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On To Jr. H.



THE SIXTH GRADE CLASSES

of the

POSTON ONE ELEMENTARY SCHOOL

INVITE YOU

to

THEIR CLASS PROGRAM

Monday, June 28

9:30 A.M.

Recreation Hall #22

--PROGRAM--

Master of Ceremonies ----- Yukio Kawaratani

Star Spangled Banner ----- Audience

Welcome to Parents ----- Fumiko Kondo

Introduction to Musical Numbers - Mrs. Yoshimura

Grade 6 -- Recreation Hall 3-A

Carmen, Carmello ----- Class

Vocal Solo ----- Sumi Sakamoto

Santa Lucia ----- Class

Grade 6 -- Recreation Hall 13-B

Juanita ----- Class

Vocal Solo ----- Michiko Takahashi

Flag of Our Land ----- Class

Grade 6 -- Recreation Hall 60-A

Bake a Little Cake ----- Class

Harmonica Solo ----- Kiyoko Kawanami

White Cliffs of Dover ----- Class

PROGRAM -- (Cont'd)

Grade 6 -- Recreation Hall 30-C

Orchestra -----	Class
Vocal Solo -----	Grace Kato
Reuben and Rachel -----	Class

Grade 6 -- Recreation Hall 28-13-B

Vision of Columbus -----	Class
Marine Hymn -----	Class and the whistling quartet

Greetings to the Sixth Grade Students ----- Dr. Cary

Presentation of the Class to Dr. Harris ---- Miss Breeze

Welcome to the Class ----- Dr. Harris

Auld Lange Syne ----- Audience

Note:

Students will be seated until teachers pass
out their report cards.

CLASSROLLS

REC. HALL 3-A

Bob Asatani	Reiko Nishino
Betty Fujimoto	Kyoko Noguchi
Fumie Fujimoto	Junko Oda
Masako Ito	Roy Okamoto
Yoshiro Kanagawa	Irene Osaki
June Kato	Rose Otsuki
Kazu Kato	Sumiko Sakamoto
Bert Kawaguchi	Grace So
Kazuko Kita	Elizabeth Sugino
Tsuneko Marui	Johnny Sugita
Miyoko Maruyama	Ichiko Suzawa
Shizuko Maruyama	Yohko Tabata
Chiyoko Matsui	Anna Tani
Fred Matsumoto	Tatsuo Uyeda
Helen Minato	May Yamamoto
Daniel Morimoto	Helen Yamauchi
George Nagahiro	Florence Yanase
Mitsuru Nagata	Grace Yano
Tsutomu Nakamura	Betty Yoshida
George Nishimori	Haruko Yoshida

REC. HALL 13-B

Kenji Akamatsu	Yoshito Masui
Tamotsu Akamatsu	Helen Kurozumi
Yukio Emoto	Robin Nakabayashi
Muneo Fujii	Harry Nakamura
Frankie Gotori	John Nakamura
Mary Higashi	Kenso Nomura
Lester Hori	Shigeko Oda
May Ikeda	Situo Oda
Toshiko Ikemiya	Muneo Ohye
Bobby Imamura	Natsuko Okanishi
Sumiko Imamura	Jack Onodera
Chiyeiko Iseda	Yoshio Rai
Shizuko Ishii	Scott Sagawa
Yoshiko Itami	Michio Takahashi
Henry Kajiyama	Ruth Takanabe
Mitsuko Kawamoto	Richard Wanifuchi
Joseph Kiyotoke	Kenny Watanabe

Lilly Yamaguchi

CLASSROOMS
BLOCK 28-23-B

Kazuko Aoyama	Roy Mukai
Mary Endo	Bobby Murata
Sueo Fukuda	Yoshio Murata
Michitake Hagio	Otis Nakamura
Saeko Hagio	Kenny Nishioka
Margaret Ikemura	Louise Sato
Mary Ikuma	Yukiko Sato
Roy Imazu	Bob Tabuchi
Michiko Iwaki	Kikue Takenaga
Kisaye Iwamuro	John Takii
Rosie Izumi	Rose Tani
Consuelo Kagitani	Minoru Tateishi
Kinuyo Kaneko	Viola Uyeno
Tayeko Kawano	Kazuo Wada
Yukio Kawaratani	Hatsuko Yahiro
Fusae Kikumoto	Tayeko Yamaguchi
Masako Kitada	Yoshiko Yamamoto
Masako Kobashi	Michiko Yoshioka

REC. HALL 30-C

Mary Fujii	Byron Okinaka
Teruko Hirota	Lily Sakamoto
Joe Imagawa	Fumiko Sano
Chiyo Ishino	Mildred Shibata
Shigeru Kamiya	David Shigekawa
Grace Kato	David Shimomura
Kenneth Kido	Kokki Shindo
Fumiko Kondo	Tamotsu Sugimura
Eddie Kuramoto	Sachiko Sunago
Rose Matsubara	Aiko Suzuki
George Miyata	Akiko Takata
Juto Nagareda	Kazuko Takeda
Sue Ann Nakashima	Fumio Tamura
May Nakatani	Keiko Tanaka
Terry Ninomiya	Jane Tomita
Bobby Nishi	Masao Toyosaki
Mary Nishizawa	Arthur Tsuji
Sayoko Noritake	Jun Tsusaki
George Ochi	Tomiko Yanamoto (314)

CLASSROLLS

REC. HALL 60-A

Masako Asamen
Dorothy Fujikawa
Tom Fujimoto
Tilly Hatanaka
Ama Horiye
Chiyoko Iha
Lilly Haruyo Ikeda
Fumiko Iketani
Tsumeo Dollar Kakiuchi
Kiyoko Kawanami
Sadako Kawanami
Sachiko Kazama
Toshiko Kitagawa
Roy Kodama
Aiko Kohatsu
Tori Komatsu
Fred Kumagai
May Miyagi

Herbert Miyamoto
Lillian Miyamoto
Amy Nagata
Wallace Nakagami
Cherrie Nakamura
Larie Nakazono
Tom Nozaki
Richard Okano
Yoshio Oshio
George Otsuka
Aiko Sakai
Roy Sano
Masao Seriguchi
Alice Taira
Ben Taniguchi
Mitsuko Taniguchi
Tomio Tashiro
Rose Yoshida

—AUTOGRAPHS—

My very
best wishes
to each of you
Rutha E. Breeze
W. Boston I
School Prin.

Best wishes
for many happy
school years.
Ida E. Morrison.
Elementary Supervisor
Boston Schools.

I wish for you all a
free, happy, useful
future and I mean to
help you achieve such
a future. Wiles & Cary

May the
"Best Things"
of life be yours ^{always}
Mildred Best of Luck to each
of you. Vile B. Hunt

