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THE TECHNE

LIFE WITHOUT LABOR IS A CRIME. LABOR WITHOUT ART
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

VOL. XVII

JANUARY-FEBRUARY

No. 3

FOREWORD

The Staff of the Horace Mann Training School, Kansas State Teachers College, Pittsburg, Kansas, believes that an exchange of ideas about common problems in an elementary education is desirable. This and the next issue of the *Techne* presents a record of some of the "educative experiences" worked out this year by supervisors, student-teachers, and children in the Training School. It is hoped that these experiences will be of value to other schools which are working on the same or similar problems.

Although, as stated above these experiences were carried out by the co-operative effort of supervisors, student-teachers and children, such units could be easily worked out by a teacher and children in a one room school or in one grade. The writer knows of many cases in which this has been done. To many teachers of the elementary grades an integrated program of activities, such as recorded here, presents a natural way of work, for their teaching has long included the utilization of all that is good in children's natural interests and capacities. To another group of teachers this plan of work may seem possible and desirable, but difficult. They perhaps believe in the underlying philosophy of such a program and have been trying out its implications, but need encouragement and help in methods of procedure. To check one's work with others is always helpful. It is hoped that teachers in both groups will profit from the experiences recorded here and will receive suggestions that will prove beneficial in their work.

The units described are varied as to organization and content. No attempt was made to conform to a set plan. The policy of the school is to permit the supervisor to adapt the organization and the content of the unit to her thinking and to the interests of the children with whom she works.

Those responsible for units of work given herein will welcome criticisms and suggestions from teachers and supervisors of the elementary grades elsewhere. They will also be glad to answer any questions concerning the units.*—Jane M. Carroll, Professor of Elementary Education; Principal of the Elementary Training School, Kansas State Teachers College, Pittsburg, Kansas.

*Charts for the History Unit may be obtained from Miss Rinehart for a small fee.

PUBLISHED BY
KANSAS STATE TEACHERS COLLEGE
PITTSBURG, KANSAS

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg

W. A. Brandenburg, President

VOL. XVII

January-February, 1934

No. 3

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THE TECHNE publishes, for the most part, papers on educational subjects though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Though some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

THE TECHNE is sent free to the alumni, school officials, libraries, and, on request to any person interested in the progress of education.

Entered as second-class matter December 13, 1917, at post office of Pittsburg, Kansas, under the act of August 24, 1912. Published five times a year—in October, December, February, April and June.

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In the next issue of The Techne there will be a continuation of this same subject with the following articles scheduled to appear: "A Remedial Program in Reading," by Daphne V. Cross; "Making History Real," Gladys Rinehart; and "Period of Colonization in America," Callie King.

THE HOME UNIT

ETHEL M. PECK, Kindergarten Supervisor

The teacher desires to provide a situation for social adjustment and to lead the children to work and play happily together, and to appreciate more fully their own homes and families, and to learn responsibility.

ORIENTATION PRECEDING THE UNIT

Natural life situations are the basis for creative expression in the kindergarten. In the fall when our training school opens we receive a group of children of varied experiences. Some of these children are from homes where environment furnishes the child with much background and wide experiences, others are from homes where meager surroundings and lack of experiences are evident, so the teacher plans a situation to take care of both groups. In order to secure this the room must be provided with an environment that considers both needs and desires of the children. The room is equipped with materials and units of interest which call forth spontaneous response and furnish opportunity for varied activities.

Materials for construction are placed within easy reach of the children. Scissors, paste, crayons, clay, paper etc., are placed on low tables where they can easily be obtained. Blocks are placed in a box in an accessible place so that they may be carried to an open floor space and children can express and live their ideas. Much piling and experimenting follows but not much real thinking. Later this experimenting takes form and lays a real foundation for later work.

The easel with the jars of bright colored paints makes an appeal to the child and draws him to the painting corner. Here he learns to hold his brush, to know how to take just the right amount of paint. He expresses himself by drawing trees, houses, grass, flowers, etc.

The library and picture corner with its many picture books and pictures give the children a place to go for information about the work. Pets are there for the children to enjoy, observe and care for, and learn responsibility.

CHRONOLOGICAL DEVELOPMENT OF THE UNIT

The play corner has child size furniture and lovable dolls. These are important factors in stimulating creative activity. The children have played house at home. The play house at school provides a situation that they know and understand. Here they find something they can really do. They care for the dolls, take them for a ride. They sweep, dust, cook and are real families living together. At first they are not concerned that the furniture is not in a house but as the play goes on, they begin to seek ways of making walls or a house in which they may have separate rooms. They soon make use of all available blocks and lay them on the floor to make walls and partitions for their home. These blocks are just laid on the floor in outline form, then some child conceives the idea of putting another block on top and so

on until a wall is made. All goes well until some child runs against it and the children readily see that it is not built strong enough. The teacher suggests to them that if they get the corner blocks from the workshop, a wall can be built which will not fall. A conversation followed leading readily into how real carpenters work. John said he knew because he had watched them build a house that was close to his house last summer. John was able to tell quite a number of things about how carpenters work.

AN EXCURSION PLANNED

The teacher felt that they needed first hand experiences here, so she told them that a house was being built on Williams street and they could go over there for a little while and watch the men at work. The trip was planned; first, they talked about the way to walk on a trip, second, things to look for.

They were as follows:

1. Find how the walls are built.
2. Find how the carpenters work.
3. Find each carpenter works quietly, works all the time, works carefully.
4. Find how the materials were cared for.
5. Find what the contractor does.

THEY TALK ABOUT IT

Upon their return to the kindergarten they talked about and discussed the things they saw. They noted that the walls were straight and strong. The carpenters all worked quietly and knew just what they each had to do. They also found out that the materials were stacked and piled in neat piles and not scattered about. George insisted on telling what he found out and explained that there was a man who was boss and the others had to listen to him. The teacher explained to the children that this man was the contractor, and that he planned the house and if the men did not listen to him and find out about the plans, the house would not be strong or made the way the owner wished it. The teacher then asked the children what they needed most of all in order to build their house. They decided they needed a "boss" and certain ones for carpenters, and certain people to haul the blocks and to pile them up until the carpenters were ready.

