing for various purposes.
17. Leathercraft: book-marks, book covers, coin purses, novelties.
18. Making equipment for sports: score boards, goal posts, jumping standards.
19. Coping saw problems: toys, picture frames, miniature furniture.
20. School publications: class paper, school annual, reports.
21. Basketry: table mats, serving trays, waste-paper baskets.
22. Metal work: candle-sticks, ash-trays, cookie cutters, novelties.
23. Bookbinding: re-covering and re-binding worn books.
24. Stamp or coin collecting and filing.
25. Photography.

ART APPRECIATION

The development of appreciation is a gradual process built upon experience and knowledge. Experiences in art appreciation must not be limited to the fine arts—painting, sculpture, and architecture—but must extend, also, to commercial and industrial products. In such a broad survey the pupil should be helped to understand better, and enjoy more, the art of all ages, as well as to choose with greater discrimination the articles of everyday use.

Attention must be directed to the application of art principles and colour harmony as they are expressed in examples of great art, and in the common things of everyday environment. Care must be taken, however, that in the endeavour to stimulate aesthetic response, the work does not become a dull drill on technical details. For instance, in picture appreciation, to stress the principles of line, form, and colour to the exclusion of all else, would defeat the purpose of this phase of art. A picture may be regarded as a reflection of the times, and much historical background may be gleaned enjoyably from it. It may prove conducive to the finest lessons in citizenship, with its story of courage, loyalty, patriotism, or strength of character. Since appreciation is a mental state in which enjoyment predominates, all experiences in it must be pleasurable ones. Individual tastes and opinions must be respected.

The art appreciation activities of the "A" course should be built around the general objectives of this level with special interest centring around the art of Canada and her great neighbour, the United States of America. The work of the "B" course should be so arranged as to give the opportunity to view, especially, the work of British artists and craftsmen, and to develop a deeper understanding of the democratic way of life which made their contributions possible.

The "A" COURSE might lead to a study of:

1. The contributions of such men as Alexander Graham Bell and Thomas Alva Edison;
2. Sculpture such as Walter S. Allward's Canadian Memorial at Vimy, Philippe Hebert's Maisonneuve Memorial at Montreal, Auguste St. Gauden's Abraham Lincoln, Daniel C. French's Longfellow Memorial, Cyrus E. Dallin's Appeal to the Great Spirit;
3. Famous modern buildings as Radio City and the Empire State Building, New York; the Canadian Bank of Commerce building at Toronto; outstanding buildings of community and province; modern apartments and dwellings such as those designed by the famous architect, Frank Lloyd Wright;
4. Commercial illustrations of contemporary artists, such as Norman Rockwell.

The "B" COURSE might involve a consideration of:

1. The work of such famous craftsmen and artists as, George Stephenson, locomotive engineer; Sir James Watt, mathematical instrument maker; Sir Richard Arkwright, mechanical engineer; William Morris, artist and craftsman; Thomas Chippendale, cabinet maker; Josiah Wedgwood, potter; Grinling Gibbons, woodcarver; Sir Christopher Wren, architect;
2. Famous eighteenth century portrait painters—Reynolds, Gainsborough, Raeburn, Lawrence, and Romney; other famous British painters—Constable, Hogarth, Turner, Landseer, Watts, Brangwyn, and Augustus John;
3. Famous buildings—St. Paul's Cathedral; Westminster Abbey; the B.B.C. Building, London; the Underground Building, London, with sculpture by Epstein; the Taj Mahal, India;
4. Sculpture such as, The Lions of Trafalgar Square; the Cecil Rhodes monument in the Metapo Hills by Watt.

From the following activities may be selected those most suitable for the particular year concerned. This is meant merely as a suggestive list, and to it should be added others inspired by class reading and discussion.

1. Collect and file clippings and illustrations relating to art: good examples of lettering, reproductions of fine buildings, public memorials, or industrial products. Give attention to work of Saskatchewan and other Canadian artists.
2. Report on beauty spots or beautiful things discovered in Nature.
3. Report on articles found in books and periodicals dealing with art topics.
4. Discuss the meaning and purpose of streamlining with reference to definite objects: motor cars, locomotives.
5. Compare and contrast the old and new tendencies in building, transportation equipment, etc.
6. Collect and file literature containing excellent descriptive phrases relating to beauty in nature or art.
7. Discover the many-sided interests of great artists and craftsmen, such as Da Vinci, Michaelangelo, and Landseer.