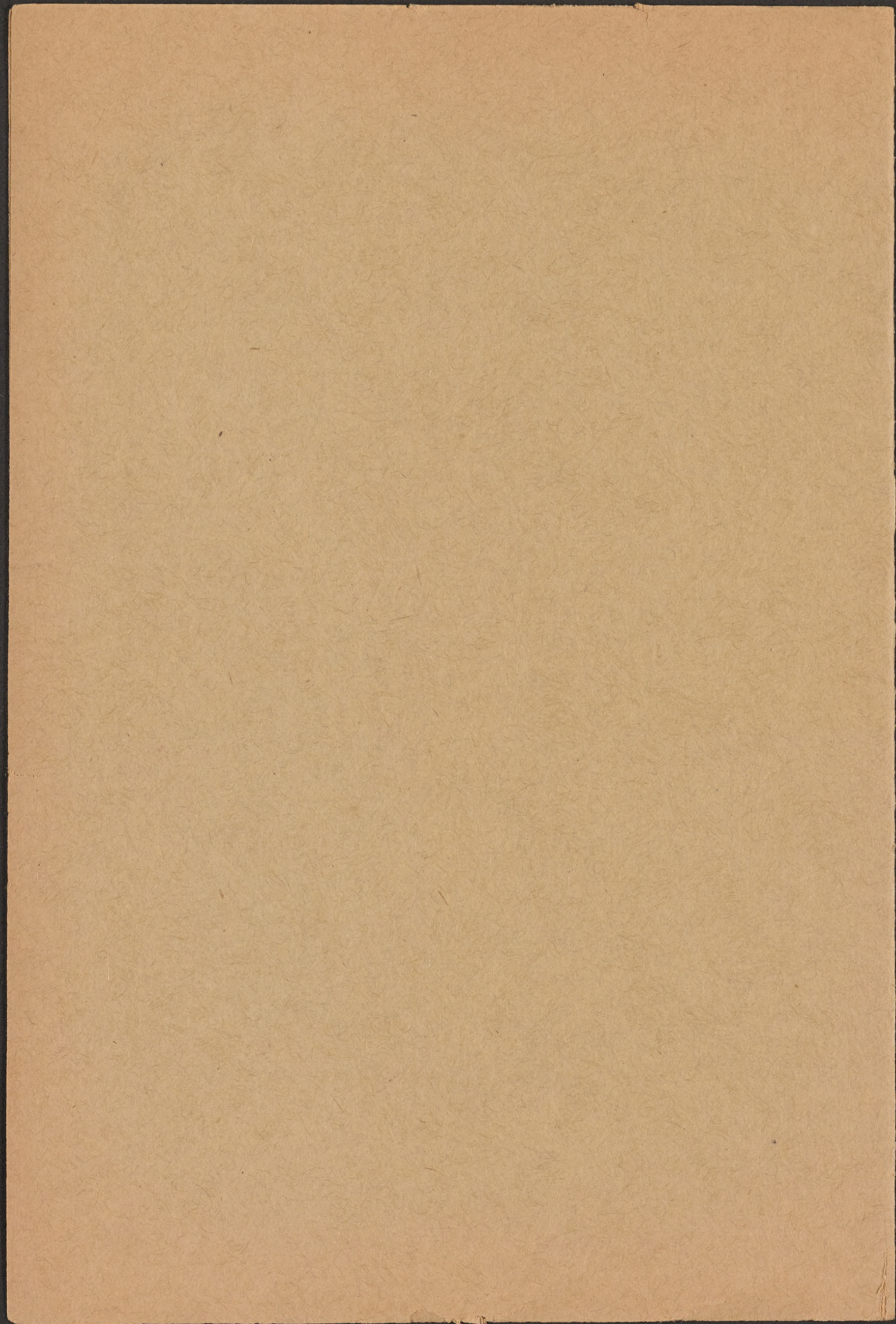
Best wishes to you all.

^{William Graham}
I wish you success and happiness
in your high school years.

Mrs. Mahelle E. Rotthaus

Good luck to you all, and
best wishes for always—
Peggy Stephens

--AUTOGRAPHS--



ACTIVITIES CARRIED ON IN THE POSTON I ELEMENTARY CLASSROOMS
DURING ACCIDENT PREVENTION WEEK:

Making surveys of hazards around the school and in the block where the school is located

Excursions farther away from the school room during which walking on the proper side of the street, crossing the street, etc. are practiced

Taking check lists home and bringing back reports on hazards found in the home

Making posters, cartoons, and booklets illustrating hazards in Poston and ways of preventing accidents

Making lists of the hazards in the classroom, outside and in the homes

Writing original safety poems and songs

Memorizing poems about safety

Singing safety songs

Making a "code" to prevent accidents

Writing "news" for the classroom "daily newspaper" centering around accident prevention

Having police officer talk to pupils

Pupils relating accounts of accidents they have had or have witnessed (oral English)

Dramatizations centered on accident prevention

Bringing in clippings and pictures about accidents

Arithmetic problems based upon facts presented in the "Accident Prevention Week" bulletin furnished by the Red Cross

Reading selections in school readers that have to do with accident prevention

Learning new words such as "accident", "hazard", "caution", "prevention", etc.

Writing stories about accident prevention

Files of wood for fires -- at night someone not familiar with the location may trip over them

Danger of getting caught especially in the dark by the clothes line

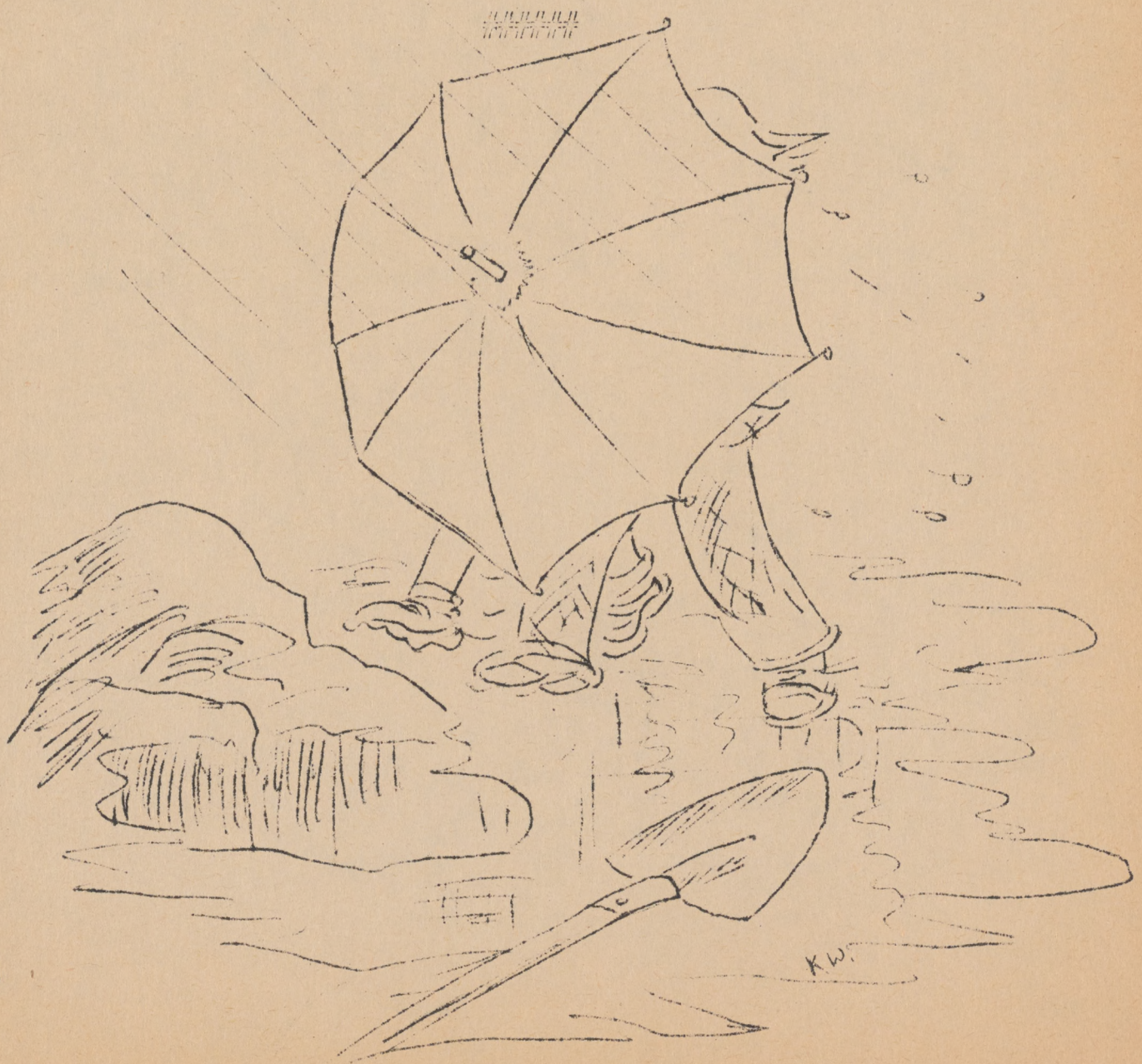
Poor lighting along the walks

outdoor games played carelessly by older groups

Carrying umbrella carelessly shutting off view of approaching cars

Gas or oil near fire

Sharp tools left lying with sharp edges turned up



OUTDOOR HAZARDS -- (Cont'd)

Throwing mud

Speeding cars, trucks, etc.