OUTCOMES OF THE TRIP

1. Select a "boss."
2. Select workers.
3. Select draymen to haul the blocks.
4. Plan to work quietly and to work until end of work period.
5. Plan place to stack building materials.
6. Plan to have living room, bedroom, dining room and kitchen.

THEY BUILD IT

Actual construction was begun by experimenting with the corner blocks and fitting the boards into the grooves. The partitions and

doorways were planned and they started building again. Up to this time they had been building around the furniture. Mary, who was watching, said, "Let's move the furniture out so they can work better." This was a good suggestion so the rest of the period was spent in moving the furniture to a safe distance. With the furniture out of the way the walls went up rapidly, only to find they did not have enough room for their furniture. Again the space was measured and the size of the rooms decided upon. Marjorie thought the living room should be larger than the rest because of the amount of furniture. The piano took up so much space. (With the kindergarten age child much experimenting has to be done—in other words the teacher cannot suggest too much until they can clearly see the need for the change.) They were willing to take the walls down after they tried to place the furniture. The teacher helped get the partitions and walls started, then it was soon built up again with plenty of space for the furniture. As soon as the rooms were complete they began to move in. It was evident that confusion would reign supreme because the furniture was being carried in too fast to be placed in the right places. The children were called together for discussion. It was decided to have two boys move the furniture and Clara May would show them where to place it just as mother does when it is moving day. Clara May had moved recently and knew just about how it was to be done. She explained that a man came with a big wagon and hauled the furniture. The teacher asked if anyone knew what this big wagon was called. No one knew so the teacher told them it was called a moving van, and these men were very careful when they moved furniture so the furniture would not get scratched or broken. The boys then moved the furniture and put it where Clara May showed them, then real play began.

THEY PLAY IN IT

Finally came the joy and happiness of playing house to their hearts content. At times whole families are busy at work, sweeping, dusting, washing, ironing, etc. Again only one little girl will be singing a lullaby to her doll. Sometimes one will be playing the make-believe piano and a group singing all the songs they have learned. The radio is used in many ways in their dramatic play and stimulates individual work. They broadcast programs and again sing and tell their stories.

There is never a time when the playhouse is not used to the fullest extent. Make believe meals are cooked and served, and many valuable lessons in health are learned incidently. The teacher often asks the group at play what they cooked for breakfast and the child names the things that a healthy kindergartner should eat. (A carry-over from their health talks.)

Sometimes a "model meal" is served just as a meal should be served. The children choose a family while the rest watch. All are seated at the same time, grace is said and interesting table talk encouraged with

no loud voices. All wait until the meal is finished. The one who serves remembers her "excuse me" when she leaves the table.

Most all the play now is free and unsupervised only as the group need suggestions. Many discussion periods are used to give information or show the group better ways to do things. A small farm grew out of the suggestion from one of the girls. She said, "Daddy, take the bucket and go milk." The farm animals were put out and soon the group had fences made and a barn built for the animals.

OPPORTUNITIES FOR GROWTH IN CHARACTER

In this activity, growth in social habits was especially outstanding. The children learned to work together. Learned to take responsibility and to respect the rights of others. They showed growth in courteous responses and kindness to others, and learned to give helpful criticism and to keep house.

OPPORTUNITIES FOR GROWTH IN SUBJECT MATTER

Many opportunities were given the children in the conversation periods to express themselves freely concerning how the units of activity should be carried forward. By first hand experiences, through discussions and pictures the children's vocabularies were enlarged. They were able to think more connectedly and grammatical errors were corrected.

A BRIEF OUTLINE OF CONVERSATION TOPICS

Children learn of:

1. Members of the family.
number—names.
2. Mother and her duties.
food—clothing.
3. Father and why he works.
4. The children and their responsibilities.
cooperation—helping.

Below is a conversation lesson leading the children better to appreciate their homes and families.

DUTIES OF MEMBERS OF FAMILY

Teacher: We found many things to do this morning. I saw some children playing in the playhouse. Perhaps they will tell us what they did. Katherine, what did you do in the playhouse?

Child: I made the bed, and dusted the furniture.

Teacher: Who makes the bed and dusts the furniture at home?

Child: Mother.

Teacher: Yes, mother does it. What else does she do?

Child: She washes the dishes and sweeps the floor.

Teacher: Yes.

Child: My mother takes care of the baby.

Teacher: Yes, the mother takes care of the home and the children, doesn't she? Who else is in your family?

Child: Daddy.

Teacher: Yes, there is a father in your home. What does he do?

Child: He works to earn money.

Teacher: Why do you suppose he must earn money?

Child: We must have money to buy things that we need.

Teachers: Children, name things we buy with money.

Child: Food, shoes, coats.

Teacher: How many other people do you have in your home?

Child: I have two brothers and a sister.

Child: I have one sister.

Teacher: What do the children do in the home?

Child: We play.

Teacher: Do you play all the time?

Child: No, I don't. I help my mother with the work. Sometimes I help her wash the dishes and sweep the floor.

Teacher: I think it is nice that we can help our mothers at home. What do your brothers and sisters do? Jack, you have a sister. What does she do?

Child: She washes the dishes?

Teacher: Virginia, do you have any brothers or sisters?

Child: Yes, I have a big brother.

Teacher: Would you like to tell us what your brother does?

Child: He keeps the fire in the furnace so that mother won't have to go downstairs so much.

Teacher: Would someone else like to tell us about their brothers and sisters? Dorothy, do you want to tell us about yours?

Child: I have a sister and a brother. I have a baby brother, too. My sister helps mother take care of the baby and sometimes she cooks dinner. My brother goes to the grocery store for mother.

Teacher: I think it is so nice when everyone can help with the work. When we all help each other, then we have such a happy family. I know a poem about a family. Would you like to hear it?

Children: Yes.

Teacher: When we say this poem we play a game with our fingers. Watch carefully and you may learn how to play it.

