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WAR-MODIFIED COURSE OF STUDY

THE PUBLIC SCHOOLS OF COLORADO

PREPARED BY
 THE DEPARTMENT OF PUBLIC INSTRUCTION
 WARD C. HARRISON, SUPERINTENDENT

VOLUME IV
 SPECIAL SUBJECTS



*"No child should have less opportunity for
 education because of the war!"*

—Woodrow Wilson

FORWARDED BY
 WARD C. HARRISON
 AND C. O'DONOVAN, CLERKS
 OF THE
 DEPARTMENT

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A WAR-MODIFIED COURSE OF STUDY

FOR

THE PUBLIC SCHOOLS OF COLORADO

ISSUED BY

THE DEPARTMENT OF PUBLIC INSTRUCTION

MARY C. C. BRADFORD, Superintendent

1918

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*"No child should have less opportunity for
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PREPARED BY

MARY C. C. BRADFORD

AND CO-OPERATING EDUCATORS

1918

DENVER

NOTICE

Teachers of Colorado:

This volume is public property and is not to be removed from the district when you leave.

The State of Colorado provides these books, paying for them from the State School Fund. They are ordered by your County Superintendent for use by any teacher who may be in charge of the school where you are now teaching.

War service demands conservation of books and all other school material. Therefore, as a matter of honor and an obligation of patriotism, please regard this book as public property, not for personal ownership.

The examination questions issued by the State Department of Public Instruction, will be closely correlated with this course of study.

Mary C. C. Bradford.

State Superintendent of Public Instruction.

FOREWORD

The Fourth Volume of the War-Modified Course of Study is here presented for the use of the Public Schools of Colorado. Like all the other volumes in the Course, it is the product of the combined talent and devotion of the teaching profession of Colorado.

This installment of the Course of Study deals with the subjects of: Music, Drawing, Physical Education, Humane Education, Hygiene and Sanitation, Scientific Temperance and Fire Prevention.

The first division of Physical Education is that issued by the Denver Public Schools, under the authority of Superintendent Carlos M. Cole. This material was prepared for the new Denver Course of Study by Miss Anna Louise Johnson, Director of Playgrounds, and Mr. Jacob Schmitt, Director of Physical Education. The professional reputation of Miss Johnson and Mr. Schmitt gives unusual authority to this treatise. Permission to use this volume has been granted. The second division has been compiled especially for this Course of Study, by Mrs. Lura Cass French, President of the Mothers' Congress and Parent-Teachers' Association of Colorado and a Physical Training teacher of wide experience.

The remaining subjects have been prepared by the following pre-eminently successful practitioners of their several divisions in the art of teaching:

Earle A. Johnson

Elsie I. Chambers

E. K. Whitehead

Emma G. Seldon

Maude M. Sanders

The National Board of Fire Underwriters.

The conscientious use of these manuals, as well as all of the outlines contained in this volume, will undoubtedly tend to increase and quicken the study of the Special Subjects contained in this issue.

Mary C. C. Bradford.

State Superintendent of Public Instruction.

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DRAWING AND THE CORRELATION OF INDUSTRIAL ART AND THE TEXT BOOK

ELSIE I. CHAMBERS, HASWELL, COLO.

“The duty of Art is to teach Man to appreciate the beauty of Eternal Art in the World about him.”

Our Country must prepare itself for what will come after the War, and the question with us is not only the training of an Army of Defense, which shall by its skill offer goods, that shall be first choice in our home markets, but the training of an Army of Offense, which shall produce goods so well designed and made, that world markets, other than our own, will become ours by virtue of the attractiveness of our product. Art Education in the schools should be of serious concern to the State. It should be regarded, economically, as one of the most important things that the State can be interested in, for on every hand it touches Industry.

Practical Art Education raises the standard of living, and the great aim today is to better the environment of the people who are the great contributors to the Industries. There must be a need to create.

In teaching the children something which they can use, “Drawing” has grown to be paper-cutting, printing, book-binding, costume designing, pottery, the making of jewelry, embroidery, and many other crafts. All this results in making the children both in the Grades and in the High Schools, feel that their skill in drawing is of some practical use. It is no longer denied that the child who has had training in hand work has better muscular control and a keener power of observation than the untrained one.

The following ten reasons for teaching Drawing in the Public Schools, as given by Walter Scott Perry, Director of Pratt Institute of Fine and Applied Arts, cover the entire field and demonstrate the necessity of this study in all of its phases. It is our business as educators to see that these boys and girls do not leave the school with this talent undeveloped.

1. Drawing trains the eye and the hand.
2. Drawing is the only universal language.
3. Drawing enables us to give free expression to the facts, the appearance and decoration of form.



Commercial Design: A Standard Alphabet for Free Cutting. Lay a sheet of nine by twelve manila paper on your desk, long edges horizontal. With your ruler, set off four-inch spaces on the upper and lower edges. Rule vertical lines connecting opposite dots. Set off three-inch spaces on the left and right edges. Rule horizontal lines connecting opposite dots. Cut the nine oblongs apart.

Hold one oblong in your left hand, long edges vertical. Study letter A in your book. Cut the right slanting line. Turn your paper upside down. Cut the left slanting line. Cut the opening at the bottom. Snip out the small opening above the bar. Practice cutting the letter A until you can cut a good one.

4. Drawing is the basis of working drawings and thus of all skilled trades.

5. Drawing is the basis of all pictorial Art.

6. Drawing is the basis of all decorative Art.

7. Drawing is the basis of the world's artistic products.

8. Drawing is the basis of all home and interior decoration.

9. Drawing is the basis of Art appreciation.

10. Drawing and color acquaint us with the beauties of Nature.

Finally—The History of Art is the History of Civilization, and hence it is the History of all that has been best in the lives of any people.

The majority of educators, at the present time, do not place the subject of Drawing in a class by itself, but correlate its fundamentals with all the other classes in school, with most interesting and satisfactory results. Often the mere contact with the tools of drawing is all that the child needs. After one lesson in representation, either by paper cutting, by pencil or by crayon, he amuses himself for days, doing over and over again the things he has learned at school. Then he tries new things until he has exhausted the wonderful new game. There is no idea too difficult for him to try to illustrate. Let him work out the difficulties himself. Give friendly criticism, point out the errors, but avoid forming the habit of relying upon the instructor for help, whenever the slightest difficulty presents itself. It is always detrimental to the student's best interests.

GENERAL PRINCIPLES TO BE TAUGHT

CUTTING OF THE PENCIL.—In proportion that the pencil is soft or hard, so does it require more or less support of the wood. In order to obtain that support be careful to cut the pencil with a sharp knife evenly all around. If hard lead, cut one inch back from the point, if soft, three-fourths inch from the point. Two pencils of different degrees of hardness are sufficient for ordinary purposes of drawing.

HOLDING OF PENCIL.—Place pencil between the first and middle fingers and thumb, bringing the latter nearly as low as the tips of the fingers. Never bend the thumb and fingers, for it is impossible to draw the lines with freedom if the pencil is held in this way. The point of the pencil should be at least an inch from the end of the middle finger.

PAPER.—The selection of paper for drawing is a matter of great importance. Never use paper too cheap or too costly, for there are both cheap and costly on which no amount of skill could produce desirable results. Avoid paper with rough granulated surface, for it is of no value for pencil drawing. Choose a paper with a smooth but not glazed surface; one on which the lightest, most delicate

shade can be made black as jet. Do not make too frequent use of the eraser, for if proper care is exercised, there will be little need for it.

PENCIL EXERCISES

STRAIGHT LINES.—Horizontal, Oblique, and Perpendicular.

Begin with Horizontal Lines. Place a dot on the left-hand side of the paper at "a", and another on the right-hand side at "b". Gain a mental perception of the distance between "a" and "b" and judge if they are one a level. Then draw. In proportion to the mental perception the line will be true or false.

Proceed in the same way with Oblique and Perpendicular lines.

At first it will be hard, if not almost impossible, to draw these lines without a break. Therefore, divide each line into smaller lengths, taking care after each break to continue the line in exactly the same direction.

STRAIGHT OUTLINES.—Draw a plain, square box or a cube.

Use quick, light strokes.

Change position of object and draw.

Place two objects at different angles and draw.

Place three objects at different angles and draw.

CURVED OUTLINES.—Block out your object roughly on paper to get general form. Sketch with very light, quick strokes, just dark enough to be clearly visible. Compare with object and correct. Then guided by the first faint outline, make a second outline heavier than the first. Work in details, but do not shade. Always begin at the top and draw the upper left-hand portion, or side, first. Make free-hand outline drawings from the following objects: (a) a ball, (b) an egg, (c) an apple, (d) an apple halved, (e) the two halves of an apple.

Draw (a) a tumbler, (b) cup and saucer, (c) book and bowl, (d) knife, (e) vase.

PERSPECTIVES.—Draw ten objects—cubes, boxes, etc., as seen in the parallel perspectives in various positions above and below the eye, also to left and right of eyes.

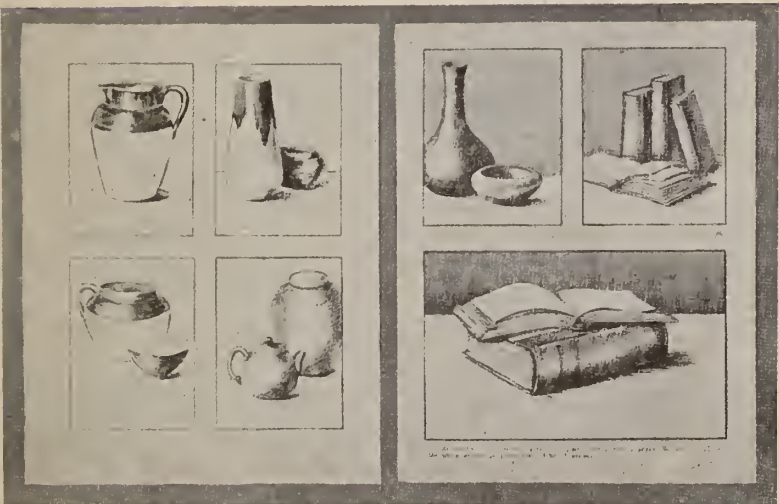
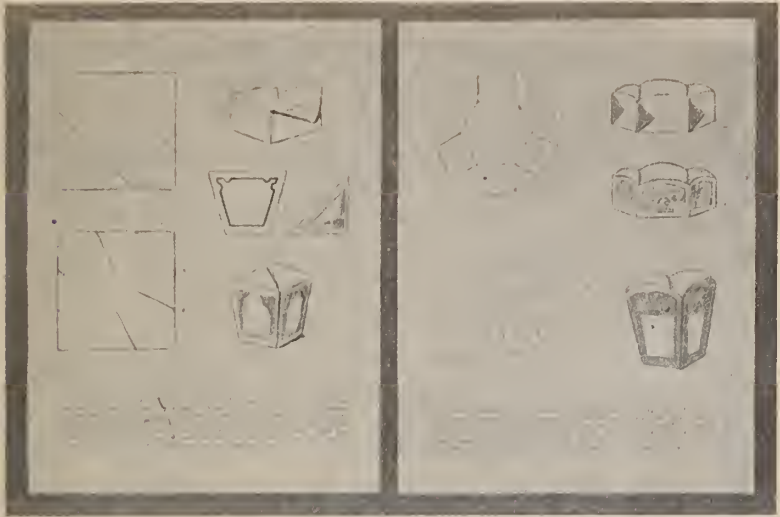
Draw the same objects in angular perspectives, both above and below the eye.

(a) Draw grindstone or similar object below the eye, (b) same as seen above the eye, (c) same in perspective as seen to right of eye, (d) to left of eye.

Draw a tumbler as seen in perspective.

Draw a cylinder in angular perspective as seen lying on the ground.

LIGHT AND SHADE.—All form is developed by means of light and shade. Without these every object would appear flat. The



brightest side of an object is that on which the light falls directly. It is called the "high light."

The shadow side of an object is that which is opposite the light. The shadow thrown by the object is darker than the dark side of that object.

Shade is produced by a repetition of lines, either perpendicular, horizontal or oblique. As seen in Nature, whatever its depth, shade is of an even color throughout and the increase in its depth is gradual from the lighter part to the darker; never sudden. To produce this all lines must be of the same strength and equally separated from each other.

Shade a block or a cube, also the shadow it casts.

Shade a cylinder, cone, block with ruler leaning against it, cylinder on board, cylinder reclining on its side, egg, bowl.

DRAWING FROM "STILL LIFE."—The term "still life" is applied to any arrangement of inanimate objects not in motion, whether consisting entirely or partly of pottery, metal work, game, fruit, or flowers, or any combination of these objects.

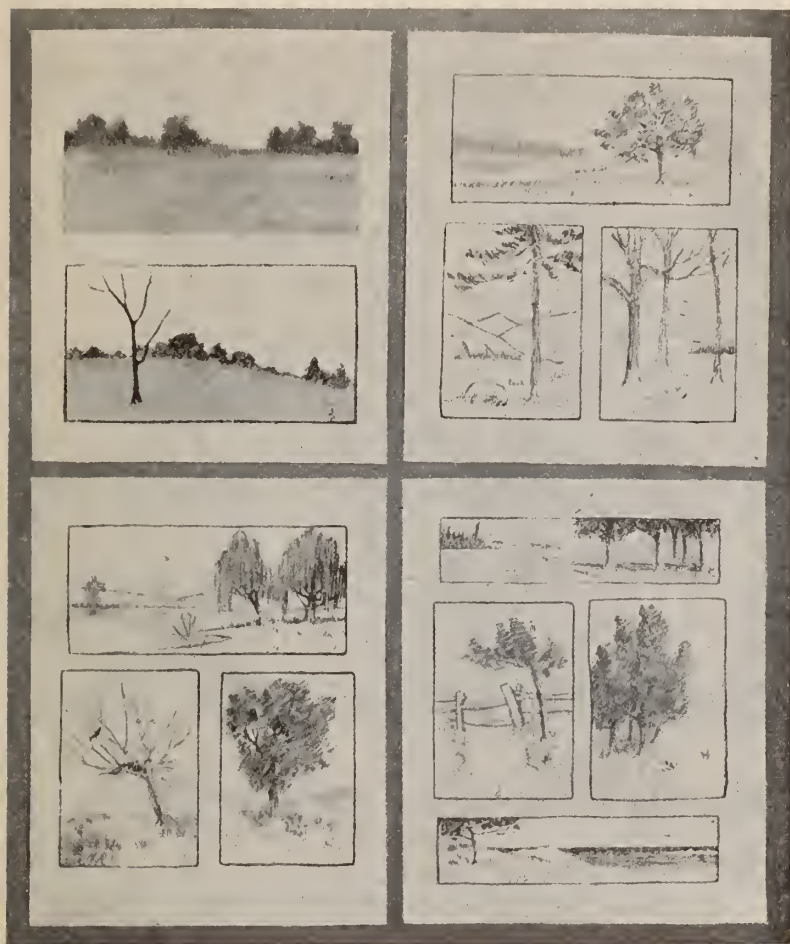
Use books, plaques, dishes, cups, pans, spoons, knives, bottles, tall slim vases, fat jugs, draperies, metal ware, glass tumblers, bowls, and all objects of different varieties which you can group and arrange in interesting compositions.

COMPOSITION.—Composition is the power of arranging objects, either still life or others, in a picture so that it will possess a good general form. The pyramid form is the foundation of all good composition. Whatever does not help your picture, or composition, which does not add to its value, speaks against it. This is a Law in Art. Obey this law. It is preferable to have odd numbers of objects in cone position, such as three, five, seven. If you are obliged to use an even number of objects—two, four, six, for instance—dissimilate their number by posing them in uneven groups. If you have two objects of the same height, such as bottles, upset, if possible, some of the objects to get the pyramid. Select a number of objects from still life, group them according to directions, and make a composition. Shade the objects slightly, according to the rules of light and shade.