Materials for construction work not put away neatly

Garbage and rubbish not put in proper containers

Throwing down lighted cigarettes

Holes in the ground in unfamiliar places (especially at night)

Marbles left on ground

Coming in contact with electric wires, and electric appliances

Ponds and pools -- breeding places for mosquitoes

Danger of running after cars, tractors, trucks, etc.

Playing with matches

Woods piled on walks

Boys making traps on playgrounds or other places

Insects and poisonous animals

"Rough" playing

Uneven walks between barracks

Thorns on cactus and mesquite trees

Swimming in ditches without lifeguards

Obstacles in the path or walks

Crossing dangerous bridges

Children in quarantined homes running about

Playing in new, unfinished buildings; playing near old, wrecked buildings

Bicycles

Playground equipment not put in its place

Rough roads, not level

Home-made playground equipment--dart games, teeters, swings

Sunstroke--lack of salt in body, not enough protection from sun

HAZARDS IN SCHOOL -- (Cont'd)

Insecure maps (roller)

Improper piling of benches

Jumping from high places (tables, windows, etc.)

Throwing things

--- HAZARDS AT HOME ---

Toys left lying on the floor (and also other objects)

Knives and scissors carelessly lying around

Oil stoves -- gas poisoning when windows are not left opened

Matches in reach of children

Electric appliances -- dangerous if not in good condition
or if left unattended

Dangerous or sharp-edged toys or tools not put away

Jumping from chairs, tables, etc.

Being careful not to touch electrical appliances when hand
is wet

Nails sticking out from the boards

Playing near charcoal heaters

Bad floors -- danger of splinters if barefooted

Children opening hot faucets

Putting needles, pins, and other objects in the mouth

Short-circuited wires

Slippery shower room floor

Buckets, brooms lying on the floor

Poorly lighted porches

Scalding by water, soups, food, etc. placed on stoves

Medicines in reach of children

Kerosene near the stove

Putting fingers where the door may slam

ACCIDENT HAZARDS IN POSTON

This list was compiled from those lists prepared by the twenty-eight elementary class rooms in Poston I. These "hazards" furnished material for much classroom discussion during accident prevention week.

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HAZARDS IN SCHOOL

Children playing with sharp objects -- scissors, knives, pencils, etc.

Tilting the chair

Kerosene heaters -- burns, gas

Playing too near the stove

Nails in boards left projecting upward; especially rusty nails

Shocks from electric wires, etc.

Pulling chairs from under the people

Running with pencils in hand (also other sharp objects)

Tools, toys, etc. left on the floor

Cracks and holes in the floor

Broken doors on stoves

Pencils on the floor

Sticking feet out into passage ways

Running in the classroom -- danger of bumping into the sharp corner of the desks and other furniture

Improper use of hammer, saw, etc. in construction

Jacks left lying on floors

Strings and ropes

Partitions not secure

Slippery floors

Tables arranged crookedly

HAZARDS AT HOME -- (Cont'd)

Danger of getting caught by the clothes line in the dark
Broken pieces of glass about home
Poorly built furniture -- may break down, splinters
Purex or disinfectants in reach of children
Putting boxes and objects on an elevated and unstable place
Oily cloth lying around -- spontaneous combustion
Accumulation of dust
Unstable, movable partitions falling
Smoking in bed
Playing near electric fans
Playing with guns
Mislabeled or unlabeled medicines
Slippery mess hall floor
Chimney becoming clogged
Careless use of candles
Insufficient lighting in the barracks

- - - OUTDOOR HAZARDS - - -

Broken glass on walks and in streets
Rusty nails and nails on boards
Muddy roads during rainy season or when sprinkled
Children playing by open fires
Pieces of wires in the street
Climbing trees or anything high
Pieces of tin and tin cans lying around
Playing near canals, ditches, etc.
Children playing in streets due to the lack of playground
Pedestrians walking on the wrong side of the road

1942

POLICIES WITH REFERENCE TO USE OF THE POSTON I SCHOOL ASSEMBLY HALL

Policy I

The responsibility for regulating the use of the Poston I School Assembly Hall shall be vested in a committee of twelve consisting of members from each of the following groups:

- Two from Parents' Association
- Two from School Administration
- Four from Elementary School Staff
- Two from Secondary School Staff
- Two from Community Activities

Policy II

This school assembly hall is primarily for the use of the schools.

Policy III

Recognized organizations under responsible leadership may apply to the executive secretary of the policy forming committee for use of the assembly hall.

Policy IV

Ten per cent of the gross receipts is to be turned over to the executive secretary of the Assembly Hall Committee to be deposited in the "Assembly Hall Fund," if an admission is charged and/or the hall is used for commercial or benefit purposes.

Policy V

Any organization using the assembly hall and adjacent lavatories must assume full responsibility for the care and protection of the buildings and all properties contained therein, and must provide adequately for janitorial service.

Policy VI

Any organization failing to comply with the agreements made for the use of the assembly hall may be denied the future use of the building by action of the committee.

Policy VII

This assembly hall has been built for educational purposes and for the uplift of the community. These purposes can be attained only through peaceful and orderly conduct at all times. Those to whom the use of the assembly hall is granted must be responsible for the maintenance of such conduct.

Policy VIII

It is urged that no decorations of any kind be used except transparent colored paper over the lights. This is to conserve paper, which, due to shortages, is becoming a vital material--and to avoid rapid deterioration of the building.

Policy IX

A written permit is absolutely necessary for reservation. No verbal reservation shall be considered effective.

Policy X

A deposit of one dollar is required for the key to the assembly hall.

005.4
Education

Send to
Milecor - defunct
Berkley

L U.S. War Rel. Auth. Poston

Poston I Elementary School
Poston, Arizona
April 17, 1945

Dear Parent:

It has been impossible for us to put on as many public programs this year as we should have liked. As you know, it takes a great deal of time away from the regular work of the classroom in order to get a creditable program ready to present. Since this is the last year that our Poston Schools will be in operation, we have been extremely eager to give every child the best possible foundation before he enters a new school next fall.

You have never been able to see our entire elementary school student body together as a group. We have more pupils than can be seated in our assembly hall at one time. We are eager, however, for you to see them before you leave Poston. For that reason, our staff decided to hold an "ALL-SCHOOL-PLAY-TIME" next Friday evening, April 20, between the hours of 6:15 and 7:30 o'clock. I am sure you are hearing about it through your children and will receive their invitations and a copy of the program of events.

I know you will enjoy seeing the children at play as well as at work. We all realize that play is a very important factor in every child's physical, social and mental development and we have attempted through our school program to make adequate provision for it.

On behalf of our entire elementary school staff, I want to extend to you our invitation and welcome. We trust that each and every one of you will arrange to be present.

Very sincerely,

Retha E. Breeze

Retha E. Breeze
Elementary School Principal
Camp I



PLAY TIME

POSTON I ELEMENTARY SCHOOL

April 20, 1945

6:15 - 7:30 p.m.