"This is the mother"—holding up thumb.

"This is the father"—holding up first finger.

"This is the brother tall"—third finger.

"This is the sister"—fourth finger.

"This is the baby"—fifth finger.

"How we love them all"

Teacher: Would like to say it with me this time?

Children: Yes, we like that poem.

(Children and teacher repeat poem together, using fingers.)

Teacher: Do you like that poem?

Children: Yes.

Teacher: Perhaps soon we shall say it again.
 Another family poem the children like is:
 Father, mother, sister, brother
 Baby too, all help each other.

Stories:

Bryant, Sara Cone, "The Three Pigs" and "Three Bears."
 Lindsay, Maud, "How the Home was Built."
 Lindsay, Maud, "Dust Under the Rug," and "Mrs. Speckle Hen."
 Mitchell, Lucy C., "How Spot Found a Home."

Poems:

Bailey, Carolyn, "Mother's Little Girl."
 Stevenson, Robert Louis, "Time to Rise."
 Stevenson, Robert Louis, "The Cow."
 Taylor, Jane, "Pretty Cow."

READING READINESS

The children showed interest in reading the signs which were placed in the play house after the need for such signs became evident. One that helped was "keep the play house neat," and "play quietly." The children especially like to get books from our library, sit in their comfortable chairs, look at them, and sing or say their Mother Goose rhymes.

DRAMATIC PLAY

The children play freely and spontaneously. They go walking with baby, prepare lunch, clean house, wash and iron. They carry on telephone calls to grocer, to friends, to daddy. They go to the store for groceries and on rides into the country.

MUSIC

During the music and rhythm periods the children enjoy songs such as The Family Circle and Mother Dear; Rock-A-Bye Baby was a favorite rhythm. For appreciation of music and for resting they enjoyed the Cradle Song.

Other songs learned were The Carpenters, Rock-A-Bye-Baby, I Love Little Pussy.

For rhythm they enjoyed Galloping and Running Horses, Rowing the Boat, Ride A Cock Horse.

INDUSTRIAL AND FINE ARTS

The children made:

A loom for making rugs, a rag rug, a hammock, clay dishes, and such furnishings as a piano, radio, stove, telephone stand, booklets of a family, drawing pictures of houses and their own family, their pets, drawing and making vegetable booklets, making hats to wear at a party.

NUMBERS

The children learned to measure the sides of a house—learned terms such as: longer, shorter, higher, inches, feet, yard. They learned to

count number in families, number of dishes needed, number of chairs, etc.

OTHER ACTIVITIES THAT MIGHT DEVELOP FROM THE HOME UNIT

Making a grocery store.

Making a bakery shop.

Making a farm.

Building a community.

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THE FIRST GRADE GROCERY STORE

VELDA WILLIAMS, First Grade Supervisor

Before proceeding with a description of how this unit was developed the writer wishes to explain that the "Grocery Store" represents a small unit within a large unit "Community Life" which is being developed by a group of First Grade Children in Horace Mann School. She wishes also to present several reasons why this unit was selected.

THE TEACHER'S VIEWPOINT

In organizing pre-plans of possible curricular activities for this year the writer decided that the study of "Community Life" would be a very profitable as well as an intensely interesting unit of work for this group of children. It was planned to especially emphasize the social and industrial institutions showing particularly the interdependence of the people of the community, and in turn, their dependence upon other communities and countries in various parts of the world.

The following criteria are offered as justification for this selection:

1. It helps the child to better understand his community environment.

Now as never before we have come to realize the crucial importance

of people being able to get along together in a manner which promotes the best welfare of the whole group. We are aware, too, of the importance of beginning early in the child's life to provide real opportunities for the development of an intelligent, unbiased and tolerant understanding of the social and economic aspects of the world in which he lives.

2. It offers opportunity for advancing proper civic attitudes, habits and ideals.

Many of the misfits of adult life today are traceable to the lack of wholesome environment and proper guidance during the early years of childhood. The child who fails to develop into the desirable adult citizen is often the one who has not been led to an understanding and appreciation of social relationships and individual responsibilities which are necessary in the development of the all around efficient adult member of society.

3. It helps the child to develop a sense of space and time which will aid him in his future study of history and geography. "The child can see in any person, object, social group or situation only, what his personal experience brings him the power of seeing. It is impossible for the child to understand and appreciate the abstract, the unknown, the society of other communities and countries, the significance of the past until he first has conception of the immediate life about him." (Dynes, Sarah, *Socializing the Child*)

4. It is closely related to the child's own life.

5. It is sufficiently within the range of the child's ability of accomplishment to insure a satisfactory degree of success.

6. It will contribute to the larger goals of education such as: Wiser use of leisure time; finer habits, attitudes and ideals; greater efficiency in doing things.

7. It will lead into new, larger and more challenging experiences.

8. It contributes to the promotion of interest and ability numbers, art, construction, literature, history, geography, health, dramatics and creative expression.

9. It encourages the development of self-control and self-direction.

10. It encourages an investigative attitude.

11. It encourages the child to cooperate in group living, and to measure his own values as well as the values of others.

12. It is practical under school conditions. The materials are easily available.

13. It provides opportunity for intellectual, physical, social, creative and aesthetic development.

14. Through experiences derived from contact with local industries valuable attitudes and appreciations toward the economic life of the world can be formed.

15. It encourages habits of recreation through play activities which will promote worthy use of leisure time.

16. It encourages habits of clear thinking, critical judgment, ability to evaluate, and ability to organize.

17. It encourages self-responsibility, cooperation, resourcefulness, and toleration.

18. It promotes the development of leadership as well as good followership.

19. It fosters the development of group consciousness and a sincere appreciation for the worthy contributions of other peoples'.

20. It encourages the practice of good health habits especially concerning proper foods and sanitation.

21. It follows logically and psychologically the home unit which these children had worked out in the kindergarten.

THE CHILD'S VIEWPOINT

The children wanted a grocery store where they could buy foods to supply their needs in the play house. They wanted it to be as nearly like a real store as they could make it.