The above lessons may apply to charcoal drawings, to brush and ink, and to crayons. In selecting a paper for ink, use a glazed surface for pen work; for brush and ink, charcoal and for crayons, the same as for pencil.

In selecting colored crayons, those that are not waxed produce the best effects, for they will blend to form new colors. Before teaching Water Colors, lessons should be given the class

on Laws of Color; natural, artificial, wave lengths of color; primary, secondary and tertiary colors; cause of color, tints, shades, tones, warm and cold colors, broken colors. All these may be given in connection with the language lessons and illustrated by means of drawings on the blackboard with colored crayons, and by the use of the prism hanging in the sunlight.



Select boxes or tubes of the standard colors. Learn to prepare the other colors by mixing or combining certain colors. Do not mix or stir the colors too much, for every time new color is added, the tone is flattened. Hence the color loses its vibration of



life. Avoid crudeness in color; make tints and shades delicate and soft. Look to Nature for color. Cultivate neatness and carefulness. Be painstaking.

BRUSHES.—Two ordinary brushes are needed, one with fine point and the other somewhat larger for applying washes.

Hold the brush firmly, but lightly, in a nearly perpendicular manner. The hand should be lightly raised in such a manner as to secure the perfect free action of the wrist and of the fingers by which the brush is held.

PAPER.—For ordinary purposes a medium rough, light water-

color paper is better adapted than the heavier and more expensive grades. Before beginning any work, the surface of the paper should be washed with pure water, using a soft, clean sponge for the purpose. Allow the paper to dry before any painting is attempted. Washing the paper is important, for it helps to obtain pure, even blending of colors, and also prevents that greasy feeling and spotty look that water-color paintings often have where they have not been thus treated. Use plenty of pure, soft water when painting. Hard water contains lime and causes the colors to separate, and thus causes spotty and muddy washes when dry. Blotting paper is useful to take off superfluous color from the paper or brush.

LEARNING COLORS

The best way to learn colors is to use them. Work with them until their working qualities are mastered. A good method is to mark off a series of squares on the paper and proceed as follows:

1. Fill the first square with red.
2. Mix yellow with red and fill the next next square.
3. Fill the third square with yellow.
4. Mix yellow with blue and fill fourth.
5. Fill fifth square with blue.
6. Mix red with blue and fill sixth square.

There are now six colors: red, orange, yellow, green, blue and violet (purple), respectively. Now mix red and yellow and add a little of white to the combination.

See how many tints and shades may be produced.

Proceed with the other colors in a similar manner.

Add black and experiment.

WASHES.—A wash is an ordinary water tinted with color and then by means of a brush spread more or less evenly over the surface to be painted.

A water-color drawing or painting is a number of washes, spread over each other and representing a definite idea.

1. Plain wash is applying color over color three times.
2. Single wash accomplishes in one wash what the plain wash does in three washes.
3. The graded wash is one that varies from heavy to light shades, and from light to heavy shades.
4. The mixed wash is a combination of plain, single or graded washes. Either one or all may be used in the same picture.

5. Dry wash is applying a wash to dry paper.
6. Wet wash is applying a wash to wet paper

Practice washes in series of squares with combinations of colors.



BACKGROUND.—Every picture should have a background, and should be in harmony with the other color parts of the painting. They are usually made lighter at the top and gradually grow darker towards the bottom.

In painting, the largest masses should invariably be placed first, and these in turn should be followed by those next in size. This process should be continued until the minutest details are reached.

High lights may be obtained by the whiteness of the paper shining through the washes, by applying Chinese white to those parts to be lightened or by scratching out the broad washes with a sharp instrument, such as a penknife, scalpel, etc.

In adapting these directions to the Grades, care should be taken to use objects easily painted, until the principles of water-color painting are mastered. Then give the harder compositions for study.

CORRELATION OF INDUSTRIAL ART AND THE TEXT BOOK

It has been demonstrated that teachers who use correlation of subjects can accomplish all the lessons in the Course of Study, finish the class text book, do a great deal of supplementary work, and prepare the pupil for examination, without long periods of exhaustive review. For whatever mental work is accomplished in one lesson and supplemented by hand expression is thoroughly learned.

Suggestions are given for use with daily classes, which illustrate the proper way to teach drawing after the principles have been learned. Even Primary pupils may learn color, harmony, contrast, washes, lines, composition, though it is not necessary to call them by those terms.

PRIMARY GRADES

The work of the day is begun with a morning talk, based on or suggested by one of the topics outlined for the day's or week's work. In and through these conversations the pupil is led to free expression of what he knows, and the home life is linked to the outside social, industrial and institutional life. The formal lessons—reading, writing, oral and written language, composition numbers, spelling, music, drawing and construction work—are developed from and taught in connection with the lessons in nature and civics.

Emphasize industrial and social history and home interests. First days of school must bridge the gap between school and home, therefore the hand expression will be crayon and brush work of the home life, of the fruit and vegetables being gathered and

stored for winter; the animals, the trees, flowers and weeds; action pictures with crayons, and paper cuttings of toys, furniture for dolls' houses, dolls and their garments suitable for the changing seasons. Arrange these drawings and cuttings in booklet or poster forms. Place fruit and vegetable cuttings in paper boxes and baskets, the flowers in baskets and vases, paste on cardboard with standards and arrange in different parts of the room. Or they may be used as the basis of the language or the reading lesson. The days of the week furnish many suggestions for drawing and cutting. Monday—with lines of clothes, washing



Fig. 1

4½" x 6" Cream Manila Folded on Long Diameter • Free Cutting

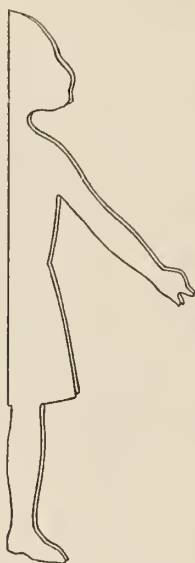


Fig. 2



Fig. 3

Cutting Completed

utensils, etc.; vacation trips—automobiles, trains, parades, fairs, circus; special day posters or booklets—Labor Day, parade of the tradespeople, in brush, crayon or cutting. This is an excellent lesson on different kinds of labor and preparation of the pupil for his part.

Thanksgiving posters and stories illustrated with drawings and cuttings.

Select the special days of each month to illustrate with hand expression, and teach the songs and games for each. Pupils lose interest if the songs, games, and hand expression are out of season.

Use the sand table every day for geography and oral language lessons, and it should correspond with the other lessons of the day.

Teach paper folding and cutting of numbers and letters.

Use raffia and yarn for mats, boxes, picture frames, hammocks, trays, bags, and rugs.

EXAMPLE OF CORRELATED LESSON—"THE INDIANS"

Indian stories suitable for Primary classes should be told by the teacher, such as "Hiawatha's Childhood," "Hiawatha's Friends," stories of their homes, customs, games, etc. For language have an Indian picture pasted on large poster paper. Pupils are led to give oral stories of the picture. Select the best story and write it on the blackboard. Teach the new words found in the story for spelling. Print the story on the poster paper, sign child's name and use for reading lesson. The sand table should have an Indian village, with trees, wigwams, canoes, made by the class from paper. A large wigwam contains rugs of wool or raffia, cooking utensils of clay. Indian toys and weapons, made by the pupils. Teach the song "Indian Lullaby," and the Indian games of running, jumping, bows and arrows and ball.

INTERMEDIATE GRADES

Illustrate the Reading and Language lessons with charcoal, crayon, brush and ink, or with paper cuttings, and make into booklets. Study and paint compositions of flowers and fruit. Make designs from Nature, showing rhythm and pattern to be used on book covers, blotters, letter-pads, folios, grocery pads, telephone pads. Draw and cut stencils for bags, table runners, scarfs, desk sets.

Construct of cardboard: lanterns, place cards, candles, fancy candy boxes, whisk broom holders, postcard frames, match boxes, checker boards, clipping cases, twine boxes.

Make necklaces of beads and seeds and crocheted cord.

Make raffia and reed baskets.

Cut out of wood, or cardboard, bird and butterfly plant sticks, toy animals, and puzzles suggested by History and Geography lessons.

Model of clay, or carve from soft stone, objects described in lessons.

Correlate History, Geography and Language; illustrate with handwork.

Illustrate Physiology with charcoal and brush and ink drawings. Colored crayons used with charcoal make very effective drawings.

Nature study furnishes the designs to be carried out in the Industrial work.

EXAMPLE OF CORRELATION

HISTORY, GEOGRAPHY, AND LANGUAGE.—Columbus Day.

Read the story of the life and voyages of Columbus; read Joaquin Miller's, Lowell's, Tennyson's poems; "Columbus," also "Discovery of America," by Washington Irving; "How America Was Found," Gordon's Fourth Reader; "Return of Columbus to Spain," Silver-Burdette Fifth Reader; Wilson's History Reader; show Perry prints of "Columbus at Court of Ferdinand and Isabella," Brazik; "Columbus on the Deck of the Santa Maria," Piloty; "Landing of Columbus," Van der Lyn. Illustrate the above stories with brush and crayon drawings. Cut action pictures suggested by them. Cut ships from paper or model in clay, using paper for sails. Model sword and anchor from clay or cut larger ones from wood. Make a clay sphere and peg the voyages. Study geography of West Indies and mainland of continent. Make relief maps of salt and flour on paper pulp, shading the mountains and plains with charcoal. Study plant life of this section. Illustrate with pencil and water-color drawings.

Construct the map of this section on the sand table, pupils cutting palm trees, flowers, Indians, ships, sailors, Columbus' flag (a green cross on a white ground), from paper, and arranging them to show the "Landing of Columbus." When these lessons are mastered the class is ready for oral memory talks on the topics studied. Then dramatize the story. Each pupil should prepare the list of scenes, the tableaux, costumes for the actors, and write the script. When finished, make into booklets. The small cardboard stages should be set with each scene.

The Dramatization may be given as the special program on Columbus Day.

The first two weeks of October may be spent in this one correlation, but in checking up the lessons learned we find the class has accomplished more than it would have done if the Geography

was on one section of the country, History another, Literature and Reading not related, and Industrial work miscellaneous. Also the class will not need a "review."

GRAMMAR GRADES

These grades may emphasize posters, bookbinding and commercial designs. Posters may consist of Conservation of Food,



Fig. 1
4" X 8" Light Gray-Blue
Paper Folded on Short
Diameter with Cut-Out
Neck.

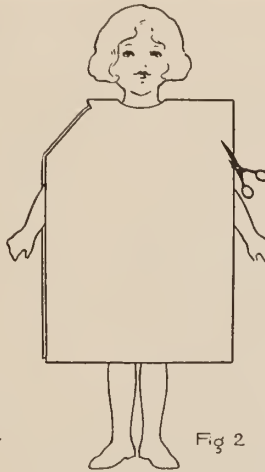


Fig. 2

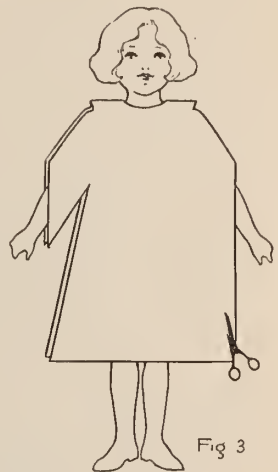


Fig. 3

Cutting of Dress to Fit Doll

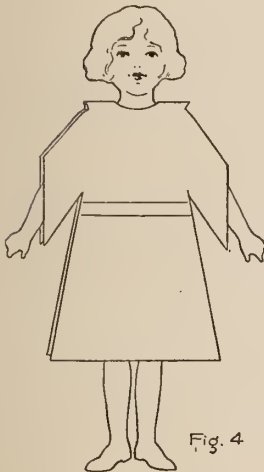


Fig. 4

Girdle Marked with
Lead Pencil



Fig. 5

Skirt Shaped to Girdle



Fig. 6

Trimmings Marked
with Blue Crayon

Costume Design: Six Steps in Dressmaking.

Liberty Loans, W. S. S., special school days, advertising programs, associations, or plays. Use charcoal and crayons or heavy color washes for posters and the lines should be strong, for the poster is designed to be seen at a distance. An interesting development may be made in color harmony and contrast in studying fabrics and then designing costumes for different occasions. Paper dolls may be used for the same purpose, or the dolls may be dressed in the national costume of the people, when studying foreign lands in the Reading and Geography class. Stencils may be designed and used for decoration of home furnishings. Stone carving in connection with History and Geography, or maps of wood, pulp, salt and flour, or cardboard, showing relief forms, political divisions, industries and products.

Make pen pictures and posters of colored inks.

Illustrate with water colors the style of art of foreign countries, such as Grecian, Japanese, Dutch, etc. This should develop the desire for all-American designing.

Make reed, raffia, pine needles and grass basketry, in a variety of bags, baskets and tray forms.

Use the metal craft in silver, copper, and brass for trays, tile, bag tags, fobs, pins. Seek for originality in designing and application.

The school theatre stage furnishes many constructive plans for mechanical designs and color harmony.

EXAMPLE OF CORRELATION

ARITHMETIC.—What class has not had trouble with the type problems in Practical Measurements, as given in the average Arithmetic?

The pupils must visualize Arithmetic as well as other studies, if they are to gain practical value. Be sure that the class is thorough and can quickly solve problems, both oral and written, in addition, subtraction, division and multiplication. Then plan and estimate the cost of building the "Class Club House." Care should be used in selecting a house plan of moderate cost, sufficient number of rooms to embrace all problems, one that is convenient and modern. All local prices of labor and material should be used.

First draw the plans of the completed house and also the working plans. This teaches the scale of dimensions. Then estimate the cost of excavating the cellar and laying the foundations.

At this time the entire class, taking their note books and rulers, should visit the local lumber yard. Previous arrangements will gain the co-operation of the business men and they are very willing to explain business methods if the class is prompt in keeping the appointment. (If visiting the lumber yard is not practicable, on account of distance, construct a miniature yard and stock with short lengths of boards, or illustrate by means of drawing, but insist on pupil doing actual measuring of lumber found, either in piles or used in buildings.) After measuring the lumber and other building material, the class will be ready to estimate the cost of lumber, shingles, bricks, and stone to be used in the Club House. When the building is inclosed and the windows and doors hung, lay the floors and plaster each room. Paint the exterior, if frame; paint or varnish the indoor wood work. Paper some of the rooms and tint or whitewash others. Estimate the amount needed and cost of plumbing. When the house is ready for the furnishings, use local prices. If this is impossible, have the home dealer figure on the material to be ordered, or he will loan his catalog for class use. This teaches a valuable lesson in community spirit.