GRAND MARCH

All children in school will be in the opening grand march that zig-zags between the buildings and comes down the school road past the assembly hall before the events start. The procession will pause in front of the flag for a brief patriotic ceremony.

EVENTS
(on the Play Ground)Nursery School

Block 3

1. Ten Little Indians
2. Clap, Clap, Curtsey

Block 11

1. Farmer in the Dell
2. Farmer Sows His Seeds

3. Apparatus

Block 18

1. Bear in the Pit
2. Chase Me

Block 35

1. Rhythms and Animal
2. ~~Exercises~~

2. Ball Game

Block 54

1. Rhythm Band
2. Run a Little
3. Duck Walk

Kindergarten

Room 17

1. Jumping Rope
2. High Jump the Rope
3. Here We Come

Room 19

1. Jumping Rope
2. Play on Apparatus
3. Here We Come

Room 20

1. Here We Go Round the Mulberry Bush
2. Red Rover
3. Dodge Ball

Rgn. 54

1. Drop the Handkerchief
2. Go in and Out the Window
3. Cat and Rat

First Grade

1. Wheel Barrel Race
2. Duck Walk
3. 25 Yard Dash
4. Farmer in the Dell
5. Go Round the Village
6. Looby Loo
7. (Rhythms in Assembly)
8. Ace of Diamonds
9. Bleking
10. Hunting We Will Go
10. Gustaf Skoal

Second Grade

1. Jump Rope to Music (All Rooms)
2. Red Rover (Rms. 27 & 29)
3. Croquet (Room 30)
4. Squirrel in Trees (Room 26)
5. Dare Base (Rms. 27 & 30)
6. Sheep, Sheep, Come Home (Rms. 25 & 29)
7. Batball (Room 30)
8. Relay (Room 26)
9. Baseball (Rms. 25 & 26)

Third Grade

1. 101 Exercise
2. Group Song
3. Rope Jumping
4. Quiet
5. Relays
6. Festival Dance

Fourth Grade

1. 50 Yard Dash
 - a. boys
 - b. girls
2. Three Legged Race Mixed
3. Jump Rope Races Mixed
4. Distance Throws (boys)
 - a. Basketball
 - b. Baseball
5. 4-men relay Mixed
6. Potato Race

Fifth Grade

1. Boy's Basketball (6:30 - 7:00)
2. Girls Square Dance (6:45-7:15)
3. Boy's Football (7:00 - 7:30)
4. Boy's Softball

Sixth Grade

- 6:30 - 7:00
1. Gootball - boys
 2. Relays - boys
 3. Baseball - girls
 4. Dodgeball - girls
- 7:00 - 7:30
5. Basketball - boys
 6. Dodgeball - boys
 7. Dancing - girls

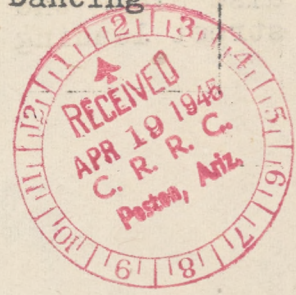
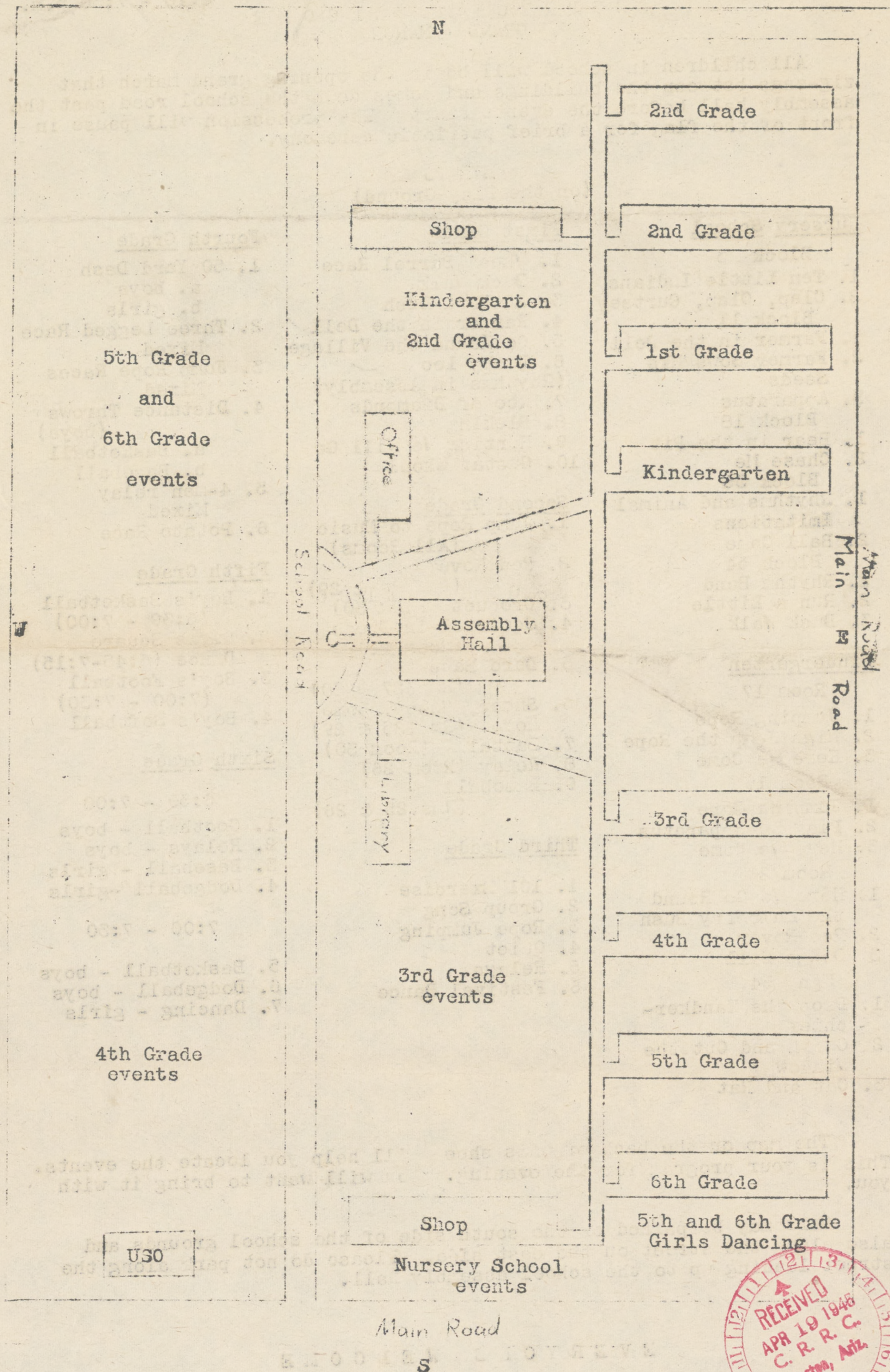
The map on the back of this sheet will help you locate the events. This is your program for the evening. You will want to bring it with you.

Cars may be parked on the south side of the school grounds and also along the street on the east side. Please do not park along the street leading up to the school assembly hall.