8. List the names of famous men in other fields who made a hobby of some form of art, for example, Sir Frederick Banting.
9. Collect reproductions of the work of outstanding contemporary artists in the commercial field.
10. Prepare papers on art topics such as:
 - (a) Characteristics of Greek architecture
 - (b) From cave to skyscraper
 - (c) Cathedrals and Abbeys of England
 - (d) Stained-glass windows
 - (e) Jewellery of the Incas
 - (f) Mexican Art
 - (g) The story of Totem Poles
 - (h) Local Handicrafts
 - (i) My Hobby
 - (j) Famous Bridges
 - (k) Early Colonial Crafts

"A" COURSE

Pictures for study may be selected from the following list:

The Sistine Madonna; Raphael
Pilgrims Going to Worship; Boughton
Harp of the Winds; Homer Martin
Avenue of Trees; Hobbema
Woman with a Water Jug; Vermeer
The Angelus; Millet
Philip IV of Spain; Velasquez
Hope; Watts

"B" COURSE

Pictures for study may be selected from the following list:

The Night Watch; Rembrandt
The Blue Boy; Gainsborough
The Cornfield; Constable
The Shrimp Girl; Hogarth
The Pilots; Brangwyn
The Fighting Temeraire; Turner
St. Paul's Cathedral (architecture)
Moses; Michaelangelo (sculpture)

Additional Subjects

Schools properly equipped and suitably staffed may include, subject to the regulations of the department, one or more of the following additional subjects: shop mechanics, grades VII and VIII; home economics, grades VII and VIII; and French.

Shop Mechanics

GRADES VII and VIII

The course outlined in shop mechanics is designed for boys in grades VII and VIII where proper facilities have been provided for such instruction; but, where conditions warrant, boys of grades V and VI may also be given instruction in certain phases of the course. Schools may not be able to offer instruction in all of woodwork, drafting, metal work, wicker-work, leather work, etc., and in such cases it is recommended that woodwork and drafting, with perhaps one other phase of the course, be introduced.

The course is designed for its *functional* value. This necessitates the educational experiences taking place under normal conditions and in life-like settings. The making of useful articles and decorations for the classroom should be encouraged, in order that a proper pride in the school environment may be developed.

Teachers and pupils should select from the following list the items that will provide the most useful training according to local conditions. *Quality* is more important than *quantity*.

Objectives

1. To guide the natural enthusiasm and energy of the adolescent boy toward creative, useful work.
2. To develop the spirit of usefulness, sharing, and service.
3. To develop honest, intelligent, and methodical work habits.
4. To develop skill, accuracy, and an appreciation of these qualities.
5. To develop confidence, self-reliance, ingenuity, initiative, originality, and a spirit of co-operation.
6. To give insight into a variety of skills in order to discover interests and aptitudes which may be valuable in selecting a life hobby or occupation.
7. To correlate shop mechanics with other subjects of the curriculum.

Minimum Requirements

There are no standardized minimum requirements set out for any grade. The weaker pupil may not achieve so much as the more capable but he may make more relative progress. All pupils should be employed to their maximum capabilities. The teacher will be the judge of the type of assignment a pupil should undertake.

Time

The minimum time allotment should be two periods of one and one-half hours each a week. Of this not more than twenty hours during the year should be spent on project drawing. The remainder of the time should be divided equally among the other phases of work selected.

Maintenance of Shop

The fundamental requirement of a shop programme is that the shop must be kept neat and tidy at all times. Tools should have definite places and be kept in these places when not in use. Lumber and models should be stored neatly. Every effort should be made to keep the shop attractive.

Where shop facilities cannot be provided at the school, teachers and trustees may, subject to the approval of the superintendent of schools, make arrangements for practical instruction with the local garage, blacksmith, or other shop. Home projects should be encouraged.

Records

Each pupil should have a notebook in which he will keep a record of work done, a shop-dimensioned sketch of each project, and notes on materials, tools, design, etc.