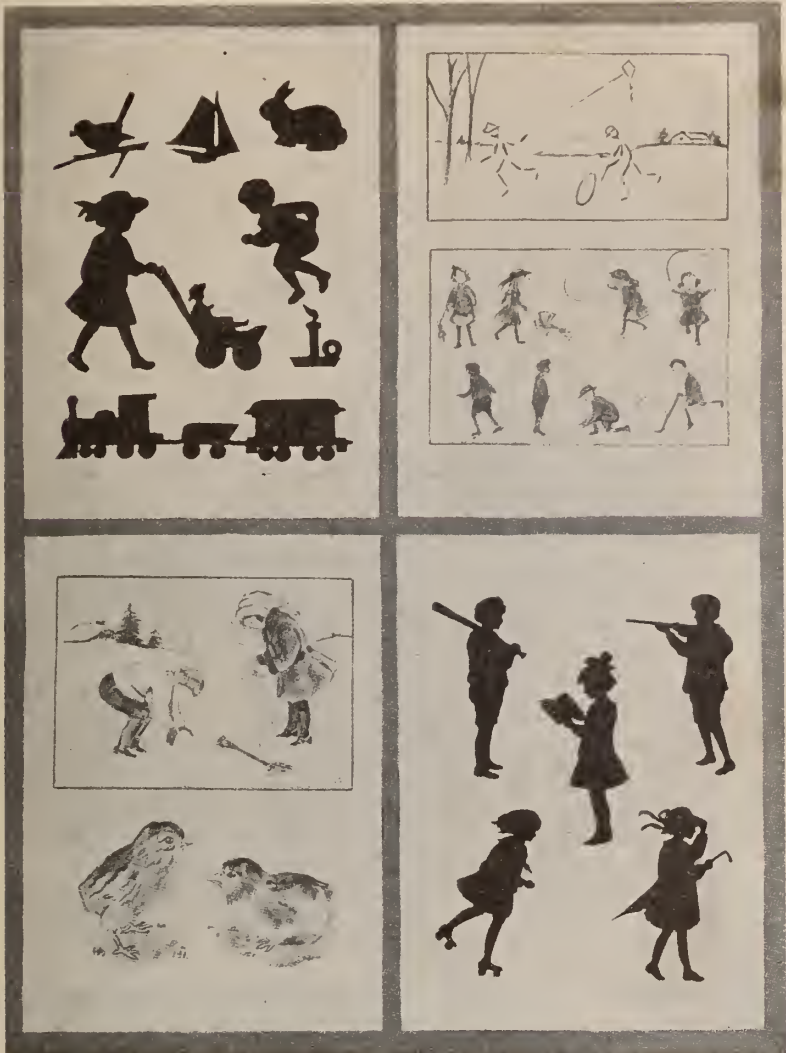
In selecting wallpaper, hangings, rugs, and furniture, teach arrangement and harmony of colors. It is very interesting for the class to design their own samples of furnishings for each room. The finished basement may be stocked with coal and vegetables in bins, the kitchen with cooking utensils and groceries, the dining room furniture, rugs and pictures should be selected, also the living and sleeping rooms. The cardboard stage may be set with paper furniture to teach arrangement and color harmony. When the house is complete, their note books will contain an accurate account of all money expended. They will have learned the practical measurements, as well as the valuable lessons on home building and furnishing, and lessons on community spirit and co-operation. Lessons on economy of material and prices have been learned, for no member of the class is permitted to spend more than the original price determined upon. There is a friendly competition in having the most attractive booklet, showing plans, furnishing samples, and prices arranged in bookkeeping form. The time for this correlation, taken by teacher and pupils, will be offset by time saved from final reviews, from punishing for lack of attention in the arithmetic class, and from time lost by pupils in non-attendance.

The above suggestions for correlation give a general idea of the plan to be carried out in each grade. A few hours' prepara-



tory work on the teacher's part will provide working plans for the year, will arrange a definite amount of material to be used each month, and will eliminate haphazard teaching. It will raise the Standard of Scholarship and of Attendance, and lower the record of punishments.

“For unless we achieve our mission our efforts fail. What we teach is not so important as how we teach it.”



HUMANE EDUCATION

Humane education is now required by law. This law applies to all public schools.

The punishment for wrongdoing often falls upon the innocent—often the women and children who may be related to the wrongdoer. Education, when perfectly understood and applied, will remove the cause of wrongdoing, and thus prevent suffering of the innocent. The teaching of morals and humanity is of far greater value than much that is now taught. A being educated, but without moral and humane ideals, is worse and more dangerous than if he were to remain ignorant. The mainspring of character and feeling lie deep in the human soul and must be touched by something more lasting than formal rules, “don’t” and “must nots.” Character must be formed in the days of childhood. The child is the molder’s clay. The adult is the glazed, hardened, finished product. To cultivate kindness in children will be of greater value to them than all else. The central idea should be justice to all, including man and the lesser animals. The ideas of right and wrong, of justice and fair play, must be formed in early childhood. The child must be taught to feel for the sufferings of another. Teach children to apply their knowledge in personal conduct. Talk with children and have them talk with you. Reference: “Dumb Animals: How to Treat Them”—Whitehead.

FIRST YEAR

Teach kindness by example. Doing kind things will gradually form a part of the child’s very being. Show the child that animals, like himself, enjoy and suffer from the same causes. How to help the lesser animals to be happy, comfortable, clean and contented. How to make other children and people happy, and how to be happy ourselves. The proper care of pets and domestic animals with reference to affection, food, shelter and usefulness. Birds and their usefulness, their nests, eggs, and young. Observe the eyes, ears, nose, mouth, feet and covering of animals. Give outdoor excursions for animal studies. Tell animal stories. How to relieve suffering; helpfulness.

SECOND YEAR

Treat the lesser animals as you wish to be treated. Justice is the principle to be emphasized. This may be put in special form

for each animal: Treat the horse as you would wish to be treated were you in his place and he in yours. How this can be done. The homes, food, liberty, play, young and good time of animals; what these mean to us and the animal. What we can do to make animals happy. What we can do to make people happy. How to be happy ourselves. How animals are abused or neglected. How children may be abused or neglected. Observe, investigate, and apply the knowledge obtained.

THIRD YEAR

We are all animals and may help each other. How other animals help us: the horse, the cow, the birds, sheep, poultry and bees. How we may help the lesser animals; proper food and drink; sick or diseased animals, their care; good barns, stables, chicken-houses, bird-boxes, and their care.

Visit and discuss good buildings for the care of animals and the animals themselves. Being honest with the animal and not deceiving him; its effect on the animal. Being honest with people; its effect on others and on yourself.

Can we lie to animals? Do animals lie to us? Do animals deceive? What is the difference between deception by animals and deception by people? Which do these things to injure another?

How can we help sick, diseased and suffering children? Have children tell of good things done.

FOURTH YEAR

Learn to control yourself, then you may train or control animals. The one who gets angry or cannot control his temper, should not have charge of children or animals. One who gets drunk or cannot control his appetite is not fit to drive a team or care for animals or children. The animal is just what we make him by proper care or by abuse and neglect. Explain fully all these and ask children to give examples.

Careless people who do not keep their homes, their clothing and their bodies clean are not fit to care for animals. Sick or diseased people should not milk cows or care for animals in dairies, as it endangers health. Study sanitary conditions in homes, schools, towns and animal homes.

How we should treat little children. In what ways they are like the animals.

FIFTH YEAR

Love makes us and our associates happy. Love will make us do good things for others and for animals. Have children name the good things for people that love will induce. What will it induce us to do for animals? Do animals love? Whom and why do they love?

Anger, hate and moroseness make us and those about us unhappy, even the animals. Do animals get angry, hateful and morose? What would make them so?

We are the educators, the teachers of animals. What can we teach them, and how can we do it?

Man could not live without other animals. Show why this is true. What traits in people cause you to love them?

SIXTH YEAR

To educate means to fit ourselves to be useful men and women, and to make the world better and happier.

Muscles grow strong by use. Show how to grow muscles.

Brains grow strong by use. Show how to grow brains.

Kind hearts grow strong by use. Show how to grow kind hearts.

Is it wrong to starve a child? Not supply him a good home and clothing? Not to educate him?

Is it wrong to starve one of the lesser animals? What effect would it have on the animal? On those who do it? On the community?

What is the difference between abusing a child and one of the lesser animals? What should be done in each case?

SEVENTH YEAR

An injury to the lesser animal is an injury to ourselves.

1. It causes a great loss of money; viz., in the horse, cow, sheep, hogs and poultry.

2. It causes disease and suffering of both animal and human beings. Tuberculosis, diphtheria, scarlet fever and other diseases spread in this way. Flies scatter disease from animal filth.

3. It makes those who neglect and abuse animals cruel and hard-hearted. It coarsens character and destroys the power to feel for the sufferings of another.

We should do right because it is right and not because of fear. Why have we laws for animal protection? Why have we laws for child protection? Which came first and why.

EIGHTH YEAR

Our every act leaves an increased power and tendency to act again in the same manner. Show that this is true of muscular action; of brain activity; and of our feelings for the sufferings and right of others. Habits are formed in this way.

Show how a good habit is formed.

Show how a bad habit is formed.

What habits hurt the individual himself?

What habits may hurt others?

What habits may hurt the lesser animals?

What animals show gratitude, friendship, love, good-will, helpfulness and good sense? How? What animals show anger, hate, revenge, fear, jealousy, a dislike to men? Why?

Should animals be held responsible for their conduct, the same as people? We have reflex action of muscles and of brain. May cruel acts and kind acts become reflex?

At this time and as long as the war continues, our duty to the dogs and horses who are fighting for us on the battlefields of Europe, should be constantly impressed on the children. They are just as truly soldiers as are the men. They are wounded and killed just as are the men and are quite as necessary to the winning of victory. They serve as devotedly as the men, but in their own way, and it is real patriotism to help taking care of them in their hospitals. It is an obligation second only to helping take care of our human soldiers in their hospitals.

The American Red Star stands for them as the Red Cross does for our other soldiers, and should be supported and helped. The war is teaching us, as never before, our dependence on the dumb animals and how closely our welfare is bound up in theirs. The Red Star will furnish literature and pictures in great variety and in any desired quantity for use in schools. It can be ordered directly from the Red Star headquarters in Denver; or, better yet, through the office of the State Superintendent of Schools, who has already done much for that cause.

E. K. WHITEHEAD.

HYGIENE AND SANITATION

EMMA G. SELDON, COUNTY SUPERINTENDENT OF SCHOOLS,
DENVER, COLO.

The laws of the State of Colorado require that instruction be given in all public schools in physiology and hygiene, with special reference to the effects of alcoholic drinks and narcotics upon the human system.

Oral instruction should be given at regular periods. This should not prevent the teacher from using conditions or incidents in the school room to impress upon the children the principles of right living. All instruction must be linked up with every-day life. Emphasis must be placed upon doing the thing rather than upon learning about it. The use of physiological names is to be avoided, using instead the common terms. From the time when, as a baby, he admires his hands and plays with his feet, the child is intensely interested in his own body, and the teacher should have no difficulty in making this subject one of the most fascinating subjects of the day's work.

As a result of the physical defects discovered among the men who have been called into military service, a campaign for physical betterment has been instituted as an essential part of the program for national defense.

Health clubs may be organized and a system of daily reports instituted. The number of pupils who cleaned their teeth before coming to school; the number who slept with their windows open six inches or more the night before; the number who slept nine hours; these are recorded each day. If we are a strong and worthy nation, we must be strong and worthy individually. If bad teeth interfere with one's capacity to be a soldier, then it is unpatriotic to neglect the teeth. By this means the stress is laid not alone on what is good for the boy, but also upon what the child can do for the nation, of which he is a part.

A correct position in sitting and walking, required of the pupils, may be emphasized by reference to the upright carriage of the soldier, as well as to the evil effects upon the body of a lounging or lop-sided position.

Avoid emphasis upon disease, showing instead the perfect type resulting from proper living.

FIRST TO FOURTH YEAR

AIM.—To have the child become acquainted with the names, location, and simple uses of the visible parts of the body.

To have him desire beauty and perfection in his body, because:

1. He can play better.
2. He can help his mother and those he loves better.
3. He can do more for his country.
4. When he is grown his own boys and girls will be stronger and finer.

Names and location of visible parts of the body—their uses:

1. Hands, fingers, wrists, elbows, shoulders, hips, knees, ankles, toes.
2. Eyes.
3. Ears.
4. Nose.
5. Mouth.
6. Teeth.
7. Tongue.
8. Throat.
9. Hair.
10. Skin.

THE TEETH.—Baby teeth; number; why they drop out; care of them.

Beauty, health, cleanliness of good teeth.

Dentist a friend.

Toothbrush drill.

THE EYES.—Brows and lashes; use and beauty.

Right position of book or paper.

Care to prevent eye strain.

Eyes the windows of the soul.

THE HANDS—THE NAILS.—Use, cleanliness; important for health reasons.

THE HAIR.—Use; necessity for washing it; beauty of well-brushed and well-cared-for hair, for boys and girls alike.

MUSCLES.—Make our strength; running helps to make muscle.

Men are not good carpenters, masons, shipbuilders, soldiers, without muscle.

FIFTH AND SIXTH YEARS

AIM.—To teach the use and care of the parts of the body from the viewpoint of health, of habit-forming, of beauty, of strength, for the sake of the next generation. All instruction should be in advance of the work done in the primary grades.

First Month. THE EYES.—How to take care of them.

Why examine them.

Different kinds of light, the amount and direction.

Right and wrong positions of book or paper.

Print and why it differs in size.

Danger of looking at sun with eyes unprotected.

THE EAR.—Its work; how it is built; proper care of it.

Value of cultivated hearing.

THE TEETH.—A clean mouth and health.

Sound teeth and sound minds.

Effect of tobacco.

The dentist, a friend to be consulted regularly and often.

Toothbrush drill.

Value of good teeth to the soldier, therefore to the country.

Second Month. THE NOSE.—Proper breathing

Effect of air on the nose.

Effect of improper breathing (mouth-breathing).

THE LUNGS.—Pure air, impure air; how one may be changed to the other.

Effect of breathing impure air.

Amount of air required for each person.

Ventilation, proper and improper; even temperature: what temperature is best for schoolroom; changing the air in the school, living and sleeping-rooms.

Value of outdoor sleeping.

Third Month. THE SKIN.—What it is and what it does.

Its proper care.

Value of bathing; unpleasantness from lack of it.

Kinds of baths and their effects.

Helpful and harmful soaps.

The importance of airing clothing, bedding, draperies, rugs, etc.

Clean hands and cooking.

THE NAILS.—Use; structure; care; beauty.

THE HAIR.—Use; structure; care.

Shampooing and tidiness.

Infection carried in hair.

Fourth Month. MUSCLES.—Structure and use.

Relation of food to muscle.

Importance of special care of infants.

Value and dangers of athletics.

Dangers of alcohol and tobacco.

Fifth Month. BONES.—Structure; use; form.

Effect of pressure.

Cause of round shoulders and curved spines; their effect upon health and beauty; proper adjustment of desks and chairs.

Injury and repair.

Sixth Month. OTHER PARTS OF BODY.—Use and care of ligaments, organs of digestion.

Facts concerning spine and muscular weakness.

What is pain; its value.

Seventh Month. EMERGENCIES AND HOW TO MEET THEM.—Treatment of cuts; of burns.

Use of handkerchief or piece of cloth for bandages.

Court plaster.

Treatment of frostbite; of sunstroke; nose-bleeding; fainting.

Eighth Month. EMERGENCIES CONTINUED.—What to do in case of fits, drowning, choking, poisoning, sprains and bruises.

Danger from illuminating gas, sewer gas. How to restore to consciousness a person overcome by these.

Ninth Month. REVIEW.—This should be conducted with a view to constant emphasis on personal and home hygiene.

SEVENTH AND EIGHTH YEARS

AIM.—To teach the uses of the various organs of the body for the sake of health, efficiency, good habits and good citizenship.

First Month. DIGESTION.—Organs; describe their structure and give processes.

Related subjects:

Importance of mastication; proper care of the teeth.

Effect of rapid eating.

When to eat.

How to arrange the table; table manners.

How to take care of food; of milk and butter; of refrigerator and cellar.

Economy and conservation of food.

Preparation of food; use of substitutes for wheat, meat, and sugar. As reference use "Food Guide for War Service at Home," prepared under the direction of the United States Food Administration.

Waste and garbage.

Misuse of condiments.

Danger in decaying fruit and food.

Second Month. CIRCULATION.—Organs; describe their structure and gives their operations.

Blood—What it is for; red and white corpuscles, and their uses.

Related subjects:

The heart: its strength; taking the pulse.

Overwork and its effects.

Danger of excessive jumping and running.

General principles of physical training.

Effect of position on circulation.

Fainting.

Third Month. RESPIRATION.—Organs; describe their structure and give their operations.

Related subjects:

Pure air required.

Dust: its effects, and how to protect from it.

Impure and impoverished air; how caused and preventive measures.

Air, in its relation to the sick; for themselves; for their associates.

A clean body and clean clothing.

Ventilation of schoolrooms and homes.

Value of sunshine.

Fourth Month. THE NERVOUS SYSTEM.—Organs; describe their structure, operations and uses.