EVERYONE WELCOME

Map of
POSTON ELEMENTARY SCHOOL GROUNDS
 showing
LOCATION OF EVENTS

5226



copy

urgent
defense

U.S. War Reloc Auth Poston

2,26

MEMORAIL PROGRAM

Poston I Elementary School

2:45 p.m. Friday, April 13, 1945

(Grades I through VI attending)

SONG: "America".....Audience

INTRODUCTORY REMARKS by School Principal.....Miss Retha E. Breeze

TALK AND SCRIPTURE READING.....Miss Elsa Youngdahl
Mr. Roosevelt as a Religious Man: His favorite Scripture:
I Corinthians: 13

PRAYER.....Miss Amy Acock

TALK: A Tribute to our Late President.....Dr. Scott Rowley

READING: "Oh Captain! My Captain".....Mrs. Ruth Sundgren

TALK: My Late Commander - in - Chief by Nisei Soldiers:
Pvt. Takeichi Kadani and
Pvt. Louis M. Higashi

SONG: "Home on the Range".....Audience
(One of Mr. Roosevelt's favorite songs)

TALK: Our Unfinished Task.....Miss Willimena Graham
(based upon "The Gettysburg Address")

SONG: "The Star Spangled Banner".....Audience

POSTON III ELEMENTARY SCHOOL
PARKER VALLEY HIGH SCHOOL

Poston 3, Arizona

December 13, 1944

TEACHERS' RESPONSES CONCERNING EDUCATION FOR RELOCATION

ELEMENTARY SCHOOL AS A WHOLE

1. The children have an almost 100% membership in the Junior Red Cross, they read the Red Cross magazines, are obtaining some idea of the people of Red Cross work, and participate in Red Cross work, such as the making of Christmas cards for hospital patients.
2. The most active organization in the Poston III Elementary School is the Junior Safety Patrol. The eighteen members of this patrol represent the fourth, fifth, and sixth grades. Every nine weeks the membership is changed; therefore, this training will reach a large number of our enrollement.

In order to keep them acquainted with the duties of Junior Safety Patrol members elsewhere, Miss Grace Hosaka, the advisor, has been aided by a member of the Internal Security Force of Poston who has had experience with Junior Safety Patrols in Ohio. He meets them semi-weekly and their discussions always include the problems and responsibilities of the patrols in cities and towns outside of Poston.

With the experience the patrol members have had here and the lectures, discussions, and demonstrations they have had, any member is well-qualified, I believe, to assume duties on a Junior Safety Patrol anywhere in the United States as well as being well-prepared to become resident in a city or town outside of Poston.

FIRST GRADE

1. Learning to say "store" instead of "canteen", etc.
2. Hearing stories and reading stories about boys and girls who do have normal environments.

3. Learning to indentify many things with English names.
4. Distinguishing between city and country.
5. Learning about various community helpers: the police-
man, fireman, postman, doctor, etc.
6. Studying the home and learning the customary duties
of the various members of the family: cooking,
cleaning, etc. for the mother.
7. Care of property, both personal and otherwise.
8. Acquiring proper use of the library.
9. Since most of them are too young to remember much of
their life outside of camp, we often discuss their
former homes, jobs their parents had, etc. Once we
were listing the uses for money in this camp when
one child said, "We need money when we go 'outside'."
Then we listed the uses for money people have in
places other than camps and most of the children
expressed surprise that people paid rent for houses,
paid utility bills and paid for food.

SECOND GRADE

1. In reading and language the children are encouraged
to give related experiences concerning their lives
before coming to Poston.
2. In social science they are very much interested in
reading "My Weekly Reader" and learning about the
army dogs, airplane carriers, etc. This often brings
a discussion of what we will do when the war is over.
3. The ground work is being laid for two units of work,
a post office for in room 34C and a store in room 3-B.
4. The children are making Christmas cards to send to
friends who live outside of Poston.
5. The children brought their pennies and bought 200
Red Cross seals because they want to help children
who have tuberculosis.
6. I am going to have my children exchange letters with
the second grade in my home town school in Iowa.

THIRD GRADE

1. We begin school with the salute to the flag and a patriotic song by the whole class, led by one of the students. That is followed by health inspection. We are trying to develop clean Americans as well as healthy ones. At lunch they are encouraged to eat everything set before the table, wasting nothing, and using proper table manners. Our campaign of not wasting is carried on in the school room, too, where it is applied to paper, books, furniture, etc.
2. Discussion on canteens here and stores "outside". They also made a map of the community they were studying and learning how cities are planned.

FOURTH GRADE

1. Three children have relocated from the fourth grade this year. In coordination with their Written English, we have a letter lesson every month at which time we read and discuss those letters received from "the outside" and answer them.
2. During Fire Prevention Week, the children saw a fire hose and truck demonstration put on by the camp fire department. As a follow up and activity projects, we divided the class into small groups which visited with their teachers the various fire stations in Camp I, II, and III, inspecting equipment and asking questions concerning the number of fires and their causes within the camp during the last year. Oral reports were given by the students about the various stations they visited. Others who did not visit a station gave oral reports on fire extinguishers, barrack and block equipment, first aid treatment in case of burns. The whole class then put what they had learned in poster form, brought in matches, oily rags, etc. for a Fire Prevention Exhibit.

SIXTH GRADE

1. Our social studies work has centered around foods. In one of the sixth grade classes, dairying was approached by a study of the Lincoln Highway and the states through which it passes, leading up to those states and countries where dairying is carried on.
2. In the other class, the study of fish was approached through a historical background. The teacher led them up to present-day conditions pointing out the fact

that they themselves are making history in their evacuation and relocation.

3. In Arithmetic, problems of travel have been related to travel difficulties outside.
4. Use of the Weekly Reader has given opportunities for discussion of some of the present-day conditions in the "outside."
5. In our study of health problems, we have tried to find out things that we can do to improve our health when outside of camp, such as selecting good food, visiting the dentist, watching traffic signals, etc.
6. Bulletin board displays have been limited chiefly to safety posters, some of which showed accident-prevention measures to be observed in cities.
7. Correspondence with people on the outside has been carried on in a few cases. Plans have been made for more correspondence with children and the names of some pen-pals have been secured.
8. Encouragement of evacuee teaching personnel to relocate. We have discussed relocation occasionally, the appointed teacher trying to encourage the others to go when they have a good opportunity.
9. Classroom experiences in interracial friendship center largely around learning to work and play with two new caucasian member of the class, the sons of the principal.

To try to aid this, all the reading groups have read a story in which members of a minority groups discover their names to be just as "American" as any others.

HIGH SCHOOL

1. Concerning the subject of "Education for Relocation", the senior high school newspaper staff has been doing a great deal to keep the objective of relocation constantly before the students. Having compiled a list of all graduates, former students, and former teachers of Parker Valley High School, the business manager began at once forwarding the weekly school paper to them. Enclosed with the first issue of the "Hi Times" was a letter from the staff requesting any information that the relocatees might have which would be an encouragement for the students still in camp. As a result of this first correspondence, letters began to come in to the office of the "Hi Times" from all parts of the United States. They were letters to the students of the High School expressing an interest in the activities of the school, but above all, urging those student to consider relocation and whenever possible to see for themselves what life on the "outside" was like. The letters were full of answers to all the questions which came up in the minds of anyone thinking about starting life again outside of a relocation center. Those who wrote told about their experiences, not only in schools on the "outside"; but in various occupations; examples of friendliness on the part of co-workers, and in general how it felt to enjoy all the rights and privileges of America once more.

So many letters came in to the office that the staff decided to publish a relocation issue to come out regularly every two weeks. A large map of the United States was made by some of the staff members and the address of each relocatee was marked on it. The enthusiasm for news from those on the "outside" was shared by not only members of the "Hi Times" staff but also by all of the students who received relocation issues. Hearing from former friends and teachers who had written purely of their own volition was more impressive than many words from well meaning "outsiders".

So long as interest continues in this project, it will be a regular part of the daily work of students in the senior high newswriting class.

2. The college-bound club is actually engaged in planning for relocation with a goal of \$1000 for scholar-

ships. Discussions and interviews in preparation for relocation and plans for help from Mr. Bodine during his coming visit are occupying our time at present.