SITUATION THROUGH WHICH THE ACTIVITY AROSE

Our first grade room is arranged into several activity centers, namely: the playhouse unit, the workshop unit, the library unit, the art unit, and the natural science or museum unit. Each morning between eight and nine o'clock a free activity period is provided at which time the children have the privilege to work or play at whatever they might choose, so long as it meets the regulations and objectives which have been set up by the group.

The playhouse unit has always been particularly attractive to the children. For the first few weeks of the term it was the favorite spot in the room.

One morning almost every child in the room, for some unknown reason, had chosen to play house. Since the house occupies a limited amount of space there soon came to be a condition much as the old woman who lived in a shoe—for the mother found she has so many children she didn't know what to do. Just as too many cooks spoil the broth so too many children spoiled the play house fun.

As usual the teacher was called upon to help solve the difficulty.

She discovered that the real source of the trouble was that there were too many boys with too little to do. The children were asked this question—"Do fathers stay at home all the time and do the house-work?" They answered—"No, the fathers have to go to work each day to earn the living for the family." "What are some of the kinds of work that fathers do?" After many suggestions were given the following problem was set forth—"Can you think of something which we might have in our room where the boys can play that they are working?" Immediately several children suggested that they have a play store. It was unanimously decided in favor of this suggestion and was agreed that they discuss plans for making the store at their club meeting that afternoon.

Outline of Procedure

PRELIMINARY PLANS

The afternoon club meeting was devoted to a discussion of plans for making the play store. The secretary of the club kept a record of the plans as they were developed. The following questions were discussed and decided upon:

1. *Where shall we put our store?*

It was decided to have it across the room from the playhouse.

2. *What shall we use for shelves?*

We could get some boards and make shelves.

We could get orange crates and use for the ends and put boards across for shelves.

The teacher suggested that Miss Carroll, our school principal, had some shelves in the kitchen which were not being used, perhaps she might grant us permission to use them.

A vote was taken in favor of the last suggestion and the president was instructed to choose some one to ask Miss Carroll.

3. *What kind of a store shall we have?*

The teacher asked—

“What kind of stores do we see down town?”

As they were named this list was printed on the blackboard: Grocery Store, Drug Store, Clothing Store, 5 and 10c Store, Candy Store, Shoe Store, Jewelry Store, Meat Market, Book Store, Hat Shop, Fruit and Vegetable Store, Music Store and Restaurant.

After discussing the possibilities of each one it was decided to have a grocery store.

4. *What shall we need in the store?*

So many things were mentioned that one child suggested that the list be printed on the blackboard so that they would not forget their plan.

Suggestions that were made:

Money for the storekeeper and the customers.

Cash register to keep the money in.

Groceries to sell.

A truck to deliver the groceries.

A telephone to receive orders.

As our time was limited for club period it was decided to wait until the next day to extend the list. The remainder of the period was spent in discussing each item which had been listed.

5. *What shall we use for money?*

We can mark around a circle and make cardboard money.

We can bring some real money and mark around it to get the right size.

One child said he could bring some play dollar bills.

The teacher suggested that she had some paper toy money which they might use.

It was decided to try all of these suggestions to find which was the best.

6. *What shall we use to keep the money in?*

A child said he would bring his toy cash register, and another suggested making a cash register out of a paste board box?

7. *What shall we use for groceries?*

Empty cans and boxes. It was suggested that the cans should be cut so that they would not have sharp edges.

Send to factories for samples.

8. *What are some of the things that are sold in a grocery store?*

A preliminary discussion developed the idea of classifying the products under the four main headings: Vegetables, Fruits, Cereals, Other things.

As the various foods were mentioned they were printed on the blackboard under the proper heading. This list was later transferred to a chart for future reference.

9. *What shall we use for fruit and vegetables?*

All agreed that they should be modeled of clay.

10. *What shall we use for a delivery truck?*

Make a truck from a box.

11. *What shall we use for a telephone?*

Several offered the use of their toy telephones.

The teacher asked, "What would be a good way to find out how to make our store look like a real store?" One child suggested that the class visit the grocery store where her father works. This idea met with unanimous support.

PLANNING THE EXCURSION

The group met to discuss plans for the trip to the store. It was decided that they should first ask permission of the grocer. This brought up the problem of how to use a telephone. As only two children knew how to telephone, time was taken to explain the process. The children learned how to read the telephone directory. Incidentally they discovered a real need for knowing the alphabet. All the group went to the principal's office and watched a child telephone to the grocer. During the discussion some one asked if the class might visit the telephone office to see what happens when a call is sent in.

After returning to the classroom, plans were made for the excursion to the store. The teacher suggested that it might be well for the class to think of some of the questions that they wanted to ask the grocer. The following were listed on the blackboard:

How are the shelves arranged?

Where do the fruits and vegetables come from?

Where does the bread come from?

Where does vinegar come from?

Where does the milk come from?

How are the counters made?
How does the cash register work?
What is the safe for?
Look at some order blanks.

THE EXCURSION

Before starting on the trip some objectives were developed.

The teacher asked "What are we going to the store for?" A child answered—"To see what a real store looks like so that we can make a good store."

Then the teacher asked "What did we decide we should always remember when we go on trips?" The following replies were given:

"To listen well."

"To look carefully."

"To be quiet and orderly."

"To be polite."

"To cross the street carefully."

"Not to handle anything without permission."

When we reached the store one child was chosen to tell the grocer the reason for our visit. She also told him that some children had questions they wanted to ask. The remainder of the time was spent in looking about the store. The following questions were answered carefully and interestingly:

1. *How are the shelves arranged?*

The neat arrangement of the cans and boxes was noticed.

The grocer explained how the price tags were displayed. The children read some of them.

2. *How are the counters made?*

3. *What is the safe for?*

To keep valuable papers and money safe from fire and theft.

4. *Explanation of how the cash register is manipulated.*

5. *Explanation of how the scales are used.*

Some products were weighed and the children read the numbers. They were told what other foods had to be weighed on scales.