How to protect them.

Related subjects:

Sleep; need, when and how much at different ages.

Right conditions for sleep.

Recreation.

Relaxation.

Effects of alcohol and tobacco.

Fifth Month. SPECIAL SENSES.—What they are; describe them and tell their uses.

How to give them proper care.

Related subjects:

Care of eyes and ears after illness.

Causes of habitual headache.

Protection of eyes of infants.

Sixth Month. CONTAGIOUS DISEASES.—How these diseases are spread.

Drinking places in schoolhouses.

Quarantine; isolation; health ordinances; why obey them.

What good citizenship demands.

Seventh Month. PRINCIPLES AND PRACTICES FOR PROTECTION OF THE PUBLIC HEALTH.—Get copies of rules of the State Board of Health pertaining to health and disease. Get rules of the Board of Education governing contagious diseases. Show that these are necessary and reasonable.

School and Public Hygiene.

Requirements for public health; pure food; pure air; pure water, and protection from disease.

Duties of the local Board of Health.

Dangers of Patent Medicines.

Eighth Month. PROTECTING THE FOOD SUPPLY.—Get a copy of the Colorado Pure Food Law. Get officers of the State Board to talk to the pupils.

PROTECTING THE WATER SUPPLY

Where do we get our water?

What can spoil it and how shall we prevent that?

Impure ice and its dangers.

Well water; its dangers.

Danger following floods.

Ninth Month. PROTECTING THE AIR FROM IMPURITIES.—Sanitary conditions in schoolhouses, other public buildings, sidewalks, streets, cars, outhouses, backyards, alleys.

Plumbing.

Dusting and cleaning rooms.

Where does our garbage go? Is it a safe way to dispose of it?

Soft-coal smoke.

Care of stables.

Sewerage; right and wrong kinds; what we need.

PROTECTING THE WELL FROM EXPOSURE TO CONTAGIOUS AND INFECTIOUS DISEASES.—Hospitals.

Isolation of those suffering from contagious or infectious diseases.

Duty to the community.

Duty to the sick.

Absence from school necessary.

Prevention of epidemics.

How disease is spread in the schoolroom; spitting on the floor; putting pencils in the mouth or ears; common drinking cup, etc.

Suggested texts:

“Preparing for Citizenship,” by Guitteau.

“Child’s Book of Health,” by Blaisdell.

“How to Keep Well,” by Blaisdell.

“A Child’s Book of the Teeth,” by Ferguson.

“Healthy Living,” by Winslow.

“Human Body and Health,” by Davidson.

MUSIC

EARLE A. JOHNSON

PRELIMINARY INSTRUCTION

SEATING OF CLASS.—Be sure pupils sit as far forward as possible. Best singers in the rear, lighter voices next, and poorer singers and monotones in the front seats. Have books held upright upon desks, pupils sitting straight.

TONE.—Insist always upon a soft, light head tone.

RHYTHM.—Accentuation of the strong beats of the measure will insure a steady, even flow of the music.

TEMPO.—Sing at good speed; never allow the song to drag.

PRONUNCIATION AND ENUNCIATION.—Give special attention to proper pronunciation and good clear enunciation. Above all things make the words understandable.

EXPRESSION.—Do not cast all songs in the same mold.

Let each song have its own individuality.

Let the singing be of such a character as to bring out the meaning and sentiment of the words.

PITCH.—Be sure all exercises and songs are sung at the proper pitch.

[Teacher should own a chromatic pitch-pipe.]

MONOTONES.—Monotones cannot be trained *en masse*, but require individual attention. They should not sing with the class until they can sing the scale correctly.

First, find his tone, call it do. Have him sing do, sol, then low do, high do. Then, do, mi, sol, do, or, from his low tone gradually step by step lead him up through the scale. Endeavor to make him think a high tone. All monotones should be taught to sing before they leave the first grade.

SONGS.—Be sure all songs possess some appealing quality, either of melody, rhythm, or sentiment. Never teach anything prosaic or uninteresting.

Be enthusiastic and you will inspire a spirit of enthusiasm in your pupils.

Do not over-emphasize or dwell too long upon the theoretical side of the lesson, but spend much time in song study.

The pupil will forget much of his theory, but he will never forget or get away from the ennobling, uplifting influence of a good song.

SUGGESTED SONGS.—(Order through any music store.)

Star-Spangled Banner.

America (using new fifth stanza).

The Marseillaise.

National Hymn of Italy.

Keep the Home Fires Burning.

We'll Never Let Our Old Flag Fall.

There's a Long, Long Trail.

Bendemeer's Stream.

The Sunshine of Your Smile.

When the Great Red Dawn Is Shining.

America the Beautiful.

Loyalty.

Old Glory.

Marching to Victory.

Stamps, Stamps, Stamps.

A Song for the School Garden (Johnnie Get Your Hoe).

Sing the choruses of the following:

Over There.

Pack Up Your Troubles.

Joan of Arc.

When the Yanks Come Marching Home.

Sons of America, America Needs You.

Freedom for All Forever.

We'll Keep Old Glory Flying.

When You Come Back.

FIRST GRADE

EAR TRAINING.—Ear Training might be defined as the process of educating the ear to hear correctly, enabling the hearer to identify the source and character of the sound heard.

1. Street sounds.
2. Blindfolded child guessing name of child who says "Good morning."
3. Identifying different objects by their sound.

TONE MATCHING.—Tone matching is the ability to reproduce the tone or sound heard, especially as regards pitch.

Thought material for tone matching should be drawn entirely from the child environment in order that the work may seem more natural and real.

If we take familiar words, referring to things and conditions that are present and real, and put them into the form of "song speech," we lead the child easily into the realm of tonal expression.

The condition of the weather, his own name, pictures on the wall, etc.

Teacher sings, using different combinations of tones with single words or short sentences. Children repeat.

Do much individual work along this line.

Imitate familiar street calls and sounds, etc. Practice daily.

SCALES AND SCALE SONGS.—Use hand signs.

Sing scales down; first, using syllables. Second, *loo, coo, too, boo*.

1. E flat fourth space down to E flat first line.

2. E fourth space down to E first line.

3. F fifth line down to F first space.

Sing scales as given above, down and up, next up and down.

Sing scale songs: "Little Boy Blue," "Up the Ladder," etc.

Teach arpeggios, *do, mi, sol, do*, up and down.

1. E flat first line to E flat fourth space.

2. E first line to E fourth space.

3. F first space to F fifth line.

First, using syllables. Second, *loo, coo, too, boo*.

ROTE SINGING.—A "rote" song is a song learned or taught by ear, independently of the notes.

Hollis Dann, Doctor of Music and Professor of Music, Cornell University, says in his book, "First Year Music": "The elements of the tone language must be learned through the ear by imitation, as the mother tongue is learned.

"Rote singing, therefore, is the only logical and sensible beginning of the study of music."

All songs learned in the first grade must be rote songs.

HOW TO TEACH A ROTE SONG.—

1. Tell story of the song.

2. Teacher sings words of song through, singing clearly and distinctly, being careful to use sweet, light, soft tones.

3. Teacher repeats song.
4. Teacher sings words, having pupils hum and listen to words.
5. Teacher sings first phrase. Class repeats.
6. Teacher sings second phrase. Class repeats.
7. Teacher sings first and second phrases. Class repeats, etc., phrase by phrase until song is finished.

SONGS.—Songs and exercises should not go below E flat first line, or above F fifth line.

Do not drill too long on any one song.

Avoid songs that are too long, too high or low, uninteresting and prosy, with words not suitable for children of this age.

Teach songs that are short, simple, sweet, pure, childlike, and musical.

For the special development of rhythm, use simple action songs.

SONG MATERIAL:

“Songs of the Child World, Nos. I and II.” Jessie L. Gaynor.

“Lilts and Lyrics.” Jessie L. Gaynor.

“Small Songs for Small Singers.” Neidlinger.

Teacher’s Manual for Primary Grades. Progressive Music Series.

Published by Silver Burdett, Chicago.

First Year Music. Hollis Dann.

SECOND GRADE

VOCAL EXERCISES.—Same as first grade slightly more extended.

EAR TRAINING.—Teacher sings tones of scale or arpeggio, using *la* or *loo*.

Have children respond with syllables.

Do the same with different phrases of songs previously learned by rote, children responding with words.

Make responses individual.

ROTE SONGS.—Taught as described for first grade.

The second grade should learn at least fifty rote songs during the year.

Teach notes of songs by rote as an additional stanza.

Teach all four stanzas of “America.”

Teach special songs for Thanksgiving, Christmas, etc.

From a theoretical standpoint the most important work of the second grade is teaching the staff.

The work for the first year has been entirely an appeal through the ear.

The next step is to educate the eye in connection with the training of the ear.

1. Draw staff, numbering lines and spaces.
2. Have children write notes (whole notes) on lines and spaces, as teacher may indicate.

We are now ready to correlate our two sets of ideas, that of the scale and the staff whereon to write it.

First teach that *do* can be placed upon any line or space of the staff.

1. Draw staff. Write scale of D down from D fourth line to D first added space below (always color *do* red).
2. Write scales of E and F up and down.
3. Write (key of F) *do, re, mi, fa, mi, re, do*.
4. Write (key of D) *do, ti, la, sol, la, ti, do*, etc.
5. Write little melodies as (key of D) *do, ti, la, sol*; (key of F) *do, re, mi, re, do*, etc. Have children read and sing.

The whole matter of sight reading depends upon training the eye to judge accurately the distances on the staff. Write *do* (red) and have child count to and write any note in the scale indicated as *do, sol*; *do, ti*; *do, la*, etc.

Teach the writing of notes in groups, as: *do re mi re do, do mi sol mi do*, etc.

We must avoid the slow, halting process of reading note by note, and teach the child to grasp the entire group of notes at once, just as he sees the group of letters in a word.

1. Teacher sings. Have pupils write on board (key of E) *do, re, do*; *do, re, mi, re, do*; (key of F) *do, re, mi, fa, sol*, etc.
2. Have children compose their own melodies, placing *do* on different degrees of the staff.
Call attention to the fact that the melody is sung high or low, depending upon its position on the staff.
3. Write the same tune in different positions, as: *do re mi re do*, using keys of E, A, F, B.

In the work so far, say nothing about the time or key signatures.

A song primer, such as Congdon's *Music Primer*, may be used the last half of the second year.

THIRD GRADE

Review briefly the work of the second grade.

EAR TRAINING.—Teacher gives names of notes, pupils respond, singing.

Always give a complete group of notes.

Be sure pupils respond with light head tones.

VOCAL EXERCISES.

1. Sing arpeggios *do, mi, sol, do, sol, mi, do*, in keys C, D, E, F, G.
2. C third space sing *loo, too, coo, boo*, each four times; continue this exercise to E fourth space.
3. Sing scales down from C third space. D, E, F; first, syllables; second, *loo, coo, too*.

Be sure to use light head tone.

Teach notes and rests, whole, half, quarter, and eighth.

Teach division of music into measures—fill in measures with different combinations of notes and rests.

BOOKS.—The first music reader is placed in the hands of the third grader.

1. Class read aloud in time, pointing to notes and rests.
2. Sing notes.
3. Sing through using *loo*.
4. Hum.
5. Sing words.

Explain the time.

Upper figure tells number of beats to a measure.

Lower figure tells the kind of note receiving one beat.

PRESENTATION OF SONGS.—Read words. The rhythm of the poem strongly accented will aid the class in feeling the rhythm of the song.

Always explain any unfamiliar words.

Describe any special character introduced.

Give especial attention to the quality of the tone; the pronunciation and enunciation of the words.

Do not teach the key signatures at this time.

Simply point out the position of *do* without any especial reference to the signature and go ahead.

Do not sing with the children.

You may sing *for* them but not *with* them.

Teach them to be independent.

In studying songs and exercises, be sure that each child has the right pitch and the right line and that every finger is pointing to the first note before you start.

Insist that every child look at his book and sing independently of the others.

Sing in good tempo without dragging, and move along through the entire exercise without stopping.

If mistakes are made, simply return to the point of difficulty and correct.

Do much individual singing in this grade, at least singing around the class once each week.

Sing "America," "Star-Spangled Banner" etc.

FOURTH GRADE

The situation which confronts the teacher in the fourth grade will vary considerably, the work to be done depending entirely upon whether the children have had systematic work in the grades below. One condition which you should bear in mind is, that the fundamental principles must certainly be worked out if there has been no previous study or only a small amount.

VOCAL EXERCISES.—Same as for third grade.

ROTE SONGS.

RHYTHM.—Rhythm is the recurrence of accent at regular intervals.

Two-four time, accent first beat of measure.

Three-four time, accent first beat of measure.

Four-four time, accent first and third beats of measure. A strong accent on one, a lighter accent on three.

Six-eight time, accent one and four.

DIVIDED BEAT.—Two notes to the beat count (one and) (two and), etc.

DOTTED NOTES.—A dot adds to a note one-half of its value.

PITCH NAMES OF NOTES.—First seven letters of the alphabet.

Teach positions of letters on the staff (treble clef).

NAMES OF KEYS.—The key receives its name from the letter upon which we find *do*.

SHARP KEYS.—One above the last sharp is *do*.

FLAT KEYS.—The next to the last flat is *do*.

Practice naming keys of different songs in books.

Do not at this time give the rules for placing sharps and flats upon the staff, but merely the method of finding out the name of the key from the signature.

The common accidentals are introduced in this grade. *Fa* sharp which is *fi* (fee), and *ti* flat which is *te* (tay).

To sharp a note means to sing a *new* tone one-half step higher.

To flat a note means to sing a new tone one-half step lower.

FIFTH GRADE

VOCAL EXERCISES.—Arpeggios and scales to high G. First, syllables; second, *la, loo, coo*.

Strive to gain great facility in note reading in the different keys.

Write notes in different places on the staff. Write rapidly and call for response, pupils naming notes.

1. Class
2. Boys.
3. Girls.
4. Rows.
5. Individuals.

Also give letter names of notes.

WRITING KEY SIGNATURES.—The names of the sharps in their order are: F, C, G, D, A, E, B.

The names of the flats in their order are: B, E, A, D, G, C, F. Notice that the flats are the reverse of the sharps.

Have the pupils memorize sharps and flats, reciting in concert.

Practice writing different key signatures.

CHROMATIC SCALE.—Ascending (sharps), *do, di; re, ri; mi; fa, fi; sol, si; la, li; ti, do*.

Descending (flats), *do, ti, te.; la, le; sol, se; fa, mi, me; re, ra; do.*

Di (dee), *ri* (ree), etc.

Ti (tee), *le* (lay), etc.

Use of Sharp, Flat, and Natural.

PART SINGING.—Test voices individually for alto and soprano.

Two things are to be taken into consideration in the classification of voices:

1. Range.
2. Quality.

Altos sing scale of A (A second space) down to A second line below staff with easy, full, mellow tone.

Sopranos sing scale of F from F first space up to F fifth line with clear, light, thin tone.

Seat sopranos on right, altos on left.

Place best voices in rear, lighter voices in front.

Be sure parts balance.

SONGS.—In addition to the songs in the book, teach many songs by rote, sung in unison.

“My Old Kentucky Home,” “Old Folks at Home,” “Old Black Joe.”

Sing “America,” “Star-Spangled Banner,” “Columbia, the Gem of the Ocean,” etc. (See Preliminary Instruction.)

The most essential thing is to make the singing lesson interesting. Nothing can be accomplished if the children dislike their singing or look upon it as drudgery.

SIXTH GRADE

Children reach their zenith, musically as children, in the sixth grade.

If the work on up through the grades has been systematic and thorough, the sixth grade singing will be most satisfactory indeed.

Pupils should be very expert in note reading in all keys, experienced in two-part song, and sing with a bright, beautiful tone.

THREE-PART SINGING.—All light high voices in the first soprano.

Lower or mezzo sopranos, and higher alto voices in the second soprano.