3. The core teachers are taking up post-war planning in class. No definite information is available here.
4. Home economics students must plan and serve meals to guests family style, employing utensils and etiquette so sadly needed here, accustoming them to the sort of thing while they may expect to find outside.
5. The senior core teacher has established the "Huh-Club"; an effort to quell the existing and developing "slanguage" of Poston students.

SCIENCE FOR THE ELEMENTARY SCHOOL TEACHER

Lower Primary

1. The daytime sky

Sometimes there are clouds in the sky.
Some days the sky is very blue.
The sun gives us light even on cloudy days.
Sometimes we see the moon in the daytime.

2. The nighttime sky

The moon and stars give us light at night.
The moon gives more light than the stars.
We do not see the moon every night.
The moon looks different on different nights.
The stars seem to make pictures in the sky.

3. The sun, for light and heat

The sun is very, very large--many times larger than the earth.
The sun is millions of miles from the earth.
The sun looks small because it is so far away.
The sun is the nearest star to us.
We receive heat and light from the sun.
The sun warms the earth even in winter.
The brightest hours of the day are the hours when the sun is highest in the sky.
Our warmest seasons come when there are more hours of sunlight.
Some parts of the earth are warmer than others.
We receive more heat from the sun during summer than we do in winter.

4. About the moon

The moon appears to change in shape throughout the month.
The moon does not rise at the same time every night.
There is no moon on some nights.
Sometimes we see the moon in the daytime.
The moon is smaller than the earth but much larger than a city.
The moon looks small because it is so far away.
Clouds are much nearer the earth than the moon.
The moon is too far away to reach by airplane.
The moon is the earth's nearest neighbor.

5. Stars are suns

Our sun is a star.
Many stars are much larger than our sun.
The stars look small because they are so very far away.
We receive most of our light from the sun.
The other stars light the earth, too.
Stars shine in the daytime, but we do not see them, because the sun is so bright.

6. Plants and animals need the sun

Plants cannot make food without sunlight.
Children should spend several hours a day in the sunlight.

7. Story of the weather

We need all kinds of weather.
Too much weather of any one kind may be harmful.
Weather is a very uncertain phenomenon.
Clouds are moisture in the air.
Fog is moisture in the air which we can see.
Snow may be of great benefit to the earth.
Ice forms at the top of water.

8. About the air

Air is always around us.
We cannot see air, but we can see the things it does.
We breathe and live in air.
We can feel air.
Wind is moving air; sometimes it helps us and sometimes it hinders us.
There is dust in the air.
There is moisture in the air.
Air takes up moisture and gives back moisture.
Water evaporates more quickly when the air is warm.
We cannot see moisture in the air unless it is condensed in clouds.
Fog, rain, snow, etc.
We cannot see steam.
Moving air moves other things about with it.
We need air to breathe.
Other animals and plants must have air.
Fire needs air in order to burn.

9. Story of the ground

There are different kinds of soil.
Some soils hold more water than others; some soils are better for growing plants.
There are many different kinds of rocks; some are harder than others; some are smoother than others.
Some soil is made from rocks by the action of water, wind, plants, and animals.
Some soil is made from sticks and leaves.
Wind and water move the soil from one place to another.
Some rocks have been melted.
Some rocks were made by great pressure.
Some rocks are made from soil.
Running water is a means of wearing away soil and rock.
Some rivers are very old. It takes thousands of years for a river to dig a valley.
The surface of the earth has been changed and is constantly being changed by the action of water, wind, plants, and animals.

10. Things that live

The environment is made of two kinds of things: those that live and those that do not live.

All animals are alive.

There are many different kinds of animals.

All plants are alive.

There are many different kinds of plants.

Everything that is living and that is not a plant is an animal.

11. Things that do not live

Air, earth, stones, water, sun, and wind are not alive.

Things which are not alive are often useful to those which are alive.

Living things need air to grow.

Living things need water to grow.

Living things need heat to grow.

Many plants need soil to grow.

Many plants and animals need light to grow.

12. Planting seeds

Seeds need water to grow.

Seeds need warmth to grow.

Seeds contain stored food.

A seedling will not continue to grow without light and soil (or some soil substitute which contains chemicals found in the soil).

13. Plants in the winter

Plants cannot grow without water.

Water in the soil is frozen in the winter, and plants cannot make use of it.

Many plants die in the autumn.

Many plants live through the winter, even though they do not make food then.

Plants' food is stored in seeds, stems, buds, and roots.

14. Animals in the winter

Winter days are cold, and food is hard to find.

Many animals have some way of caring for themselves in the winter.

Some birds stay on during the winter.

Many birds spend the winter in the south, where it is warm and where there is food.

The problem of food is probably more difficult than the problem of warmth.

Most insects are not active in the winter.

Some animals build winter homes.

Some animals take long winter naps.

Some animals store away food for winter.

Some animals hunt food all winter.

15. How people get ready for winter

It is cold in the winter, and there is less food.
People must have warm clothing for winter.
People must heat their houses to be comfortable in the winter.
Many people must store food or have food shipped from the south in the winter.
Some people must have special foods in the winter because they do not get enough sunlight.

16. Parts of a plant

Plants have buds, leaves, stems, and roots.
Roots help to hold plants in the ground and to absorb dissolved materials from the soil.
Stems hold the plant upright.
Food is made in the green leaves of a plant.
Many young plants grow from seeds, cuttings, or bulbs.
Young plants grow up to be the same kind of plant from which the bulbs, seeds, or cuttings came.
There are many, many different kinds of plants.

17. Differences in animals

There are many, many different kinds of animals.
Animals differ greatly in size.
Animals have different kinds of eyes, tails, feet, and coverings.
Animals move about in various ways.
Not all animals eat the same kind of food.
Some animals grow up quickly; others take a long time to grow up.

18. Animal homes

There are as many kinds of animal homes as there are kinds of animals.
Animals cut of doors make their own homes, and they make the kind of homes they need.
Some animals live in water.
Some animals live on or in the ground.
Some animals live part of their life in the water and part on the land.
If animals are brought indoors, they should be given as nearly as possible the same kind of home they had.

19. Animals' feet

There are many different kinds of animal feet.
Some feet are for swimming, some for running, some for perching, and some for climbing.
Animals have the kind of feet that serve them best for the kind of life they lead.

20. Animals' mouths

There are many different kinds of animal mouths.
Some animals have teeth, some have no teeth, some have large mouths,
and some have beaks.
Animals have mouths which seem suited to eating particular kinds of food.

21. Animals' tails

Tails are useful to animals.
There are many different kinds of tails, which are used for different purposes.

22. Animals' eyes

Many different kinds of eyes are found in the animal world.
Most animals have the kind of eyes they need for their environment.
The kind of eye that would be good for one animal might be a poor eye for another animal.

23. Animals in the garden

Some animals are helpful to a garden; other animals destroy a garden.
Some animals help in pollinating flowers.
Some animals help by feeding on harmful animals.
Some animals loosen the soil.
We should know which animals are pests and how to rid the garden of them.
We should know which animals are helpful so as not to harm them.

24. Heat and cold

Some days are much colder than others.
When it is cold, houses have to be heated.
In the summer the sun's heat is all we need.
A thermometer shows us how hot or how cold it is.
It is better to use a thermometer than it is to guess about the temperature.
It is important to know about the temperature so that we may know what kind of clothing to wear.
Water evaporates more rapidly when the weather is hot and dry.
Water freezes when the weather is cold.
Heat makes ice and snow melt.
The sun's heat melts snow and ice.
Friction makes things hot.
Sled runners melt the snow.

25. Burning

Burning things give off heat.
Fire must have air in order to burn.
We can put out a fire if we cut off its supply of air.