6. *Explanation of how the adding machine works.*

This showed evidence for another need for reading numbers.

7. *Where do the paper sacks come from?*

From factories. They are made of wood fiber. A simple explanation was given as to how this was done.

9. *Where does the meat come from?*

Most of it comes from South America. (The teacher explained that South America is a country which is far away south.) The coffee is shipped part of the way on large ocean ships and part way on trains

and trucks. They were shown different kinds of coffee and told how it grows and is prepared for sale.

9. *Where does the meat come from?*

From cows, pigs, and sheep. Farmers sell the animals to the packing houses in Pittsburg and Kansas City. The grocer buys the meat from these packing houses. Various cuts and kinds of meats were shown.

10. *How is meat kept fresh?*

The children were shown the inside of the large refrigerator. The grocer explained what makes the pipes frosted. They saw that milk, cheese, butter, and eggs were also kept in the refrigerator.

11. *Where does the milk come from?*

From several dairies in Pittsburg.

12. *Where does the bread come from?*

From bakeries in Pittsburg. The grocer explained that the bread was wrapped to keep it clean and fresh, and to prevent the spread of disease. He showed various kinds of bread. One child's father owns a large bakery. She invited the class to go and see how the bread and cakes are made.

13. *Where do the vegetables and fruits come from?*

Some from farms near Pittsburg. Some are sent from other states.

The grocer explained that the products were sent to wholesale houses on trains and trucks, and that the grocers buy them from the wholesale house. One child's father owns a fruit and vegetable produce store. He invited the class to visit the wholesale house to see how the fruits and vegetables are packed in the railroad cars.

14. *How is the store kept clean?*

It is swept and dusted every morning before the store is opened to customers. The grocer called the children's attention to how every thing was either wrapped in paper or displayed under glass covers, in order to keep them clean and away from flies, and to prevent handling by customers.

STORY TELLING

The following day the group went in to visit another class and told them the story about their trip to the grocery store. The teacher guided them in developing the story, step by step, just as each experience had happened on the trip. This tested their ability to retain and to organize their thoughts in sequence.

WRITING A LETTER

At another period it was decided that the class should send a "Thank you" letter to the grocer. They learned something about correct letter form. All the children cooperated in composing the sentences. These were written on the blackboard and later transferred to paper. They learned how to address an envelope. It was decided that the whole

group go over to the college post office to mail the letter. The letter was as follows:

Pittsburg, Kansas,
December 11, 1933

Mr. H. P. Bell
Campus Grocery
Dear Mr. Bell:

Thank you for letting us come to see your store. We saw many interesting things. Thank you for answering our questions. We thank you for the candy and tangarines, too. Please tell Mr. Perry we thank him for telling us about the meat. We should like to have you come to see our store when it is finished.

First Grade Children
Miss Williams
Horace Mann School

CONSTRUCTING THE STORE

The next day the class began to construct the store. The following plans were printed on the blackboard for future reference.

1. Make money from cardboard.
2. Get the Shelves.

Two children were sent to the principal's office to ask for permission to use a cupboard. Then they went to ask the janitor if he would bring the cupboard to the classroom. These children were instructed to promise that the class would take good care of the shelves and return them when they were through with them.

3. Bring empty cans, cereal boxes, butter and egg boxes, and bread wrappers.
4. Cover paper boxes with bread wrappers to represent bread.
5. Make fruit and vegetables of clay.
6. Use green paper for lettuce.
7. Make posters to advertise what they had to sell.
8. Make a cash register from a cardboard box.
9. Make a truck from a box.

The shelves were brought in and in a few days were filled with "good things to eat." Several children brought order blanks from their father's stores. A real scales was contributed as well as a toy cash register.

Many posters were displayed which had been made during free period and in art class.

Each morning busy housekeepers were heard giving orders for groceries over the toy telephones. Others preferred to go to market to select their fruits and vegetables. Some carried their supplies home in baskets, while others had their orders delivered by the truck-driver.

PREPARING TO BE EFFICIENT STORE CLERKS

Everyone wanted to be a store clerk. The children soon discovered that in order to be an efficient clerk they had to be able to add problems, to make change, to count accurately, to recognize the various coins, to add the coins quickly and accurately, and to write their numbers and words legibly. They decided that they should practice these things at the number period every day so that they could be better clerks when they played store. Real pennies, nickels and dimes were used in teaching recognition and use of money values. During number class the children bought groceries with real money. They learned to weigh things on real scales. They measured milk and vinegar (water) in real pint and quart measures. They sold eggs, cookies, and fruit by the dozen. They learned to read the calendar in order to put the date on the order blanks. A word of praise was given occasionally to those clerks who kept their store clean, neat, and orderly, also to those who were polite and courteous.

PREPARING TO BE GOOD CUSTOMERS

Customers were also commended for remembering their good manners and use of good judgment in selecting healthful foods. They were led to realize that they, too, had to be able to add money values and make change quickly and accurately.

THE STUDY OF FOODS

As the children brought in boxes and cans representing different kinds of foods, the teacher asked the following questions and either told or led the children to find out the answers:

What is it made of? Where does it come from? Is it a healthful food? What is it used for? Lists of foods were printed on charts so that the children learned to recognize the words and read the prices. Some children incidentally learned to spell and write words from these lists. The foods were classified under these headings Vegetables, Fruits, Cereals, and Other foods. Sanitation, cleanliness and selection of healthful foods were stressed. The children were sent to the store sometimes to buy foods for breakfast, lunch, or dinner. The other children would judge whether or not his choice was good from the standpoint of health. Charts were made representing a good breakfast, a good lunch, a good dinner. (Good meaning healthful.) These were used for advertisements in the store.

NEWS BULLETIN

A visitor came in one morning as the children were discussing some plans. A child was asked to tell the visitor about their trip to the grocery store and about their plans for making a play store.