Lower alto voices in the alto.

Give some preliminary drill in chord singing before attempting the three-part song.

Use hand signs in giving each part its note, beginning with the altos.

MINOR SCALE.—It is important from many standpoints that we become familiar with the minor scale.

The minor scale begins and ends on *la* of the major scale.

Class sing *do* in key of F, sing down to *la*, and then sing up the scale to *la*, and then back down to *la*. This is the normal or natural minor scale. Note its peculiar sad effect, and, by singing it in many keys, try to impress the quality and character of the mode upon the pupil.

SEVENTH GRADE

In the seventh grade we come to a real change in the condition of our voice work and music study.

Boys voices begin to change in the latter part of the sixth grade. In the early part of the seventh grade the teacher will find that there are a great many boys whose voices have changed or are approaching the changing period.

Place in the third part (alto) all boys with changing voices and those girls who have a low rich quality of voice.

Let boys sing lower as soon as their voices show any sign of a break. They should sing very softly at all times.

All boys, whether able to sing or not, should take part in the music lesson. Do not excuse anyone.

They can watch the place, read notes, answer questions, whistle the soprano, etc.

ALL MINOR SCALES begin on *la* of the major scale.

HARMONIC MINOR.—Sharp the seventh tone (*sol* sharp making it *si*) both ascending and descending.

MELODIC MINOR.—Sharp the sixth and seventh tones (*fa*, sharp *fi*, and *sol*, sharp *si*) ascending, but make them natural (*fa* and *sol*) descending.

Practice with instrument if possible.

BASS CLEF.—Toward the end of the seventh grade we often find a sufficient number of the boys' voices have changed, making it possible to create a bass division.

Whether there are enough of them to carry their part successfully or not we must now teach all the children to read in the bass

clef; those boys with unchanged voices, and also the girls, singing one octave above.

Teach letters in bass clef.

From the board and books give note reading in the bass clef in the different keys, the board work being conducted somewhat as the treble clef was taught in the second grade.

SONG MATERIAL.—The song material for the seventh grade should consist largely of pleasing songs in three parts for unchanged voices.

The unison song is of great value in keeping the voices uniform and smooth.

Boys with changing voices may sing the melody an octave lower.

Sing songs as "My Old Kentucky Home," "Swanee River," "Massa's in the Cold, Cold Ground," "Tenting To-night," and "Old Black Joe," sung in unison, or two or three parts. (See Preliminary Instruction.)

Many fine songs suitable for this grade, and in fact any grade, may be purchased from the following publishers:

Willis Music Co., Cincinnati, Ohio.

Eldredge Entertainment House, Franklin, Ohio (Branch house—Denver).

Clayton F. Summy Co., Chicago, Ill.

White, Smith Music Publishing Co., Chicago, Ill.

Ginn & Co., Chicago, Ill.

Silver, Burdett Publishing Co., Chicago, Ill.

EIGHTH GRADE

The most important part of the music work of the eighth grade is chorus singing.

This represents the crowning glory, as it were, of the music study, which has been continued from the first grade up to this point, and it should be developed to the highest degree of efficiency.

Be sure all voices are properly classified.

Sopranos, Altos (Tenors?), Basses. Low alto voices can often sing the tenor part.

For the encouragement of the basses, use songs in which the melody is given to the bass part. The Willis Music Co., Cincinnati, Ohio, publish many songs of this character.

For patriotic occasions use many war songs, flag songs, etc. (See Preliminary Instruction.)

Secure graded catalogs from music firms mentioned in the seventh grade outline.

“As is the teacher, so is the school.”

The success of the eighth grade chorus depends almost wholly upon the attitude and equipment of the teacher.

You cannot force the children to sing, but you can present the lesson in such an interesting manner, with bright, appealing music, that they will sing from the sheer love of singing.

PHYSICAL EDUCATION

Acknowledgment is hereby made of help received from various courses of study arranged by New York State.

Anna Louise Johnson, Director of Playgrounds

Jacob Schmitt, Director of Physical Education

Physical education is that phase of education concerned with the functions of big muscle activities and related factors, which control the growth and development of the child and the physical efficiency of the adult. By related factors is meant behavior or habits influencing diet, sleep, rest, oxidation, elimination, temperature regulation, mental moods, etc. In order that development may be secured there must be protection from handicapping growth divergencies, devitalizing drains, infections, poisons, etc., in the educational process the individual must come finally to control his own efficiency.

Therefore, physical education is interpreted to include talks and recitations in hygiene, and all forms of healthful physical exercise; such as definite exercises for correct posture, drills, gymnastic exercises, supervised recreation, organized play, athletics, and a great variety of individual recreational activities. Natural play should be fostered. Refreshing, invigorating, and healthful exercise will neutralize the effects of prolonged sedentary requirements. Games and play will serve as attractive sources of educational development, promoting happiness, interest, sharper wits, obedience, correct posture and bearing, alert response, loyalty, honesty, a sense of justice and duty, and a spirit of co-operation and fair play.

PHYSICAL EDUCATION

FOR ELEMENTARY SCHOOLS

Summary

1. Physical training A: Correlation with school medical inspection, daily class inspection by regular class teacher.
2. Physical training B: A setting-up drill of at least two minutes' duration at the beginning of each class period, or at least four times every school day, directed by regular class teacher.

3. Physical training C: Talks on hygiene, two fifteen-minute periods a week, under regular class teacher or a teacher especially assigned to this work.
4. Physical training D: Supervised recreation. Minimum requirement; five hours each week.
 - (a) Games: see list.
 - (b) Folk dances and rhythmic work: see list.
5. Physical training E: Gymnastics, fifty minutes a week.
 - (a) Gymnastic drills.
 - (b) Marching tactics.
 - (c) Corrective gymnastics.

PHYSICAL TRAINING A

Physical training A covers: Daily health and sanitary inspections by the regular class teacher in all classes and in all terms of the elementary schools.

DIRECTIONS TO TEACHERS

1. Appoint each week or at other appropriate intervals, a sufficient number of pupils (two, four or six, depending on the size of the class) to serve as "health officers" or "sanitary inspectors" for the class and classroom. With a little care in the initial instruction, and subsequent direction, these pupil health officers may render very effective service and stimulate a real interest in the better hygiene and sanitation of the school. These pupil officers should be rated by the teacher for quality of service at the end of each term of office.

The duties of pupil health officers may be:

- a. To open the windows wide and air the schoolroom thoroughly every day before the session begins and at the end of every class period and during the setting-up drill.
- b. To remove chalk, scraps of paper and other litter from the floor, hallways, stairs, schoolyard, and sidewalk at intervals designated by the teacher (not to be substituted for the work of the janitor).
- c. To consult the room thermometer at appropriate intervals and assist in securing a desirable temperature (between 65 degrees and 68 degrees F.).
- d. To help in the plans of the school to keep the school buildings, equipment, and premises clean.

2. The teacher should supervise the selection of pupil officers and direct their activities. The relationship may easily be of great educational value. Habits of community hygiene will be established in young citizens.

3. The windows of all schoolrooms that are in use should be open daily before sessions and regularly during sessions, especially during setting-up drills; when the weather will permit, the windows should be open all the time; keep the windows "down at the top." (These plans for window ventilation may be altered in those schools where other systems of ventilation are in *successful* operation.)

4. Inspect children for cleanliness and neatness, signs of physical abnormality and injury, or illness.

- a. The most effective instructional results in cleanliness and neatness may be secured through rapid inspection and subsequent advice.
- b. The experienced teacher is likely to be the first to detect deviations from the normal in the appearance of school children. One may thus detect disease early and secure early care, with a consequent early recovery, or may save or reduce schoolroom contagion and epidemics through early and prompt attention.
- c. Inspect your pupils for signs of health disorders and physical defects every day, the first time you see them. Cultivate the habit of rapid general observation of the entire class. After some experience, these inspections will take only a few seconds of time. The more detailed examination is a duty of the physician, not the teacher. Be always on the alert to detect signs of health disorder. Do not be afraid to make mistakes. Be quiet about your inspections and your judgments about your pupils. Make your relationship sympathetic and confidential. When you note that a child is showing signs of disordered health, make your further investigation of those signs quietly, so that the attention of other children may not be unduly drawn to the event.

The following signs of disorder have been arranged in three groups for the use of teachers in detecting health and physical defects in children under their care.

Group I contains signs of disorder which call for immediate attention. Refer pupils to principal.

Group II names signs of abnormality pointing to more chronic disorders which should be remedied early. Refer pupils to principal.

Group III contains indication of disturbances which are important in connection with other signs of physical disorder. Refer pupils to principal.

GROUP I

Signs

Sore throat	}	Disorders of nose, throat and ear.
Earache		
Ear discharge		
Running nose		

Sore eyes of any kind	}	Eye disorders and defects.
Sties		
Congested eyes (red or bloodshot)		
Dizziness		

Flushed face	}	Contagious Diseases
Chill		
Headache		
Eruptions		
Nausea		
Vomiting		
Running nose		
Congested eyes		
Cough		

Fits	}	Nervous disorders
Fainting		

Enlarged glands in neck	}	Nutritional and general disturbances.
Puffiness of face and eyes		
Shortness of breath		
Unusual pain anywhere		

GROUP II

Signs

Mouth breathing	}	Disorders of nose, throat, ear and organs of respiration.
Loud breathing		
Nasal voice		
Catarrh		
Frequent colds		
Offensive breath		
Chronic cough		
Deafness		
Twitching of lips		
Headache		

Headache	}	Eye disorders and defects
Crossed eye		
Squinting		
Holding book too near face		

Decayed teeth	}	Teeth defects
Discoloration of teeth		
Crooked teeth		
Offensive breath		

Inability to hold objects well	}	Nervous disorders
Spasmodic movements		
Twitching of eye, face or any part of body		
Nail biting		
Perverted tastes		
Sex disturbances		

Pain in feet	}	Defects of feet
Toeing markedly out		
Flatfoot gait		
Swelling, puffiness of feet		
Excessive perspiration of feet		

Unequal height of shoulders	}	Incorrect posture.
Flat chest		
Round back and shoulders		
Stooping		

GROUP III

Signs

Prominent upper teeth	}	Disorders of nose, throat and ear
Blank expression		
Slow mentality		
Poor physical development		
Inattention		
Slow progress		
Peculiar postures when reading	}	Eye disorders and defects
Poor reading or spelling		
Prominent teeth	}	Teeth defects
Poor articulation		
Broken teeth		
Malnutrition		
Irritability	}	Nervous disorders
Bad temper		
Undue emotion of any sort		
Frequent requests to go out		
Timidity		
Stammering		
Cruelty		
Moroseness		
Solitary habits		
Embarrassment		
Undue activity		
Misbehavior		
Deficient weight	}	Nutritional and general disturbances
Pallor		
Lassitude		
Perverved tastes (food)		
Slow mentality		
Peculiar or faulty postures		
Under development		
Excessive fat		
Low endurance		
Disinclination to play		
Fatigue		

Pigcon-toed gait	} Defects of feet and legs and d e f e c t i v e movements
Shuffling, inelastic walk	
Exaggerated knee action in walking	
Shifting from foot to foot	
Standing on outer edge of feet	
Standing on inner side of feet, heels turned out	
Locking knees	
Leaning against wall or desk	
Shoes run over at either side	
Twitching of foot muscles	

PHYSICAL TRAINING B

SETTING-UP DRILLS

SUGGESTIONS FOR THE TEACHER

Use exercises given on pages 23-24 in Program of Exercises in Physical Training, by Jacob Schmitt.

1. Make these setting-up periods attractive and interesting. They must be pleasant periods if they are to accomplish their best results. Practice cheerfulness.

2. Explain concisely to your pupils the general purpose of these drills. Secure their intelligent co-operation. Call attention frequently to the importance of good posture, alert obedience, and regular exercise.

3. You and your classes will get as much out of your exercise as *you* put into it. Put vigor into your leadership so there will be vigor in the response from your pupils.

4. Stand straight! Watch your own posture. Give your commands in clear, stimulating voice. Be enthusiastic, alert and invigorating.

5. You can get as much out of these exercises as your pupils do. Most teachers need relaxation, variation in occupation and exercise.

6. Do not permit your pupils to sit absolutely still at desks. Encourage them to change position often. This is especially important with younger children.

7. Do not lose sight of the fact that these drills are health measures and are parts of a program for the health education of school children. The plan will succeed if the children acquire the health habits you teach them. Find out if your pupils are exercising at home. Encourage them to practice these setting-up drills at

home, night or morning, or both. Ask them for reports at intervals.

8. Direct pupil "health officers" to open all windows during each drill. Secure a general airing of the room; remove litter that may have appeared, and put the room in order.

9. Take classes out of doors for drills, provided conditions are favorable. This is especially desirable in those schools in which outdoor play periods are not provided.

10. As a rule, in each drill, devote only a few seconds to marching and deep breathing. Spend most of the period in postural and general exercise.

11. Two minutes is the minimum length of these setting-up drills. Their values will be much greater if they are continued for as much as four or even five minutes each.

12. Coats and sweaters should not be worn in classrooms.

PHYSICAL TRAINING C

HYGIENE AND SANITATION

The purpose of a course in hygiene in the schools is *first* to impart knowledge of the bodily functions and the essentials of personal and public health, and *second* to establish conscious and unconscious habits of thought which will govern the habitual daily conservation of personal strength and health, and the details of personal association with others and the community at large.

Class instruction concerning the care of the body and the important facts of hygiene shall be given by the class teacher. At least two periods of ten or fifteen minutes each shall be devoted weekly to this instruction during each and every term.

THE CENTRAL TOPICS SHALL INCLUDE

Cleanliness.

Posture (care of the bones and joints).

Cheerfulness (care of the emotions).

Care of the skin, hair and teeth.

Care of the digestion and muscles.

Care of the eyes, ears, nose and throat.

Care of the heart and circulation.

Care of the lungs and nervous system.

The laws of health and causes of poor health and disease.

The carriers of disease and the contributory causes of poor health.

Personal, domestic and community hygiene.

As based on the Gulick Hygiene Series furnished each school; sets are furnished for grades 4, 5, 6, 7, and 8. Grades below, use Books One and Two for reference.

TEXTBOOK ASSIGNMENT BY GRADES

GRADE FOUR

Book One, Good Health—First half year: pages 1 to 89, inclusive; second half year: pages 89 to 170, inclusive.

GRADE FIVE

Book Two, Emergencies—First half year: pages 1 to 81, inclusive; second half year: pages 82 to 154, inclusive.

GRADE SIX

Book Three, Town and City—First half year: pages 1 to 132, inclusive; second half year: pages 133 to 252, inclusive.

GRADE SEVEN

Book Four, The Body at Work—First half year: pages 1 to 108, inclusive; second half year: pages 109 to 218, inclusive.

GRADE EIGHT

Book Five, Control of Body and Mind—First half year: pages 1 to 128, inclusive; second half year: pages 129 to 244, inclusive.

ALCOHOL AND NARCOTICS.—The nature of alcoholic drinks and narcotics and special instruction as to their effects upon the human system are, in compliance with the school law of the state, included in the curriculum and taught thoroughly to all pupils. In the use of the above texts proper emphasis is given to the portions devoted to this branch of the subject, which is presented as fully as the maturity of pupils may permit. Special textbooks for the use of teachers are easily accessible.

BIBLIOGRAPHY (HYGIENE)

The Hygiene of the School Room.....	Barry
Health Studies	Hoag
Human Physiology	Retchie
Good Health	Jewitt

The Human Mechanism	Hough and Sedgewick
Prevention of Infectious Diseases.....	McVail
Preventable Diseases.....	Woods Hutchinson
The Care of the Teeth	Hopkins
Primer of Hygiene.....	Retchie and Caldwell
Manual of Personal Hygiene.....	Bussey

PHYSICAL TRAINING D

SUPERVISED RECREATION.—(a) Games; (b) Folk dances and rhythm.