Suggested Minimum Equipment

Coping saw, hammer, hand-saw (about 9 teeth per inch), rule, chisel (about $\frac{1}{2}$ inch or $\frac{1}{4}$ inch), jack-plane, try square (6 inch), screwdriver, oil-stone sharpener, nails and screws, sandpaper, small quantity of paint and stain, a paint brush, pencils and paper. Collect apple boxes, veneer, thick cardboard boxes, etc.

WOODWORK

GRADE VII

Squaring up a rough piece of soft wood.

Planing to a definite size.

Projects requiring the use of the following tools: jack-plane, try square, rule, marking gauge, marking knife, chisel, hack saw, wood file, coping and bow saws, screwdriver, spokeshave, auger and gimlet bits, centre bits and counter-sinks, cross-cut saw, rip saw, hammer and nail sets.

Methods in laying out work with pencil, knife, marking and pencil gauges, square and bevel.

Correct use of sandpaper.

Methods of assembling with brads, nails, and screws.

Priming, painting, staining, varnishing.

How to grind and sharpen bevel edge tools.

Study of woods used.

Suggested Projects:

Key tag, plant label, baggage tag, match scratcher, six-inch rule, calendar back, pan rest, pencil box, book shelves, mail box, simple toys, pot stand, necktie rack, game boards, spool holder, key rack, postcard rack, blackboard brush, soap box, match box, window stick, photo stand, small photo frame, coat hanger, cutting board, etc.

Toy making, using plywood, apple-box boards.

Silhouettes of animals.

Movement toys: rocking horse, toy cradles, wheelbarrow.

Toy furniture.

GRADE VIII

Cutting out stock for two or more piece work.

General rules for laying out work.

Methods in assembling: housing, lap, mortise and tenon, and mitre joints, dovetailing and dowelling.

Boring with all kinds of bits.

Use of rabbet and smoothing planes, gouges, and the less commonly used tools.

Grinding and sharpening tools in general.

Methods of glueing.

Suggested Projects:

Teapot stand (original design), window stick, bread board, sleeve board, toothbrush rack, box, wall brackets, ring toss, scissors rack, necktie rack, book ends, table lamp, tabouret, piano bench, fern stand, small table, framed bracket, book shelf, T square, piece of square framing, letter holder, foot stool, plant stand.

Select from the grades VII and VIII curriculum any two experiments in science. Make the necessary equipment and give a complete workable demonstration of each.

DRAFTING

GRADE VII

Lettering, Roman or Gothic, using three guide lines—printing such mottoes as "Silence makes thought possible"; "Honesty pays big dividends."

Primary orthographic projections of projects.

Simple assembly drawings, fully dimensioned; using drawing board, T square, triangles, compasses, and scales.

Lines: construction (light), object (full), hidden (dotted), dimension, border, centre, projection, and extension.

The drawing is to be fully correlated with the shop work and project is to be drawn either before or concurrently with the shop work.

GRADE VIII

Continuation of the work outlined for grade VII but of a more advanced nature. Print such mottoes as "Idleness is dangerous"; "Neatness, orderliness, cleanliness, and accuracy are the corner stones of success in drawing."

Methods in dimensioning, including grouping of dimensions.

Methods in shading for section, material, and form.

Layout of suitable polygons.

Single prisms, cylinders, and pyramids in whole or in part.

Ability to read the ordinary blueprint.

PLASTIC WORK

Modelling:

Saskatchewan clay products—plaques, simple vessels such as flower pots, animals, and plants.

Flour and salt map-making. (See activities suggested in the Social Studies programme.)

Papier maché map making, charts, etc. Recipe: tear newspapers into small bits, soak over night in warm water to soften, beat into a soft pulp, pour off excessive water, add one tablespoon of paste to each quart of paper pulp, mix thoroughly and separate into portions to be coloured.

Cement: Portland cement, sand, gravel, water; tests; proportions; mixing. Forms, their construction. Simple reinforcing. Setting, finishing, colouring, decorating. Making plaster and stucco.

Suggested Projects:

Simple models—teapot stand, foot scraper base, decorating garden pieces, walks, ornamental vessels, bird bath, stepping-stone slabs, small drinking trough, garden pedestal, garden bench, sun-dial, etc.