The teacher suggested that perhaps other people might like to know about the interesting things they had been doing. A discussion followed which brought forth the idea of having a news bulletin. Each day three children are appointed to be news reporters. Their duty is to

compose the sentences that are to be printed on the news bulletin. The children watch eagerly each morning for the news of the previous day. It was also suggested that their parents would enjoy the news. It was decided to have news bulletins printed to take home every two weeks. These are typed and mimeographed.

OUTCOMES

A. Attitudes

1. A development of group consciousness.
2. A realization that groups of people are interdependent.
3. A feeling of responsibility for the welfare of the group.
4. A recognition of the worthy ideas and contributions of other people.
5. Increased desire to be courteous and polite.
6. Increased desire to be orderly and clean.
7. Respect for the property of others.
8. Increased desire to investigate and reproduce the life about them.
9. Increased desire to create and to express his own ideas.
10. Development of a tolerant understanding of his environment.
11. Development of self-responsibility and resourcefulness.
12. Increased interest in proper diet.
13. Increased interest in worthwhile use of leisure time.
14. Willingness to be a good follower.
15. Increased ability in assuming leadership.
16. Habits of neat, careful work.
17. Increased development of self-control and ability to make social adjustments.
18. The use of critical judgment as the basis for decisions.
20. Ability to work without disturbing each other, and to work independently.

B. Knowledges and Skills.

Art.

1. Increased ability to cut, draw, color, paint, and model clay.
2. Increased skill in manipulation.
3. Development of the ability to use their own creative ideas.
4. Increased ability to give and follow directions.

Constructive Activities.

1. Skill in the use of tools.
2. Development of ability to measure, saw, and assemble work accurately.

Dramatics.

1. Development of ability to interpret and reproduce the experiences of others.
2. Development of keen observation, interpretation and ability to reproduce the activities seen in their community environment.

Geography.

1. Increased understanding of community relationships.
2. Increased understanding of the interdependence of the home and the community.
3. Increased understanding of the relationship of their own immediate community with other communities.
4. Development of a sense of space.
5. Development of a clearer concept of world interrelationships.
6. Increased interest in peoples of other communities and countries.
7. Increased knowledge of the food products of their own communities and those of other places.
8. Increased knowledge concerning the distribution of food products.

Health.

1. Increased knowledge concerning proper diet and the classification of foods.
2. Increased interest and knowledge concerning cleanliness and sanitation in relationship to foods.

Numbers.

1. Increased knowledge of and ability to use the following measures: inch, foot, yard, pint, quart, dozen, ounce, and pound.
2. Increased knowledge of and ability to use the calendar.
3. Practical applications in counting by one's and two's.
4. Increased ability to add simple addition facts.
5. Ability to recognize the coins: penny, nickel, dime, quarter, half-dollar and dollar.
6. Ability to add money values up to 10c. Also to add nickels and dimes up to one dollar.
7. Ability to make change for money values up to 25c.

Reading.

1. Increased reading vocabulary.
2. Increased ability to recognize new words.
3. Increased ability to associate what is read with actual experiences.
4. Development of the attitude of using reading as a means of helping them to answer their questions and of interpreting their environment and experiences.
5. Enjoyment of the experiences of others through reading.
6. Development of ability to organize their own reading materials.

SUBJECT MATTER ACTIVITY OUTCOMES

Art.

1. Made posters and charts.
2. Drew pictures of what they saw at the store.
3. Modeled fruit and vegetables of clay.

Constructive Activities.

1. Made a truck.

2. Made a cash register.

3. Made toy money.

Dramatics.

1. Played store.

Dramatized being store clerks, housekeepers, truck driver, customers, farmers, and salesmen.

Oral Expression

1. Discussion of plans.

2. Reports of excursions.

Written Composition

1. Composing of news bulletins.

2. Composing of records and outlines of plans.

3. Composing of reading charts.

4. Writing a "Thank you" letter and invitations.

Geography.

1. Study of sources and distribution of food supply.

2. Modes of transportation of the food supply.

Health.

1. Making of food charts and posters.

2. Classification of foods—Fruits, Vegetables, Cereals, Other

Foods.

3. Cleaning up the store each day.

Numbers.

1. Making price tags.

2. Making money.

3. Buying with real money.

4. Weighing on real scales.

5. Measuring with real pint and quart measures.

6. Measuring with foot and yard measures.

Reading.

1. Reading of stories about similar activities by other groups of children.

2. Reading stories about foods and where they come from.

3. Reading the charts of outlines and records composed by the children.

4. Reading the news bulletin.

5. Reading advertising posters and menu charts.

Related Activity Interests Developed from this Unit.

1. A Daily News Bulletin.

2. A Book Store.

3. A Visit to the Telephone Office.

4. A Visit to a Farm.

5. A Visit to a Wholesale Grocery House.

6. A Visit to a Bakery.

7. A Visit to the College Observatory.

8. A Study of Coins

9. A Study of Food.

10. A Toy Shop.
11. Transportation (Railroad, Truck, and Ships).
12. Letter Writing.
13. Making Posters and Charts.
14. People of other lands.
15. Study About Community Workers.
16. Use of Scales and Liquid Measures.
17. A News Bulletin to be sent home to parents.

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CHRISTMAS AROUND THE WORLD

THELMA J. CARNAGEY, Second Grade Supervisor

The week before Thanksgiving, the children in the second grade brought the report of the Santa Claus broadcast from the radio station at the North Pole. Each following morning at their Story Club Hour, they contributed what they had heard the evening before. Wednesday morning, November 29, they reported that Santa Claus was to be in Kansas City, Friday, and have a parade of all his toys. Excitement was intense as each child voiced his desire to go. Since this was impossible, the supervisor told them she would go and bring back a report of the parade. This met with the approval of the group. It was also suggested that newspaper reports of the parade be brought in. Monday morning they were more than eager to hear about the parade. Questions became numerous and one child asked, "How does Santa Claus get all over the world in one night?" This led to a discussion of Christmas in other lands. The children finally decided they would like to study how other children celebrate Christmas. One child said she had found a story in a reader about "Christmas in Holland," and she would study

it and read it during the Story Hour next day. They decided to find other stories and read at this hour.