A minimum of five hours a week beside recesses is required. In those schools in which there are no gymnasiums or other adequate space provisions, recreational activities may be selected for use in the schoolroom, schoolyard, or other available space, and may be distributed in periods outside the regular school hours.

GENERAL INSTRUCTIONS

1. **THE USES OF PLAY.**—This division of the physical training requirement is emphasized because wisely directed play has a powerful influence on the physical, mental, and moral health of the school child. Furthermore, the character of the instruction and direction of our children in their play today will have much to do with their physical, mental, and moral standards as citizens in the community tomorrow. Our present obligation is therefore obvious.

2. Play that is wisely organized and effectively supervised will produce and conserve health; counteract fatigue; make children and adults happy; arouse interest; sharpen the wits; overcome awkwardness; develop strength, endurance, and bodily control; and secure obedience, ready response, respect for rules and regulations, orderly conduct, courtesy, self-restraint, self-control, love of fair play and the habit of playing fair, loyalty, honesty, sense of justice and a sociable spirit. Health habits—physical, mental, and moral—are formed through play.

3. The first games selected should be games already known to the children. New games should be added from time to time. Continue using a game as long as it proves interesting. Return to it now and then during the term. Permit the children to decide for themselves what games they will play, ordinarily.

4. If your class is large, group your children so that all will be occupied with some play actively. Select certain children to act as leaders of groups. Try out the most promising children

for leaders. Stimulate competition for the honor of being "a leader."

5. Form your play groups with reference to the age, sex, and physical condition of the players and the demands of the game to be played. Some games may be played by persons of all ages and both sexes. Other games have age limitations, some sex limitations, and others may be played only by young adults in good physical condition.

6. Assign children with weak hearts, or who are otherwise organically disqualified, to quiet games; that is, to games in which there is at most only moderate muscular activity or mental excitement. With the advice of the physician, games may be found which are safe for any child able to go to school. Weak children are more frequently hurt by too little exercise than by too much.

7. Do your best to achieve in your school the highly important results which are possible with the kind of play. The success of the plan depends on you.

8. *Get some play yourself.* It will be just as good for you as it will be for the children. Play with them. They will like you better for it. Your dignity will not suffer and your influence will grow.

9. See that all your children play and that they are happy in their play. Learn their moods and motives so that you may be more sympathetic and helpful. The better you understand, the better will be the possibility of your success.

GAMES

SUPERVISED PLAY

Games which are properly organized and supervised teach discipline, the right spirit of competition and the gracious, manly, and womanly way to bear defeat as well as victory. Games furthermore develop mental alertness, a keen sense of judgment and a spirit of team, teacher, and school loyalty. They also tend to develop in the boy and girl physical efficiency, a good carriage, a full chest, a bright eye, a good complexion, grace, a stable nervous system, strong lungs, and robust health. Play, properly supervised, is practically the only direct and effective channel open to teachers by means of which they can exert a maximum influence in teaching morals to our boys and girls.

SUGGESTIONS FOR TEACHING GAMES

a. PREPARATION FOR GAME.

1. Balls or other apparatus.
2. Arrangement of field (removing furniture if in school-room).
3. Formation of two permanent teams (Red and Blue) at beginning of the second month of each semester in grades five to eight, inclusive. Election of captains.
4. Arrangement of players by captains.
5. Teachers should know the rules of the game in order to teach it effectively.

b. PRESENTATION OF GAME.

1. Name.
2. Tell about the ground-formation of players.
3. Give clear, direct description of rules—use blackboard for description.
4. Avoid teaching and playing at same time.
5. Do not allow interruptions when describing game.
6. Allow time for questions concerning rules before starting to play.

c. HOW TO BEGIN THE GAME.

1. In highly organized games use a whistle for starting.
2. In running games, relay races, etc., use some recognized form of starting off, such as, On Your Marks! Get Set! Go!

d. MANAGEMENT OF GAMES.

1. Make captains responsible for the order and sportsman-like conduct of their teams.
2. Enforce all rules.
3. Keep score on board.
4. Always announce results of contests.
5. Instruct captains to keep records of games won and lost.
Note—Games should be played first with other teachers, then with the children, and finally under supervision by the children alone.
All game instruction is to be given out of doors whenever the weather permits.

6. In outdoor games, children should not be placed so they are facing the sun while playing ball games.
7. Suggestions by means of bulletins and personal instruction will be furnished during the year in this newer department of physical training.

GAMES FOR ELEMENTARY SCHOOLS

FIRST GRADE

Games for little children should include repetition, imitation, dramatization. The games used should as far as possible keep the whole group busy.

1. Wee Willie Winkie.
2. Sing a Song of Sixpence.
3. Pussy Cat.
4. Crooked Man.
5. The Kewpies.
6. Here Comes a Bluebird.
7. Round and Round the Village.
8. Here We Go Round the Mulberry Bush.
9. Soldier Boy.
10. Skip Tag.
11. Pigeon House.
12. Pop Corn Man.
13. How Do You Do, My Partner?
14. Swing Song.
15. Come Along.
16. Hush a Bye Baby.
17. Adam's Sons.

SECOND GRADE

(Review First Grade Games)

1. Hippity Hop to the Barber Shop.
2. Fair Rosie.
3. Partner Skip Tag.
4. Baa, Baa, Black Sheep.
5. Hill Dill.
6. Where, Oh Where.
7. Two Little Blackbirds.
8. Peter Pan.
9. Three Little Kittens.

10. Oranges and Lemons.
11. Ball Race.
12. Hot Potatoes.

THIRD GRADE

1. Squirrel in the Tree.
2. Garden Scamp.
3. King of the Barbarees.
4. Last Couple Out.
5. Number Ball.
6. Teacher.
7. Wind and Flowers.
8. Circle Stride.
9. Black and White.
10. Hansel and Gretel.
11. Guarded One.
12. Nuts in May.

FOURTH GRADE

1. Wander Ball.
2. Circle Dodge.
3. Tag the Wall Relay.
4. Circle Ball.
5. Tunnel Ball.
6. Three Deep.
7. Prisoner's Base.
8. Old Witch.
9. Midnight.
10. Stealing Sticks.
11. All Up Relay.

FIFTH GRADE

1. Progressive Dodge Ball.
2. Long Ball.
3. German Bat Ball.
4. Circle Zigzag.
5. Round Ball.
6. Square Ball.

SIXTH, SEVENTH AND EIGHTH GRADES

1. Square Ball.
2. Indoor Baseball.

3. Basket Relay.
4. Basket Ball.
5. Volley Ball.

This list of games is merely suggestive. It is by no means necessary to confine the work to the grades here given. If first grade children have had all here listed, use second grade. If third grade have had no games at all, begin with first grade, etc.

Teachers are expected to supplement this with games of their own choice.

RHYTHM

1. Folk dancing is one of the best expressions of pure play and the motor needs of youth. Perhaps it is the most liberal of all forms of motor education.—G. Stanley Hall.

2. The nature of the rhythm instruction calls for the dances to be done with others as play. All solo dancing is discouraged. This phase of physical education aims to develop the mind and body through movements such as running, skipping, hopping, and dancing to music. Thus are developed muscular control, poise, grace, and ease of motion.

3. Valuable rhythm training can be obtained by the use of the phonograph and simple rhythm exercises.

Waltz Records
or
March Records

{ Tapping with the foot.
Clapping in different rhythms.
Drumming softly on the desks.
Imitative Exercises :
Throwing balls.
Drumming.
Rocking babies.
Hammering
Sawing.
Raking.
Spading.
Planting, etc.

FOLK GAMES FOR THE GRADES

FIRST GRADE

Hickory, Dickory, Dock No. I.
I See You.
Shoemakers' Dance.
Kinderpolka.
Danish Dance of Greeting.

SECOND GRADE

Bleking.
Dance, Dear Partner Mine.
Hey! Brownies.
Chimes of Dunkirk No. I.

THIRD GRADE

Tantoli.
Hickory, Dickory, Dock No. II
Swedish Clap Dance.
Hansel and Gretel.
Ladita.

FOURTH GRADE

Hop Mor Annika.
Ace of Diamonds.
Washwoman.
Norwegian Mountain March.
Vengerka.
Chimes of Dunkirk No. II.
Pop Goes the Weasel No. I.

FIFTH GRADE

Bean Porridge Hot.
Vineyard Dance.
Sailor's Hornpipe.
English Country Dance
(Butterfly).
When I Was a Bachelor.

SIXTH GRADE

Reap the Flax.
Polka Koketka.
Rill.
Pop Goes the Weasel No. II.
Ribbon Dance.

SEVENTH GRADE

Bean Setting.
Cschbogar.
Indian Dance.
Dance of the Garlands.
Irish Lilt.
Dainty Step.
Duchesse.

EIGHTH GRADE

Oxford Minuet.
May Pole.
Jumping Jack.
Serenata.
Finnish Harvest Dance
(Boys).
Ox Dance (Boys).

BIBLIOGRAPHY (GAMES)

Rules for Games.....Jessie Bancroft
Athletic Games in the Education of Women..Gertrude Dudley
and Frances Keller
Physical Education.....Dudley Sargent
Education by Plays and Games.....George E. Johnson
American Playgrounds.....E. B. Mero
Folk Dancing.....Elizabeth Burchenal and Luther Gulick
Popular Folk Games and Dances.....Mari R. Hofer

PHYSICAL TRAINING E

1. Under the direction of Supervisor of Physical Training. Full outline of work given in Program of Exercises in Physical Training (1915) arranged by Jacob Schmitt, Director.

2. Time required; a minimum of fifty minutes per week.

3. Pupils should be dressed as lightly and as comfortably as possible during exercise periods. Outer coats and sweaters must be removed.

4. Teacher is expected to emphasize (a) posture, (b) discipline and (c) health through the development of habits of posture, habits of obedience to command, and habits of healthful exercise. These drill periods can be useful only as they produce habits.

5. Marching Tactics for the Classroom.

On command MARCH! the feet are raised alternately, beginning with the left, so that the toes barely leave the floor. Knees should be raised vigorously and toes pointed downward.

Marching should conform to the requirements of the Junior Reserve Officers' Training Corps prescribed by the United States War Department.

Things to avoid:

Marching with arms folded behind back or with hands on hips and thumbs meeting in the back.

Marching with heavy step.

Marching with head bent forward.

6. Corrective Gymnastics.

Under this class are included those exercises which aim to cure, at least in part, such defects as round shoulders, flat chest, drooping head and neck, curved spine and other defects of carriage and form. The aim is to improve function of the organs and to make the individual more pleasing to the eye and thus to remove industrial handicaps. In serious cases, the advice of an expert is needed.

While any general vigorous physical exercise, play included, is corrective, in that it is hygienic, increasing the nutrition, and toning up the muscular system which holds the various bones in place, nevertheless it is deemed best to give some direct attention to the particular parts which are most commonly drawn from normal position by sitting several hours a day at desks, or are undeveloped by modern environment.

Correct carriage requires expenditure of energy and, at first, voluntary effort. A strong desire for it must be established in each pupil and constant effort throughout the school sessions as well as during the physical training period must be put forth until the habit is acquired. Teachers must supply the stimulus to the constant effort. The plan for securing good posture will be given with the posture charts.

TEACHERS' NOTES

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TEACHERS' NOTES

(Courtesy of the Denver Public Schools)

TIME SCHEDULE FOR ELEMENTARY GRADES

SUBJECTS	MINUTES PER WEEK							
	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Reading, Phonics, Word Drill	450	440	325	250	150	150	140	140
English Composition, Grammar	90	100	150	200	200	200	250	250
Spelling	100	100	100	100	100	100	40	40
Penmanship	75	75	100	100	100	100	80	80
Mathematics		100	225	225	250	250	250	250
Geography	30	30	70	120	200	200	*225	*225
Nature Study	20	20	20	20	30	30	30	30
History	30	30	30	30	30	30	*225	*225
Civics	20	20	20	20	30	30	45	45
Hygiene	30	30	30	30	30	30	30	30
Gymnastics and Setting-up Drills	50	50	50	50	50	50	50	50
†Supervised Recreation..	30	30	30	30				
Music	75	75	75	75	75	75	75	75
Art Education	75	125	150	150	90	90	90	90
Industrial Arts					90	90	120	120
Opening	25	25	25	25				
Recess	100	100	100	75	75	75	75	75
Total Minutes per week	1200	1350	1500	1500	1500	1500	1500	1500

* Geography in 7 B and 8 A; History in 7 A and 8 B.

† Supervised recreation for fifth, sixth, seventh and eighth grades is carried on outside of school hours.

A Practical Recreation and Physical Education Manual

Compiled by
MRS. LURA CASS FRENCH



Issued by
MARY C. C. BRADFORD
Superintendent of Public Instruction
for Colorado.

MANUAL OF PHYSICAL TRAINING

The following pages (or intervening ones) to contain *Introduction* Talks on Value of Play, Lists of Games for Different Grades, Folk Danes, Pageants, Holiday Observations, Value of Military Training, and Correlation of Work in Physical Training Work subjects taught.

Publication of How to Play Twelve Good Games, as suggested by National Commission, etc.

Eventually to publish complete *Monthly* programs, with full directions.

Teachers to study Physical Training as a regular school subject no less valuable than language, music, etc.

GRADES 1, 2 AND 3

- | | |
|-----------------------------------|-----------------------------|
| 1. A dev. Sidw. w breathing. | 7. T. Rwt. (std. st. Pos.) |
| 2. H. flex. bckw. and sidw. | T. sidw. flex. |
| 3. 2A ext. upw. Hl. elev. | 8. T. forwd. flex. |
| 4. 2 Kn. flex. | 9. Toe st. Chg. ft. Std. |
| 5. 2A flg. sidw. alt. A flg. upw. | 10. A. elev. forwd. upw. w. |
| 6. | breathing. |

GAMES,—“In My Hand a Ball I Hold,” “Looby Loo.”

MARCHING.—Touch and change step.

GRADES 4, 5 AND 6

Table X in handbook of school gymnastics.

GAMES,—“Looby Loo,” “Bean Bags,” “How-do-you-do, My Partner.”

MARCHING.—Touch step backward and forward and change step.

GRADES 7 AND 8

Table XXI and omit No. 8.

INSERT.—Wg. Kn. st. T. Bckw. flex.

Add touch and change step to marching exercise.

Example of lesson sheet used by Supervisor.

THE PIED PIPER

Start with right foot.

1. Step, point, step point, four slides.

Repeat.

Join right hands, high overhead. Start with right foot. Step, point, four times.

Join left hands and repeat.

2. Join hands in large circle. Take eight slides to right.

Partners join both hands, lean away from each other and turn with many little steps.

Repeat.

3. Partners join hands.

Take three slides and point. Move to the (ladies) right, then left, then right, then take a three-step turn.

Repeat.

4. Face partner. Begin right foot, take seven little running steps forward. Turn to left to face partners with step, swing, twice.

Repeat turning right. Repeat all.

5. Join hands over head like two links of chain.

Take four slides, on the fourth slide turn to right and again take four slides.

Repeat eight times.

Direction for games as they might be sent out by Supervisor.

The object of Physical Training is to fit a man for the daily duties of life, making of him a better citizen, a better workman, and a healthy man in every sense of the term.

The seeds of physical, mental, and moral health of the nation are planted and nurtured in children, and at this time, when the great struggle between nations is going on, and we are realizing as never before the necessity of teaching and preaching hygiene in our schools and instilling into youthful minds the practice of right thinking, we are asked to insist upon a course of physical training in our schools that shall meet the demands of modern life.

To assist in meeting this demand we publish this manual of fundamental truths and suggestions, to be supplemented and supplanted by better and more advanced helps as time and progress in the work shall justify.

WHAT IS HEALTH?

To define health is difficult. To know just where health is interfered with and disease begins, is the study of ages.

HEALTH.—Absolute perfection as to physical development; perfectly harmonious development of each part of the organism in relation to its own activity and in its influence on the whole; a perfect balance of intellect, feeling, and will—all these must be comprehended in the term.