WICKER-WORK

Curing native willow and rushes for wicker-work. Splint or bark weaving or plaiting. Making baskets.

Suggested Projects:

Trays, ferneries, work baskets, lamp shades, foot stools, chair seats, table mats, tables, etc.

SHEET METAL WORK

Sheet metal pattern drafting. Laying out from template or drawing. Cutting out with snips. Preparation of metals for soldering. How to tin a soldering copper. Folding—simple and double hemming. Soldering: sweating. Punching, drilling, and rivetting. Decorating with enamel and bronzing powders.

Suggested Projects:

Match box, pin tray, bake tin, tin cup, pan, cookie cutter, candle holder, sink strainer, stove pipe, cake pan, flour scoop (round can), sugar scoop (rectangular tin can), napkin ring, dust pan, ash pan, waste basket, soap tray, letter box, ash tray, paper knife, vase for flower basket, quart measure with lip, fern stand pan, funnel, covered pail.

LEATHER WORK

Leather manufacture and characteristics; cutting; stitching; punching; thonging; fastening with wax end and rivet; eyelets; snap fasteners; zippers; glue; designing and decorating leather.

Suggested Projects:

Watch fob, baggage label, key case, dog collar, belt straps, book cover, wrist watch strap, simple purse, fancy book covers, picture frames, leather cuffs, leggings, scissors case, whisk-broom holders, tie racks, calendar mounts, dog harness, instrument cases, key containers, hand bags, etc.

Home Economics

GRADES VII and VIII

The course in home economics may be taken by girls of grades VII and VIII in place of shop mechanics. However, if facilities are available, girls may participate in a number of activities outlined under the headings *wicker-work*, *plastic work*, and *leather work* of the shop mechanics course.

Activities undertaken should be based upon the pupils' present needs, interests, and environment.

Objectives

1. To help the pupil apply scientific knowledge to the selection, preparation, and care of food, clothing, and house furnishings.
2. To develop skill in the use of equipment required in the preparation of food and clothing and the care of the home.

3. To encourage co-operation, acceptance of responsibility, and whole-hearted participation in the daily routine and other activities of the home, in order to develop right attitudes towards the home and high ideals of worthy, purposeful family life.

Minimum Requirements

No standard minimum requirements are set forth. Pupils should engage in activities suited to their needs and abilities.

While home economics is listed as an "extra" subject, many phases of the outlined course may be so integrated with activities associated with several other subjects that both will be enriched without the expenditure of a great deal of additional time. The teacher should take every advantage of opportunities thus offered.

FOODS AND NUTRITION

Investigating the nutritive functions of fats, carbohydrates, and proteins; minerals, such as calcium, phosphorus, iron, and iodine; vitamins, A, B, C, and D; bulky and concentrated foods.

Planning well-balanced, wholesome daily menus for children and adults. Discuss the effects of age, occupation, temperature, and clothing on the type and quantity of foods required.

Preparing and serving simple meals. Cooking simple dishes: soups, vegetables, simple desserts. Setting the table. Table etiquette.

Reporting upon the composition, food value, and ways of serving milk and milk products, vegetables, cereals, fruits, eggs, and other foods. Discuss guiding principles in the purchase of foods and their care in the home. Ice and electric refrigerators.

Canning of fruits and vegetables. Types of jars. Investigate quick freezing as a method of preserving foods.

TEXTILES AND CLOTHING

Cutting, fitting, and assembling of material for a simple wash dress, slip, or kimona. Making a hooked rug, school banner, towel or serviette set, costumes for a play, aprons or desk covers for the noon lunch. Darning. Patching. Sewing on buttons. Various types of stitches.

Discuss the purchase of patterns. Demonstrate the method of testing a pattern. Design a simple pattern for a clothes bag or pillow case.

Demonstrate the operation and care of the sewing machine.

Apply art principles to the selection of clothing: colours and styles suited to different people.

Investigate manufacture of textiles: cotton, linen, rayon. Rubber.

Compare ready-made and home-made clothing.

Demonstrate washing and ironing of a handkerchief or a serviette. Precautions necessary in laundering. Removal of stains.