Questions raised by children:

1. How does Santa Claus get all over the world in one night?
2. Is he called Santa Claus in all countries?
3. Do all children have Christmas trees?
4. Do all children hang up their stockings?
5. Does Santa Claus have helpers in others lands?

Teacher's Objectives

1. To teach children how Christmas originated and its true meaning.
2. To teach the different customs of other lands at the Christmas time.
3. To instill in the children a true appreciation of the Christmas spirit, together with its symbolic activities around the world.

Development

Reading:

Read all the Christmas stories that could be found, especially those in other countries. (See child's bibliography)

Spelling:

Learned to spell:

Christmas, Santa Claus, toys, tree, snow, stocking, candle, bell, wooden shoes, December.

Language:

a. Oral

1. Told Christmas stories they had read or heard.
2. Told what they would do for others if they were Santa Claus.

b. Written

1. Wrote a letter to Santa Claus, telling what they wanted for Christmas.
2. Wrote a story about Christmas in each country studied, for their Christmas booklet: example—
Christmas in Holland.

Santa Claus is called St. Nicholas.

He rides a white horse.

Children put hay in their wooden shoes for the horse.

c. Poem study

1. "A Visit from St. Nicholas" Clement Moore.
2. "Christmas Eve" Florence Hoatson
3. "Why do Bells for Christmas Ring?" Eugene Field
4. "Hang up the Baby's Stocking?" Emily H. Miller
5. "Santa Claus" Unknown

Social Studies

1. Christmas in other lands.
 - a. Holland and Belgium
 - b. Germany
 - c. France
 - d. England

- e. Ireland
- f. Mexico
- g. South America
- h. Spain
- i. Norway and Sweden
- j. Russia
- k. Switzerland
- l. Italy
- m. United States

Art:

1. Posters of Christmas in Other lands.
2. Bulletin Board
Pictures of parade, and picture sections from Child Life.
3. Toys of other lands.
4. Christmas table.
Exhibit of toys made in other countries were brought in.
5. Booklet
Made a booklet of Christmas in other lands using pictures of children in other lands and stories written about their Christmas.
6. Dolls of other lands.
Dolls were made of newspapers and paper mache. The faces of the dolls were painted with show card color. They were dressed with crepe paper with characteristic costumes of other countries.
7. Frieze
The Christmas frieze was divided into five scenes (since time and space prevented making a scene of each country studied.) Groups of children worked on different scenes. The completed frieze contained England, Germany, United States, Holland, and Russia.

Knowledge Gained Through Study

1. Holland and Belgium—Santa Claus is called Saint Nicholas. He rides a white horse, and a black servant rides behind him. The children clean their wooden shoes, then fill them with hay and carrots for St. Nicholas' horse. The shoes are placed on the hearth on Christmas Eve. In the morning the hay and carrots are gone, and in their places are found toys and sweetmeats for the good children and rods for the naughty ones. St. Nicholas Day is December sixth.
2. Germany—Santa Claus is known as St. Nicholas in Germany. Christmas is celebrated here as much the same as in the United States with decorated, lighted trees in the homes.
3. France—Petit Noël, the Christ Child takes the place of Santa Claus. At Christmas time, shoes are always placed in a corner of the room by the children. Only the children receive gifts. French children receive more gifts on New Year's Day. Homes are decorated with hoops of green and bright berries.
4. England—Santa Claus comes on Christmas Eve. Have Yule logs

lighted in place of decorated Christmas trees. People do much carol singing.

5. Ireland—Santa Claus comes in the order of The Blessed Virgin. A candle is left burning near the door in order that the Blessed Virgin may find her way in.

6. Mexico—There is no Christmas tree in the Mexican home. Gifts are placed in great jars hanging from the ceiling. The children are blindfolded and given a stick. They break the jars with their sticks and then gather the gifts when they fall.

7. South America—Fireworks are used at Christmas time to celebrate the Christmas spirit.

8. Spain—Santa Claus is not known here, but in his place are the "three kings". The children in Spain believe that their gifts are brought them by Balthasar, who comes with his horse. The children put their shoes on the balcony before they go to church. They put straw and hay in their shoes for the horse. When they return from church they find their shoes filled with presents.

9. Norway and Sweden—Have decorated Christmas trees. Christmas Eve is spent in dancing around the tree, singing and telling stories. The tree is surrounded with straw because Christ was born in a stable. Birds and animals are not forgotten on Christmas Eve.

10. Russia—The Christmas tree is elaborately decorated. Near the tree is a table covered with straw where the presents are placed. When the star in the sky appears, the Christmas tree is lighted.

11. Switzerland—The Swiss children set one shoe outside the door for two Saturdays preceding Christmas. The Christmas tree is on St. Claus' Day, which is two weeks before the real Christmas day. The Swiss children think Santa comes on skis.

12. Italy—In sunny Italy the children's dear old friend Mother Goose does Santa Claus' bidding. She rides on her broomstick to every door and carries gifts to the children. She is known as "La Befana". The children get their presents from the "Urn of Fate". They do not receive their presents until ten days after our Christmas.

13. United States—Santa Claus comes with his reindeer on Christmas Eve. Children hang up their stockings and Santa fills these with gifts. Have decorated Christmas trees.

Climax

Christmas tree and program.

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COLONIAL LIFE

AVIS GRAW, Third Grade Supervisor

An interest in colonial life occupied the center of third grade program during October and November. It was inspired during the club period early in October by Imogene Troop reading Indian Children by Annette Wynne.

A discussion of the poem led to the following remark by Billie Kurtzeborn, "The Pilgrims lived here, too. The Indians taught them how to plant corn." After others had told what they knew about colonial people the children were asked, "What else should we like to know about colonial times?"

These are questions the children wanted to find out about:

How did they come here?

Why did they come?

When did they come?

Of what were houses made?

How did they look on inside?

How did they live while building houses?

What did they do for windows?

What was the first building?

Did they bring furniture from England?

How did they keep houses warm?

How did they light homes?

How did they tell time?