AIMS OF PHYSICAL EDUCATION

• The aims of Physical Education are:

1. Health, sound digestion, free respiration and circulation, an abounding fullness of life.
2. To develop in that perfect physical body as much strength as is compatible with health.
3. To make all its movements harmonious, thus giving *grace*; and lastly, to develop in it the power to do certain specialized work, which power we call *skill*.

NEEDS OF PHYSICAL EDUCATION

The needs of Physical Education have become more evident in the last few years, even apart from our experiences in connection with the present war conditions. We have only to judge of the poor specimens of manhood that are graduated from our institutions of learning, many of whom are broken down in health, with ambition destroyed, where educational means and appliances have defeated their own purposes, because the training and development of the physical have not been placed co-ordinately with that of the moral and intellectual.

Our schools are largely hot-houses seeking to ripen in a day what should take weeks and years to mature.

EDUCATIONAL

Physical Education is educational only when it tends to the unfolding of the being—the being is physical, mental, and moral—all exercise then must fill the three-fold need of the being. In any commendable *system* of gymnastics or physical training, some movements are purely physical (arm flinging sideways, to widen the chest); others physiological (increase respiratory power and accelerate heart beat); still others, psychological (one-half stretch, reach position, cultivation localization of cerebral effort).

THE SYSTEM

The System of Physical Training most used, and that has been made most practical in our schools, is the Swedish System of Educational Gymnastics. Its laws are the natural laws of the human body, in their relation to physics, physiology, and psychology. In this system there is progression from lesson to lesson and from week to week, the lessons never taking the form of drill.

The following classification is scientific and the one used by the author, who is a graduate of the Posse Gymnasium of Boston, Mass.

CLASSIFICATION OF EDUCATIONAL GYMNASTICS (USED IN EACH LESSON) ACCORDING TO GYMNASTIC EFFECTS, AND THE AIM OF EACH CLASS

1. INTRODUCTION.—Transition from mental to physical activity.

2. ARCH-FLEXIONS.—To cultivate extensibility of expiratory muscles; to supple the chest.

3. HEAVING OR HANGING MOVEMENTS.—To cultivate contractibility of inspiratory muscles; to elevate the chest.

4. BALANCE MOVEMENTS.—To cultivate equilibrium in ordinary positions and correct general posture.

5. SHOULDER BLADE MOVEMENTS.—To increase sphere of activity of shoulder joint and skill of hand.

6. ABDOMINAL EXERCISE.—To improve digestion and support viscera.

7. LATERAL TRUNK MOVEMENTS.—To affect large vessels and develop waist muscles.

8. SLOW LEG MOVEMENTS.—Diminish arterial pressure. Equalize circulation.

9. LEAPING (RUNNING, JUMPING, VAULTING).—Develop general co-ordination, control, and speed.

10. RESPIRATORY EXERCISES.—Produce normal respiration. Remove venous congestion.

The following five graded tables of exercises, if studied, practiced and properly taught in the grades of our schools, will pave the way for rational gymnastics and constructive work in body building—and, beside answering all legal demands for physical education and play, will prove a blessing to our children:

THE HANDBOOK OF SCHOOL GYMNASTICS, by Baron Nils Posse, is recommended as a helpful textbook, in which one hundred graded tables of exercises are printed, with full instructions as to how they are to be taught, accompanied by illustrations.

EDUCATIONAL GYMNASTICS

NOTE.—Educational or movements to teach self-control are so called because they educate each muscle and nerve, and through these the motor centers of the brain.

TABLES

- | | |
|---------------------------------|---------------------------------|
| I | 8. Side step. March. |
| 1. Fund. pos. | 9. Wg. st. T. rot. |
| 2. Cls. st. pos. | 10. Wg. wlk. b. st. 2 Hl. elev. |
| 3. Wg. st. pos. | 11. Yd. A st. 2A. flg. |
| 4. Bend st. pos. | IV |
| 5. Wg. st. H. flex. | 1. Wg. st. H. rot. |
| 6. Wg. st. 2 Hl. elev. | 2. Wg. wlk. a st. pos. |
| 7. Yd. a st. pos. | 3. St. 2A. ext. backw. |
| 8. Facing 45°. | 4. 2A. ext. upw. sidew. |
| 9. Wg. cls. st. T. rot. | 5. Wg. st. T. backw. flex. |
| 10. Wg. cls. st. 2 Hl. elev. | 6. St. alt. A. flg. upw. |
| 11. St. 2A. ext. sidw. | 7. Marching in pl. |
| II | 8. Wg. st. T. sidew. flex. |
| 1. Wg. std. st. pos. | 9. Wg. st. prep. to j. |
| 2. Wg. st. H. flex. backw. | 10. Yd. a st. 2A. flg. |
| 3. 2A. ext. upw. | V |
| 4. Wg. st. T. backw. flex. | 1. Wg. st. H. rot. |
| 5. Wg. st. 2 Kn. flex. | 2. Wg. wlk. c. st. pos. |
| 6. Yd. st. 2A flg. | 3. St. 2A. ext. sidew. upw. |
| 7. Facing 90°. | backw. |
| 8. Marching in pl. | 4. Wg. wlk. b. st. T. backw. |
| 9. Wg. std. st. T. sidew. flex. | flex. |
| 10. Ft. closing rhythmically. | 5. Wg. st. L. elev. backw. |
| 11. 2A. elev. sidew. | 6. Wg. stp. strd. st. H. rot. |
| III | 7. Mch. step forw. and backw. |
| 1. Wg. st. H. flex. backw. | 8. Wg. cls. st. T. rot. |
| 2. Wg. wlk. b. st. pos. | Wg. strg. st. T. flex. sidew. |
| 3. 2A. ext. upw. | 9. Upw. jump. |
| 4. Wg. st. T. backw. flex. | 10. Wg. wlk. c. st. 2 Hl. elev. |
| 5. Wg. st. 2 Kn. flex. | 11. St. 2A elev. sidew. w. |
| 6. 1/2 str. st. pos. | breathing. |
| 7. Facings. | |

Explanation of abbreviations or nomenclature and *commands* should have pages devoted to them—for example, the following explanation of *first* command and *Fund.* Position:

FUNDAMENTAL POSITION

This position is best explained as follows:

Heels together and on the same line; toes turned out, making an angle of 60 (or 90) degrees; knees straight; hip drawn slightly back; chest high and well expanded; shoulders back and down; arms hanging on median line; hands facing toward body; chin drawn in; crown of head high; eyes looking straight forward; weight of body carried by balls of feet.

Command used in obtaining this position—Attention! or Position!

KEY TO TABLES.

- | | |
|----------------------------|---------------------|
| 1. cls.—close. | 10. T.—Trunk. |
| 2. st.—stand. | 11. rot.—rotation. |
| 3. wg.—wing. | 12. ext.—extension. |
| 4. Hd.—Head. | 13. sidw.—sideways. |
| 5. Flex.—Flexion. | 14. std.—stride. |
| 6. Hl.—Heel. | 15. 2A.—double arm. |
| 7. elev.—elevation. | 16. kn.—knee. |
| 8. yd.—yard (meaning arm). | 17. flg.—fling. |
| 9. a.—arm. | 18. str.—stretch. |

SCIENTIFIC TEMPERANCE

NOTE.—The Department of Public Instruction desires to call attention to the fact that the great increase in the use of cigarettes during the war seemed to be rendered necessary by the abnormal conditions during the period of warfare.

Now that, happily, peace is to be re-established, normal conditions will supplant those under which the world has been living for the four terrible years just passed. It is evident that it will be more necessary than ever to endeavor to bring up our coming generation of boys with the full knowledge of the effects of tobacco upon the human body and mind. Therefore, especial attention is called to the suggestions about the teaching of Scientific Temperance.

SCIENTIFIC TEMPERANCE

This course in scientific temperance and outline is offered by the Chicago Training School. It is intended to give a comprehensive review of the most important phases of the present temperance movement, together with the social and moral issues involved.

The course is planned to cover a period of four months, and the work presented falls naturally into four divisions, as follows: (1) physiological; (2) social and moral; (3) political and economic; (4) corrective—agencies and organizations.

The course is closely related to the other courses in the department of social service, giving the student, by its broad and sympathetic treatment, the true relation of the liquor question to social problems in general.

A COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF COLORADO

I. PREPARATORY REVIEWS IN—

1. Anatomy.
2. Physiology.
3. Psychology.
4. Eugenics.

II. ALCOHOLISM—TOBACCO.

1. The effects of alcohol and of tobacco upon the physical organism.
 - a. The alimentary tract.
 - (1) Food value.
 - (2) Poison effect.
 - b. The circulatory system.
 - c. Muscles.
 - d. Nerves.
 - e. Lungs.
 - f. Generative system.
 - g. Special organs.
 - (1) Heart, kidneys, etc.
 - (2) Organs of sense.
2. Its effect upon mental operations.
 - a. General efficiency.
 - b. The judgment.
 - c. Concentration.
 - d. Accuracy.

- e. Memory.
- 3. Its effects, social and moral.
 - a. Lowering of ideals.
 - (1) In the family.
 - (2) In the neighborhood.
 - b. Menace to public health.
 - (1) In general
 - (2) To mothers and children.
 - c. Pauperism.
 - d. Crime.

III. TEMPERANCE PEDAGOGY.

- 1. Use of text, chart and lecture.
- 2. Use of illustrative experiments, tests, etc.

IV. POLITICAL AND ECONOMIC ASPECT OF THE LIQUOR PROBLEM.

- 1. The saloon in politics.
- 2. The brewer in municipal politics.
- 3. The liquor problem in its legislative aspects.
 - a. Federal action.
 - (1) War prohibition.
 - (2) Nation-wide prohibition.
 - (3) Prohibitory zones in the interest of efficiency.
 - b. State action.
 - (1) Regulation.
 - (2) Prohibition.
 - (a) Constitutional.
 - (b) Statutory.
 - c. Local option.
- 4. The economics of prohibition.
 - a. As to employment of capital.
 - b. As to relation between capitalists and wage-earners.
 - c. As to national revenues.
 - d. As to the cost of the traffic: Money spent over the bar, cost of courts, jails, prisons, alms-houses, asylums for the insane and defectives and relief, each in the proportion made necessary by the traffic.
 - e. As to the waste of man-power, food, fuel, and transportation.
- 5. A study of Denver as a typical city: liquor and immorality.

V. POLITICAL AND ECONOMIC ASPECT OF THE TOBACCO PROBLEM.

1. The Tobacco Trust in politics.
2. The Tobacco Trust as an educator of public sentiment.
3. The tobacco problem in its legislative aspects.
 - a. Federal action.
 - b. State action.
 - (1) Regulation.
 - (2) Prohibition.
 - c. Municipal ordinances.
4. The economies of the tobacco problem.
 - a. As to the employment of capital.
 - b. As to the lives of employees in the business.
 - c. As to the non-employment of users.
 - d. As to loss in acreage for grain and other food-stuffs.
 - e. As to property losses by fire.
 - f. As to money value of tobacco consumed.
5. A study of Denver as a typical city; the cigaret, tobacco, bad company, immorality.

VI. CORRECTIVE AGENCIES.

1. Educative.
 - a. In public school.
 - b. In general literature.
 - c. Through clubs and organizations.
2. Legislative.
 - a. Federal.
 - b. State.
 - c. Local.
3. Substitute.
 - a. Coffee-houses and other meeting-places.
 - b. Clubs, gymnasia, Boy Scouts, etc.
 - c. Clean sports, out-door life.
 - d. Amusement centers.
 - e. Religious centers.

VII. TOPICS FOR DISCUSSION AND WRITTEN WORK.

1. Alcohol and tuberculosis.
2. Alcohol and the laborer.
3. Alcohol and the child.
4. Alcohol and social impurity.
5. The public schools and scientific temperance instruction.

6. National policies.
7. Alcohol and the public health.
8. Political influence of the saloon.
9. Personal liberty—public obligation.
10. Alcohol a poison.
11. Alcohol and crime.
12. Alcohol and tobacco.
13. Why the National Constitution Prohibitory Amendment should be ratified.
14. Elimination of alcohol from the army and navy.
15. Conservation of the child.
16. Temperance progress in Europe.
17. Internal revenue as affected by prohibition.
18. The welfare of the laborer conserved by prohibition.
19. The soldiers' opinion of alcohol.
20. Patriotism and prohibition.
21. The German-American Alliance and the Liquor Traffic.
22. Alcohol and war-time transportation.
23. Alcohol and the nation's man-power.
24. Alcohol or coal.
25. Alcohol and the nation's food supply.
26. Great Britain and the liquor traffic.
 - a. The liquor interests' "vested interests" in perpetuity.
 - b. The remedy.
27. The war work of British food destroyers.
28. The drink trade and our war services.
29. Alcohol and the world's food crisis.
30. Chocolate vs. cigarettes.
31. Tobacco and defectives.

BIBLIOGRAPHY FOR ESSAY WORK

The Scientific Temperance Edition of the Union Signal. 35 cents per year.

A Compendium of Temperance Truth, Edith Smith Davis. Price, 50 cents.

Alcohol and the Human Body, Horsley and Sturge. 50 cents.

The Psychology of Alcoholism, George B. Cutten. \$1.50.

The Anti-Alcohol Movement in Europe, Ernest Gordon. \$1.50.

Graded Charts on Alcohol and Tobacco.

All the above from National W. C. T. U., Evanston, Ill.

Anti-Saloon League Year Book. Paper, 50 cents; cloth, 75 cents.

The Fiddlers or Drink in the Question Box, by Arthur Mee.
Reprinted in the United States.

Both from the American Issue Publishing House, Westerville, Ohio.

The Little White Slaver, Henry Ford, Detroit, Mich.

Also material from:

The Bureau of Scientific Temperance Investigation, Miss Cora Frances Stoddard, 36 Broomfield Street, Boston, Mass.

Department Scientific Temperance Instruction in Schools and Colleges, Mrs. Lizzie O. Middleton, 2915 East Sixteenth Street, Kansas City, Mo.

SUGGESTIONS
FOR A
PROGRAM
FOR
FIRE PREVENTION DAY

*Prepared for the Bureau of Education by
The National Board of Fire Underwriters*

THE WHITE HOUSE,

WASHINGTON.

Preventable fire is more than a private misfortune. It is a public dereliction. At a time like this of emergency and of manifest necessity for the conservation of national resources, it is more than ever a matter of deep and pressing consequence that every means should be taken to prevent this evil.

WOODROW WILSON.

THE SECRETARY OF THE TREASURY

WASHINGTON.

White Sulphur Springs,

August 9, 1918.

Gentlemen:

It would be a matter of practical patriotism if, for this year, the observance of Fire Prevention Day could be postponed from its usual date of October 9 to a point beyond the completion of the Fourth Liberty Loan campaign, as the necessities of war-time finance require a bond sale during October.

I am deeply impressed with the importance of conserving American resources from destruction. Since the annual American fire waste is equivalent to the interest upon six billion dollars' worth of Liberty Bonds; since it includes immense quantities of food, cotton, munitions and other war supplies, and results in the serious crippling of productive industry, the lessons of fire prevention should be made more urgent this year than ever before.

I would suggest that November 2 might be an appropriate substitute during this single year. If the suggested postponement can be brought about, it should be possible for all agencies, public and private, to co-operate more effectively in giving the utmost emphasis to this subject.

Very sincerely yours,

W. G. M'ADOO.

National Board of Fire Underwriters,
76 William Street,
New York City.

(Note—*In accordance with this request, November 2 has been officially designated in most states as Fire Prevention Day for 1918. Schools will, however, observe November 1, since November 2 falls upon Saturday.*)

SUGGESTIONS FOR A PROGRAM FOR FIRE PREVENTION DAY

Probably at least 100,000 schoolrooms in the United States will hold special Fire Prevention Day exercises upon November 1 as a *direct war measure*.