26. Things that move

Many things that are alive can move.
Wind blows.
Water runs downhill.
Rain, snow, and hail fall to the ground.

27. Things that do not move themselves

Automobiles and airplanes could not go without motors.
Wagons and sleds must be pulled.
A spring is used to make a clock and a toy automobile go.
Wind moves things.
Water moves things.
People and other animals move things.

28. Moving things easily

Machines help us to do our work.
We can do things much more easily with machines.
Machines are made by man.
Wheels help things to move more easily.
It is easier to slide things up a slanting surface than it is to lift them up.
Pulleys help us in lifting things.
We use wheels, pulleys, and other machines at home and at school.

29. Magnets

Magnets attract iron and steel.
Magnets do not attract string, paper, or glass.
Magnets help people to do their work.

30. How people use electricity

A dry cell will make a bell ring if it is connected properly.
A dry cell has two posts for connecting wires so that electricity can leave and enter the cell.
A wire must be connected to each post of the dry cell or battery.
Electricity travels from the dry cell through a wire to the bell and back through another wire to the battery.
We cannot see electricity.
There are many kinds of dry cells.
Dry cells do not make all the electricity we use. In fact, their use is very limited.
Electricity is used for many things.
Most of the electricity we use comes to us from a powerhouse.
We cannot be too careful in handling anything which uses electricity.

SCIENCE FOR THE ELEMENTARY SCHOOL TEACHER

Intermediate

1. Stars in the sky

Stars are suns; therefore our sun is a star.

Stars shine because they have their own light and heat.

Stars are divided into classes according to their brightness.

Certain groups of stars seem to form pictures in the sky; these pictures are called constellations.

The stars in these constellations are not all the same distance from the earth.

There are stars many times larger than our sun.

Light travels at the rate of about 186,000 miles a second. Some stars are so far away that it takes their light several hundred years to reach us.

A light-year is the distance light travels in one year.

2. Ancient people and the stars.

Early people were interested in the stars, but they knew little about them.

Ancient people's ideas of the universe are shown in their myths and legends.

We know about the universe now only because some men were willing to study and try to learn more about it.

The invention of the telescope has aided men to study the stars and other heavenly bodies.

Men are still studying the universe because there is so much that has not been discovered.

Science has in the past and may in the future change men's ideas about the universe.

3. The sun, our nearest star

The sun is the most important star to us, for it gives our light and heat.

The sun is a great ball of hot gases.

The temperature of the sun's surface is very great (about 11,000°F.).

Great electromagnetic storms, called sun spots, move across the face of the sun.

The sun's light reaches us in about eight minutes.

4. About the solar system

The sun, with the planets and other bodies which move around it, makes the solar system.

Planets differ from stars in that they have no light and heat of their own. They reflect the light and heat from the sun.

At present we know of nine planets.

Each planet revolves about the sun in its own orbit.

4. About the solar system (Cont'd)

Some of the planets have moons, or satellites, that revolve around them.

Meteors, or "shooting stars," are solid bodies which also revolve about the sun.

Meteors are vaporized by their friction with the earth's atmosphere. Most meteors are entirely vaporized before they hit the earth's surface; those that are not are called meteorites.

Comets are made of dust, gases, and small pieces of rock which are held together by the force of gravitation.

Comets revolve about the sun in regular orbits.

5. The story of the moon

The moon is a small solid body that revolves around the earth.

The moon shines by reflected light from the sun.

The moon does not always look the same to us. Sometimes we see a small crescent moon, sometimes we see a quarter moon, at other times we see a full moon.

The moon always keeps the same side toward the earth.

It takes the moon about one month to travel around the earth.

It takes the moon about one month to rotate on its axis.

The moon and the sun cause the tides in the ocean.

There is no air or water on the moon.

We do not think anything could live on the moon.

6. How the solar system came to be

Man's explanation of how the earth was formed has changed many times in the past and may change many times in the future.

Some scientists think that the earth may have been a part of our sun.

We do not know just how the earth was formed.

By studying the stars and planets, scientists are able to propose some theories concerning the formation of the earth.

Scientists are always willing to accept a new explanation if it proves to be a better one.

All stars are moving in space.

The sun and the planets are very old.

Some of the gaseous masses from the "sun-star" became planets.

The earth is one of the planets of the solar system.

Comets were probably formed at the same time as the planets.

Some planets were probably once part of comets.

7. What is in the universe?

Stars are huge balls of material so very hot that they shine and give off heat and light.

There are millions and millions of stars.

Stars vary in size, temperature, and color.

Stars pass through a life cycle.

Stars look very small because they are so far away.

Stars are so far away that it takes light thousands of years to come from some of them.

7. What is in the universe?

There are great groups of stars in space; each group contains millions of stars.

Our sun is a part of one such group, which is called a galaxy.

Stars give off heat.

Our sun is average in size when compared with other stars.

Only a small amount of the sun's heat reaches our earth.

The earth is a very small body in a vast universe of space and stars.

8. Weather changes

Our earth is surrounded by a layer of air many miles thick.

This atmosphere never stays the same. It is constantly changing in temperature, movement, and pressure.

Wind is the flow of air from a place where the air pressure is greater to a place where the air pressure is less.

Rain, snow, sleet, hail, dew, and frost are made, under different conditions, from the moisture in the atmosphere.

The governments of the United States, Canada, and many other nations maintain weather bureaus which send out reports each day which are important to the people of those nations.

These changes in the earth's atmosphere are responsible for many changes on the earth's surface.

There have been weather changes as long as there has been an atmosphere.

9. Earth changes

Many changes have taken place in the surface of the earth during the great length of time since its origin.

At one time, when the earth was young, the earth's surface was probably nothing but bare rock.

Some regions once covered with ice are now inhabited by plants and animals.

Some regions that were once great jungles are now buried under snow and ice.

There have been many different kinds of plants and animals.

Rocke furnish almost the only record of the early history of the earth.

The shapes of the continents have changed in the past, and are slowly but constantly changing today.

The earth is very, very old.

10. Raising and lowering of the earth's surface

Mountains have been formed by volcanic action.

Certain portions underneath the earth's surface became hot and sometimes caused volcanic action.

Great chains of mountains have been formed by volcanic action.

Many volcanoes have erupted in many years.

10. Raising and lowering of the earth's surface

Mountains have been formed by slow movements of the earth's crust. Forces of weathering and erosion have worn down mountains. Great movements of the earth have at times caused earthquakes. Men have made instruments which record the action of earthquakes and help to locate them. The surface of the earth is very uneven as a result of these changes. Mountains are being built up and worn down today.

11. The coming of an atmosphere and oceans

The earth probably had little or no atmosphere when it was first formed. As the earth cooled, water vapor and liquid water were formed. Gases which form the earth's atmosphere came from outer space and perhaps from meteorites and volcanoes. Most of the earth's atmosphere is within fifteen miles of the surface of the earth. Oceans were started in great deep places from rain and from water which flowed from higher places. Air and water were necessary before the kind of living things which we know could exist.

12. The formation of rocks and soil

Soil has been formed from solid rock. Rocks are changed into soil by water, air, and heat. Water wears away rock little by little. Frost cracks rocks. Plants and animals help to make soil. These forces have been at work a long, long time. Soil may be slowly changed into rock. Sedimentary rock is formed under water. Later it may be pushed to the surface of the earth as the crust of the earth bends. Some rocks may be changed into other rocks by heat and pressure. These are called metamorphic rocks. Some kinds of rock have been made by great heat. These are called igneous rocks. Rocks are made of substances called minerals. Man uses rocks and minerals for many purposes.