In discussing the work we decided that we should have some plan to be able to learn as much as we wanted to about these first settlers in so short a time. At our next meeting we decided in order to answer questions asked at our first meeting it would be necessary to find information about the following topics which is the first plan made by the group. As the study proceeded other points of interest were added and questions were asked.

I. First Settlers.

II. Homes.

- III. Schools.
- IV. Food.
- V. Clothing.
- VI. Protection.
- VII. Recreation.

Where to find all the answers was the next question which confronted us. This was immediately answered by several children. The places named were listed on the board by the teacher as they were given:

- Library
- Museum
- Books.
- Stories.
- Pictures.

The librarian was given a list of books which were known to have material we needed. This list was given so that the children would meet with success in finding answers to their inquiries and thus lead them to seek further information.

The following plan shows how the study was conducted and what was accomplished:

I. Initiating interest.

- A. Discussion of what people had in Colonial times.
- B. Excursion to museum to see colonial articles.
- C. Stories.
- D. Pictures.
- E. Slides.

II. Planning the Unit.

A. Discussion of:

- 1. What they know about colonial life.
 - 2. What they would like to know.
 - 3. What they could do to make study more enjoyable and where to find information.
 - a. Go to library— museum—ask people.
 - b. Read stories, books, poems.
 - c. Bring pictures of colonial times and now for scrap books.
 - d. Draw pictures.
 - e. Write stories poems, letters.
 - f. Keep notes.
 - 4. Means of keeping records of activities.
 - a. Charts.
 - (1) For collected materials.
 - (2) For original contributions.
 - (3) For recording major activities.
 - (4) For recording pupil achievement.
 - b. Files—stories written by group as study develops.
- III. Obtaining first hand experiences.
- A. Excursion to museum.

Furniture.

Dolls dressed in colonial costumes.

Discs for grinding corn.

Spinning wheels.

B. Specimens.

1. Articles brought by children and teachers:

Sampler—Miss Stillwough from (Mrs. Trout)

Candle stick—Miss Giefer and Mrs. Markham.

What Not shelf—Mrs. Wise.

Picture of first locomotive.

Pictures—Miss Sherrow.

Pictures—Marjorie Bottenfield.

Pictures—Bonnie Joe Barret.

Citron and Gourd (for dipper)—Miss Frasier.

Some of the articles brought we did not feel free to keep because of their value to owners. These were returned immediately.

C. Scientific Experiments:

1. Making sundial.

2. Making candles for Thanksgiving.

3. Dying rags for rugs.

4. Drying apples.

IV. Obtaining vicarious experiences.

A. Studying pictures.

1. Pilgrims going to church.

2. Old time pictures 1650—1880.

B. Looking at slides.

C. Reading stories. (See bibliography.)

D. Reading poems.

1. Mary Mape Dodge—Minuet.

2. Thanksgiving—Annette Wynne.

3. Sundial—Helen Coale Crew.

E. Singing songs.

1. Harvest song and Thanksgiving.

2. Pilgrims.

F. Playing games colonial children played.

1. Round and Round the Village.

2. London Bridge.

3. Oats, Peas, Beans.

4. The Mulberry Bush.

5. Battledore and Shuttlecock.

6. Birds in the Air.

7. Trap Ball.

8. Cratch Cradle.

9. Tag Games.

G. Rhythms:

1. Minuet.

2. Virginia Reel.
3. Indian Dances.

V. Creative Experiences:

A. Language:

1. Discussion of Colonial times.
2. Dramatization of Colonial activities.
Spinning, swing, going to school, going to church,
visit of indians, cooking scene.
3. Writing letters.
4. Writing stories to use on bulletin board.
5. Writing original verses for booklet.
6. Listing games children played.
7. Listing animals colonial people saw.
8. Using 1st, 2nd, 3rd, 4th, etc. dipping candles.

B. Art Experiences:

1. Crayon pictures relating to colonial homes
2. Crayon pictures of colonial light and lights now.
3. Crayon pictures of travel then and now.
4. Scrap book of Travel Poems by James Tippet with
illustrations by children.
5. Candle making.
6. Making horn book.
7. Making corn husk dolls.
8. Making Battledore and Shuttlecock (individual home).
9. Weaving rugs.
10. Collecting pictures of colonial activities and making
scrap book.

VI. Culminating Activity.

- A. Program for parents and teachers Wednesday, December
20th, showing games, dances, costumes and other colonial
activities, reading stories and poems, showing exhibit.

VII. Outcomes.

A. Knowledge of:

1. Sciences
 - a. Preserving foods.
(Drying fruits and vegetables)
(Evaporation)
 - b. Making corn meal.
 - c. Making charcoal.
 - d. Making candles.
 - e. Making sundials.
2. Geography and History Learning:
 - a. Transportation from England to Holland; Holland
to America—boats.
(Then and now)
 - b. Conditions of country.
Land conditions.

Mountains.

Plains.

Water conditions

c. Development of shelter.

(1) Boat—log cabin—southern colonial home.

3. Civics

a. Working harmoniously with other members of group.

b. Subordinating own ideas to those of other members.

c. Extending knowledge and developing sense of social values.

d. Developing discrimination between truth and fiction.

B. Social Attitudes, Habits, Appreciation.

1. Greater independence of oral expression.

2. Greater ability to think clearly and reason.

3. Greater consideration of others through working together in activities.

4. Greater ability to find work for leisure time, independently.

5. Greater respect for older people.

6. Greater courage to meet hardships.

7. Greater reverence for religion.

8. Appreciation of Colonial hardships.

9. Appreciation of helpfulness of Indians.

10. Appreciation for modern home.

C. Skills

1. Reading

a. Enlarged vocabularies.

b. Gave greater independence in use of Table of Contents.

c. Gave practice in fluency both oral and silent reading.

2. Writing and Spelling.

a. Improved through ability to write thoughts.

b. Gave need for spelling.

3. Arithmetic

a. Greater interest in thought problems by correlation.

b. Better knowledge of Roman numerals through constant use in Chapters.

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