The United States Commissioner of Education has urged that the custom be generally observed.

The Governors of most of the States will make it the subject of special proclamations.

The 60,000 Four-Minute Men of the Committee on Public Information will devote the week of October 28 to November 2, inclusive, to speeches upon fire prevention.

The Secretary of the Treasury has said that "the lessons of fire prevention should be made more urgent this year than ever before." Also that "it should be possible for all agencies, public and private, to co-operate more effectively in giving the utmost emphasis to this subject."

In response to many requests, the following suggestions for a schoolroom program on Fire Prevention Day have been prepared; they may, of course, be varied in accordance with local conditions wherever desirable:

1. THE NATIONAL ANTHEM

Have the audience rise and sing the first and last stanzas of our national anthem. It is desirable to have these words written upon the blackboard.

The Star-Spangled Banner

I

O say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

IV

O thus be is ever when freemen shall stand
Between their lov'd home and the war's desolation!
Blest with viet'ry and peace, may the heav'n-rescued land
Praise the power that hath made and preserved us a nation!
Then conquer we must when our cause it is just;
And this be our motto—"In God is our trust."
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.

2. PROCLAMATIONS AND LETTERS

Provide a sufficient number of pupils to present the proclamations of the Governor and Mayor (where issued) and the letters from prominent officials, contained in this bulletin. Let the first pupil come forward and say, "I represent the Governor of this State"; then follow by reading the proclamation. Use the same method with the others—"I represent the Mayor of this City";—"I represent the President of the United States";—"I represent the Secretary of the Treasury";—"I represent the United States Commission of Education," etc. (*Proclamations of the Governor and Mayor must be secured locally; for other statements referred to, see excerpts on pages 3, 4, 10 and 11 of this bulletin.*) *

3. THE TEACHER'S ADDRESS

Follow these messages with a brief address by the Superintendent of Schools, the Principal, a member of the Board of Education, or the teacher, emphasizing the value of habits of carefulness as a corrective of fire hazard. The outline which is given below must be considered merely as a suggestion:

You have all heard the proclamation on Fire Prevention Day; you have heard the statements by the President, by Cabinet officers and by the United States Commissioner of Education. You must see, therefore, that the observance of Fire Prevention Day is considered to be a very important matter by many of the leading officials in the country. It is always an important matter, but this year it is more important than ever before.

Let us try to understand why this is so.

In the first place, we are at war with a powerful and desperate enemy who must be beaten if the world is to be a safe place in the future. That is why we have already sent so many

soldiers across the sea and are preparing to send so many more. These soldiers cannot fight with empty hands; they must have great quantities of arms and ammunition and many kinds of supplies; they must have food and clothing in enormous quantities. These things must be produced by the United States; we cannot win the war unless we do produce and ship them.

Right at this point, our plans are greatly interfered with by fire; fire burns up thousands of factories and vast quantities of goods; fire burns up grain elevators and barns filled with wheat and corn; fire burns up cotton which is needed for making explosives; fire burns up lumber, necessary for building ships and aeroplanes; fire burns up wealth and prevents people from buying Liberty bonds to support the Government; fire burns up houses, leaving people homeless, unless workmen are taken away from war work to rebuild them. Fire, in fact, interferes so seriously with our efforts toward winning the war, that it may be considered a great enemy at home which is constantly aiding the Kaiser. If there were no unnecessary fires, the war could be ended more quickly and with smaller loss of life and treasure.

Many of you have relatives and friends who have already gone to France. Think what it means to you to have them come back safe and victorious! Is there one in this room who would be willing to have it said that he was really working against our brave boys in France; that instead of being a patriotic American, as he thinks he is, he is actually a danger to his country? This may sound strange to you, and yet I want you to listen very carefully to what I am about to say. There are not far from 1500 fires in the United States every twenty-four hours. This means an average of more than one per minute, day and night; in other words, I suppose that a certain number of fires have broken out somewhere in the country since I began to speak and still others are breaking out while we are sitting here.

Now here is the point for attention: Nearly all of these fires are caused by somebody's *carelessness*; carelessness with matches—carelessness with rubbish—carelessness with lights, or with stoves, or with bonfires, or in some other way; and thousands upon thousands of these fires come directly from the *carelessness of children*.

If carelessness could be taken out of America, and all of the people become truly careful, there would be very few fires.

If this were to happen, our houses and barns and grain elevators, munition factories, cotton warehouses and other buildings would not burn up, and our winning of the war would be greatly hastened.

You can see, therefore, that one of the ways to fight the Kaiser's army in Europe is fight *American carelessness* at home. Can carelessness be cured? Certainly, both carelessness and carefulness are habits; it is as easy to form one habit as the other, if we begin early enough and go about it in the right way. Now, perhaps you can see why it is so important that we learn the lessons of fire prevention this year. Here are a few points to remember:

We are all patriots, and we want America to win in this great war for the freedom of the world;

We want to win as quickly as possible, so that our brave boys may soon be restored to their homes;

We know that unnecessary fires are hindering our efforts and delaying our victory;

We know that unnecessary fires are caused by our carelessness or that of somebody else, and that careless people are, therefore, a menace to their country, whether they know it or not;

We are determined to watch our actions and form new habits of carefulness, for by so doing we shall be helping to win the war and shall be building for the future in a way that will enable our country to rise to new heights of happiness and prosperity in the days that are to come.

4. THE FIREMAN'S TALK

In the next number, a talk by a uniformed member of the Fire Department, it is desirable to include personal reminiscences pointing the moral of carefulness and showing the dangers of careless habits in causing fires. Where it can be done, it is particularly valuable to give local instances where children have performed acts of bravery in rescuing others from fire, sending in alarms, etc. During the course of these remarks, the fireman should show with a box, placed on the platform for the occasion, how an alarm of fire should be rung in. An explanation of the workings of a portable chemical extinguisher would also be of value and add interest to the talk.

5. THE FIRE PREVENTION DAY ANTHEM

Have the pupils sing the Fire Prevention Day Anthem, which follows. This anthem, also, should be written upon the board. The tune, "Maryland, My Maryland," can be found in almost any collection of popular songs:

Prevention Day! Prevention Day!

(Words by D. T. Praigg. Written for this bulletin.)

We dedicate this hour to thee,
Prevention Day, Prevention Day;
That on the land and on the sea,
Prevention Day, Prevention Day;
From loss and danger we may be,
And carelessness, forever free,
And over fire win victory,
Prevention Day, Prevention Day.

Nerve us to hold our purpose fast,
Prevention Day, Prevention Day;
And thus escape the flaming blast,
Prevention Day, Prevention Day;
And give discretion to outlast
The lessons of our thoughtless past,
Where'er our fortunes may be cast,
Prevention Day, Prevention Day.

We need thy counsels in our land,
Prevention Day, Prevention Day;
To save us from the burning brand,
Prevention Day, Prevention Day;
Long we've been deaf to thy command,
Too long refused thy outstretched hand.
Then make us a Prevention Band
Prevention Day, Prevention Day.

We'll send thy voice with might and main,
Prevention Day, Prevention Day;
From ev'ry hill and ev'ry plain,
Prevention Day, Prevention Day;
Till it returns to us again,
Made joyous with the glad refrain,
No more the fi'ry fiend shall reign,
Prevention Day, Prevention Day.

6. THE BOY'S ESSAY

During two weeks immediately preceding Fire Prevention Day, the pupils should have been required to produce short essays running from 200 to 300 words on the dangers of fire and the best way to avoid them, emphasizing the fact that most of the fires that occur are due to carelessness. The best essay written by the boys should now be read by its author as a special number of the program.

7. THE GIRL'S ESSAY

The best essay by a girl student should be read.

8. THE SOLDIER'S TALK

If possible, secure the services of a soldier in uniform, preferably one returned from the other side, to point out the application of fire prevention to the military success of the nation. It is desirable that the soldier talk in his own words, and that he include accounts of some personal experiences. However, this may not always be feasible, and the following suggestions are therefore added:

The uniform that I wear is something of which I am very proud, because it stands for America. When I wear this uniform, everyone can see not only that I *am* an American, but also that I am *working for* America. There are millions of us young Americans who have put on Uncle Sam's uniform in order to help him win the biggest war that the world has ever known. It is a wonderful privilege to have a part in this great undertaking; it is a wonderful thing to feel that we are fighting for democracy and liberty and righteousness. Never pity the soldiers; we do not need your pity; we are happy to know that when we heard the call of our Nation, we stepped into the ranks and got ready to do our "bit" for the land we love so well. But while we do not want your pity, we do want your help.

We realize that with the Army and Navy alone, America could never win this war. The armed forces are like a fist, but the fist cannot strike a blow all by itself; it must have the muscle and weight of the whole body behind it. It is just that way with us. We are the fist, but all of the factories and farms and schools and homes, and men and women, and boys and girls, in the United States make up the great body which must work behind us and work with us.

Suppose, for example, that we were just going into battle and suddenly found out that we did not have enough ammunition. Can you think what that would mean? It probably would mean defeat, for soldiers cannot fight without ammunition. Or suppose that our food supply should run short—you know that it requires a vast amount of food to feed millions of men, and it must keep flowing across from America in a steady stream. Or suppose that any of the other supplies which are necessary for this war should fail to reach us—we should be practically helpless. We all know that we are dependent upon the people in this great country back home every minute of the time.

Now, I want you to realize that every one of you—every boy and every girl, as well as the men and women, can help. Your teacher has already told you that fires are helping the Kaiser, because they burn up food and supplies and factories and wealth at a time when we need every ounce of our strength in order to win this tremendous war. I would hate to think that any boy or girl in this room has ever been responsible for the starting of a fire; I am sure that none of you could have done such a shocking thing on purpose, but some of you may have been careless with matches or with bonfires, or in some other way, and fires that are caused by carelessness seem to burn just as hard as any other kind, once they get started.

I am wearing Uncle Sam's uniform and you are not; yet, in a way, you can be American soldiers, too. We are fighting the Kaiser in Europe, but you can fight him in America—in fact, right here in this town. You can fight him by fighting his great American ally, Preventable Fire. How? In the first place, learn to be careful in your habits; but don't stop with that; that is not enough—learn to use your eyes; learn to recognize fire hazards. Remember that you are surrounded by careless people. Do all in your power to make other people careful and correct the dangers that you find. Then, no matter whether you wear a uniform or not, you will be soldiers of Uncle Sam, and we men who wear khaki will realize that you are fighting for us and with us.

9. THE CONCLUDING SONG

Have the audience rise and sing :

America

My country, 'tis of thee,	Let music swell the breeze,
Sweet land of liberty,	And ring from all the trees,
Of thee I sing;	Sweet freedom's song;
Land where my fathers died;	Let mortal tongues awake,
Land of the pilgrims' pride;	Let all that breathe partake;
From ev'ry mountain side	Let rocks their silence break.
Let freedom ring.	The sound prolong.

My native country, thee,	Our fathers' God, to Thee,
Land of the noble free,	Author of liberty,
Thy name I love;	To Thee we sing;
I love thy rocks and rills,	Long may our land be bright,
Thy woods and templed hills;	With freedom's holy light;
My heart with rapture thrills,	Protect us by Thy might,
Like that above.	Great God, our King.

10. THE FIRE DRILL

Let the room be cleared of pupils by means of the Fire Drill, with a preliminary explanation to the visitors by the teacher.

"Fire prevention is a subject which demands the closest attention of our people. The vast losses which have been brought to this country by fires, which, with precaution, might have been prevented, are in such figures as to be appalling. That there should be an annual day set aside to draw the attention of the people to fire prevention is a most wise thing.

"In times of peace, there is need for calling attention to fire prevention. Under war conditions, any unnecessary destruction of resources is highly culpable. With the liberties of the world at stake, preventable fires are therefore a menacing evil.

"Every effort to reduce losses by fire to a minimum is an effort in the right direction, and I am glad to give my most hearty approval of the endeavor being made to attain an end so desirable."

JOSEPHUS DANIELS,
Secretary of the Navy.

“The one thing which the savage fears most is fire. He fears it because he has not the means of fighting it. Whole civilizations have gone out of existence in the past centuries because man did not know how to master this most useful but most destructive of all forces. As soon as man began to build of brick and stone he learned to lay the foundations of a permanent life, for civilization consists not in the work of any one generation, but in the accumulations of many generations.

“We are in France trying to save the cathedrals, the pictures and the chateaus and the parks of that lovely land from the blasting fire of the ruthless Hun, and holding that fire down so that it will not spread to America. We who are left at home can safeguard our cities and the fruits of our civilization against destruction by fire while the boys in the trenches are saving the world's civilization.”

FRANKLIN K. LANE,
Secretary of the Interior.

“One of the most experienced fire insurance men in the country once said to me: There are three principles in connection with fires that ought to be borne carefully in mind by everyone. The first principle is that there is no excuse for having a fire happen—all fires are preventable by care. Secondly, if a fire occurs, it should be so restricted that it will amount to little. Proper construction and precaution will do much to prevent fires spreading. The third principle was, and the point was that it *was* the *third* principle and *not* the first or the second, that if a fire did take place and if on taking place it was restricted, it ought to be put out.

“Too many people put the extinguishing of fires first. My friend reversed the idea. The prevention of fires was his supreme thought. He carried it out through many great industries with astonishing success, and it has become the effective and accepted principle of today upon this important subject.”

WILLIAM C. REDFIELD,
Secretary of Commerce.

“We all like to live in communities of ‘good citizens,’ and, perhaps, we have thought of good citizens as those who respect *our* rights. Of course the same rule applies to us as to them. Emerson has said that the way to *have* a friend is to *be* one; this means, among other things, that the best way to have our rights respected is to respect the rights and promote the welfare of those about us. In short, the ‘good citizen’ is one who practices the Golden Rule. Anyone who studies these lessons must realize that the good citizen cannot allow himself habits of carelessness. Such habits may make him a danger to others as well as to himself.

“When we come to the question of fire prevention, there are three main points to consider: First, a good citizen will try in every way to avoid being a cause of danger through permitting any of the practices that we have been warned about. Second, he will remove all dangerous conditions that he may find in his own home; and, Third, he will train himself to recognize dangerous conditions in the community and will use his influence both to have them removed, and to educate others to habits of carefulness. It is often said that the enormous fire loss of the United States, with its terrible destruction of life and property, is very largely preventable. Statistics prepared by the National Board of Fire Underwriters, through its Actuarial Bureau, will show how foolish and unnecessary are the causes for most of the fires. The correction must come not merely from better fire departments and better building laws, but from educating every family, and every member of every family, to recognize causes of danger, and to practice habits of consideration and carefulness. If this could be done, fire would almost cease to be a public peril. If each of the school children in the United States would learn how to prevent fire and would form habits of carefulness and consideration, it would go far in saving lives and property.”

P. P. CLAXTON,
United States Commissioner of Education.

DON'T DO IT

(To be written on the blackboard)

1. Don't play with matches or leave them where small children may find them and set fire to themselves and their homes.
2. Don't build bonfires; they often cause destruction.
3. Don't fill a lamp or oil stove while it is lighted, for there is danger that it will explode and cause fire and injury.
4. Don't, if your clothing catches fire, run and fan the flames, but stop, drench them with water or smother them with a woollen rug or curtain.
5. Don't keep gasoline indoors; don't uncover it anywhere near a flame, for it is more dangerous than dynamite.
6. Don't use kerosene to light a fire in the kitchen stove or elsewhere, for many have been burned to death by doing so.
7. Don't throw water upon a grease or oil fire, but smother it with sand, earth, salt, soda, or by using chemical extinguisher.
8. Don't forget to disconnect an electric flat-iron or electric cooking utensil when leaving it for even a moment, for thousands of fires have been caused by these appliances.
9. Don't have lighted candles, cotton "snow," or inflammable ornaments upon Christmas trees, for they burn up many homes.
10. Don't fail to remind people who smoke that it is dangerous to throw away lighted cigarettes and cigars; they constitute one of our worst fire causes.

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