HOME MANAGEMENT

Establishing an adequate noon-lunch kitchen at school. Planning an up-to-date farm or city kitchen—make a model. Operation and care of stoves and lamps.

Investigating such problems as: selection and care of furniture for dining room, living room, bed room; colour and design of rugs, drapes, furniture, and walls in relation to size and other features of the room; spacing, arrangement,

and care of furniture; selection and placing of pictures and other decorations. Use the school as a laboratory in which to practise principles of pleasing room decoration and arrangement.

Budgeting time and money. Prepare budgets and keep accounts in connection with personal expenditures for clothing, recreation, and school books and supplies. Estimate cost of materials to be used in cooking and sewing projects.

Marketing. Investigate advantages and disadvantages of buying by package or in bulk; by mail, phone, or special call; of paying cash, charge accounts, instalment buying. Study Canadian canned goods: sources, brands, size of can, prices as compared to imported foods. Make a brief study of pure food laws. Grading of eggs, dressed poultry, beef.

Investigating labour-saving devices available for home use: electric and gasoline iron, power washing machine, vacuum cleaner.

Discussing how pupils can co-operate to make the home pleasant and enjoyable.

French

French may be taught in accordance with section 201 of The School Act.

AUDIO-VISUAL EDUCATION

Many schools have been slow in using the newer tools of learning which science has made available. Until recently, most of the audio-visual education has been carried on by advertising over the radio or by motion pictures as a commercialized form of amusement. Today, educators are actively studying the most effective means of utilizing the agencies of the film and the radio for instructional purposes. It must be remembered, however, that audio-visual education is not a new subject with an allotted time on the school programme; nor is it to be looked upon as a new method. Rather, it should be considered as a *supplement* to present-day teaching and another instructional device.

When a teacher takes his class on an excursion to a grain elevator, to an experimental farm, to a factory, to a post office, or to a creamery, he is using one of the many forms of audio-visual education. There are many other forms. The larger division of visual aids includes pictures of all kinds, slides, still films, and various still projected pictures, and motion pictures, both silent and sound. Then there are illustrated books, models, specimens, museums, sand-table representations, various construction activities, charts, graphs, cartoons, maps, and globes. In sound production, there are also gramophone records, transcriptions, and radio programmes. Of course, many teachers have been using some of these audio-visual aids for a long time, but only recently has stress been laid upon the use of films and the radio for instructional purposes.

The reasons for our using so many audio-visual aids are also the reasons for our using the motion picture film and the radio programme to a much larger extent. With the audio-visual aids we are able to obtain a concreteness that is not possible with words alone. With the sound film, for example, we are able to give the class an experience that closely approximates a first-hand experience. A picture makes an impression that few people can convey in words. Time will often be saved, and pupil interest not only maintained but intensified.

Motion picture films should not be used in schools solely as a form of educational entertainment—this is too frequently the only use made of them. It is the opinion of most audio-visual experts that the proper place for the motion picture in school is in the classroom with the classroom teacher in charge. The film should be carefully selected for its value in integrating the various aspects of the curriculum and in supplementing classroom activities. Definite steps must be taken to prepare the pupils for the film, and there should be follow-up work, discussion, and testing, after it has been screened. Teachers, who plan to make use of motion pictures (silent or sound) in the classroom should familiarize themselves with the recommended technique in order to ensure their effective presentation.

It is much the same with the radio. Taste and appreciation may be developed in such subjects as music, literature, and drama by the effective use of the radio. History may be made alive by news broadcasts or historical radio dramas. Children can also become more appreciative of the problems of other peoples, races, or classes through the educational broadcast. Here, again, the best work is done in the classroom.

The Province of Saskatchewan, like other Provinces of Canada, recognizes the teaching value of audio-visual aids and is endeavouring to assist schools in adopting them for instructional purposes. Many of the visual aids may be secured very inexpensively by the teacher and pupils, as, for example, collections of pictures from magazines. For the more expensive equipment, the Department of Education offers definite assistance in the form of special grants. (See *The School Grants Act*, section 3, subsection 6(d) and *The School Act*, section 117a.) A number of schools have been able to obtain audio-visual equipment from the proceeds of school concerts and other school enterprises.