13. Fossils tell a story

Rocks help scientists to read the story of the earth. Fossils show the size, shape, and structure of plants and animals that lived long ago. Many fossils which have not yet been discovered may sometime help us to know about other plants and animals that lived long ago.

14. Early life of the earth

All living things which we know must have air, water, and heat in order to grow. Life began on the earth millions of years ago.

14. Early life of the earth

The first form of life was probably a one-celled plant.

Later, many-celled plants and animals developed.

No two living things are exactly alike.

Many new kinds of living things have developed during the long history of the earth.

The kinds of plants and animals that had effective ways of protecting themselves succeeded in living for a long time.

Fishlike animals were the first animals that had backbones.

New kinds of animals developed during the Age of Fishes.

The climates of the earth have not always been the same as they are now.

During the Coal Age it was mild and warm as far north as Greenland. Great changes took place in the surface of the earth, often causing great swamps.

Many giant plants which later formed coal grew during the Coal Age.

Many amphibians lived during this age.

Reptiles and insects began living in the Coal Age.

15. Later life of the earth

Many animals which lived long ago are now extinct.

There were many different kinds of reptiles during the Age of Reptiles.

Some of the reptiles were dinosaurs.

The first known birds and mammals appeared during the Age of Reptiles.

Birds and mammals were warm-blooded animals.

They were the first animals that gave their young much care.

Early birds and mammals were very different from many of those living today.

Descendants of some of the early mammals are living today.

16. Rise of modern plants and animals

Some of the plants and animals that live today are much like those that lived many years ago.

Petrified trees tell us much about the trees that lived many years ago.

Fossils are a means by which we can learn about prehistoric plants and animals.

Many new plants and animals developed during the last of the Coal Age and later.

Several times the earth has grown very cold, and great portions of it have been covered with ice for many years.

During the last Ice Age the northern parts of North America and Europe were covered with a thick sheet of ice.

Many kinds of plants and animals became extinct during the last Ice Age.

Many kinds of animals survived because they were protected by fur or feathers or because they migrated southward.

Some of the plant seeds were carried or blown southward, so that they too survived.

The great glaciers of the last Ice Age, which lasted thousands of years, changed the surface of the earth.

16. Rise of modern plants and animals (Cont'd)

The surface of the earth has not always looked as it does now.
The kinds of plants and animals on the earth have not always been the same as they are now.

17. What living things need

Light is necessary for plant and animal life.
Light is necessary for health.
Plants use light for food-making.
Temperature is important to life on the earth.
Water is necessary for life on the earth.
Man is more comfortable when there is not too much or too little water in the air.
Soil is necessary for the growth of many plants.
Not all plants grow best in the same type of soil.

18. People have some control over food, air, water, heat, and light

People have learned how to protect their food.
People have learned what kinds of food are best for them.
Man has taken great steps in ridding large cities of smoke so that the air will be cleaner.
Man has made machines which remove dust from the air and keep the correct amount of moisture in the air.
Scientists have found that the best temperature for man is about 68° F.
People need to drink plenty of pure water.
Man has learned how to ensure a supply of pure water.
All people, and especially children, need sunlight if they are to have healthy bodies.
Man has invented certain types of lamps which help to supply some of the necessary parts of sunlight when sunlight is not available.
Some people have to use special kinds of foods because they do not get enough sunlight.

19. How diseases are kept from spreading

Disease bacteria may be spread through air, milk, water, and waste materials.
Some diseases are spread by man and other animals.
Man has learned to prevent and check many diseases.
People with certain diseases are isolated from others.
It is important for us to co-operate with health authorities in every way.

20. Where living things grow

Living things are found all over the earth.
Living things are found in the atmosphere--even in the stratosphere.
Living things have been found deep in the ocean.
Living things are found in the soil and on the soil.
The same kind of living things are not found all over the earth.

21. Kinds of plants

Plants differ in size and color.
Some plants make their own food; some do not.
Some plants produce seeds; others do not.
Some plants are harmful; some are useful.
Some plants are made up of only one cell; others of many.
Some plants produce flowers; others do not.
Some plants live for many years; others live only one year.
All plants produce more plants like themselves.

22. How plants grow

Plants start growing from seeds, spores, roots, stems, or buds.
Young plants live for a while on the food stored in the seeds, spores, roots, stems, or buds from which they started.
Later some plants begin to make their own food in their leaves.
Other plants live on other plants.
Mature plants produce parts from which young plants grow.
Young plants grow to look like the plants from which they came.

23. Kinds of animals

There are many kinds of animals.
Some animals are one-celled.
Some animals are many-celled.
Many animals live in the sea.
Many animals live in the soil.
Many animals live on the soil.
Many animals live in the air.
Many animals have skeletons.
Some animals have backbones; others do not.
Some animals are warm-blooded (constant-temperatured).
Some animals are cold-blooded (variable-temperatured).

24. How animals grow up

Some animals are hatched from eggs.
Some animals are born alive.
Some young animals look much like their parents except that they are smaller.
Some animals look nothing at all like their parents and change in body form several times before they reach maturity.

25. Man is an animal

Man is only one of many animals.
Man is different from other animals in that he can think.
Other animals work for man.
Man has learned to make use of plants.
Man has learned to improve plants and other animals.
Man depends on plants for food.
Man's body is very complicated but is much like the bodies of some other animals.

26. Seasons change

All places on the earth have some kind of seasonal change.
Some places on the earth have cold winters and warm summers.
Other places have wet winters and dry summers.
Day and night are not of equal length throughout the year.
Distance from the sun is not the cause of seasonal change. The earth is nearer the sun in December than it is in June.
The earth is tilted on its axis in relation to the sun.
The sun shines directly on some parts of the earth at any given time.
It does not shine directly on the same part of the earth all the time.
The part of the earth which the sun shines on most directly is warmer than other parts.
During the winter our part of the earth is turned toward the sun less than twelve hours each day. Therefore it does not receive as much heat as it does in summer.
The Southern Hemisphere has summer while the Northern Hemisphere has winter.

27. Seasonal change affects plants

Varying amounts of heat and light energy affect plant life.
During days of more daylight hours plants manufacture more food for growth.
During warm seasons when water is available plants manufacture food for growth.
During the summer season plants store excess food in seeds, roots, bulbs, stems, and buds.
Plants do not manufacture food during cold or excessively dry seasons.
Some plants die at the end of the season of growth; others merely cease growth activities for a few months.

28. Seasonal change affects animals

Some animals rest part of the year and are active part of the year.
Some insects live only one season, leaving eggs which hatch in the spring.
Some animals migrate during the year.
The coverings of some animals become heavier as winter approaches.
The color changes of some animals correspond to seasonal changes.

29. Migration

Birds are great travelers.
No one knows why birds migrate.
Birds migrate in spring and summer.
Some birds migrate during the day; others migrate at night.
All birds do not fly at the same height or at the same speed.
Birds find their way by night, no one knows how.
Early people had strange ideas about the migration of birds.
Many animals migrate in search of food.
Man migrates in search of food.
Some fish migrate to special places for reproductive purposes.
Some insects migrate.

30. Hibernation

We say that animals hibernate when they spend part or all of the winter in resting or sleeping.
Some animals hibernate all winter; other hibernate only a part of the winter.
Some animals remain active all winter.
Many changes occur in an animal's body at the beginning of the hibernation period.
Many mammals hibernate.
Some insects hibernate.
Some amphibians hibernate.
Some reptiles hibernate.

31. Climates

Climates are not the same everywhere.
Some places are cold all year.
Some places are warm all year.
Some places have much rain; others have little rain.
Some places are warm because they are near the equator.
Some cold places are far from the equator.
Some places are high in the mountains and so are quite cold.
Some places near the equator are cool because they are high in the mountains.
Water affects the climate of a place.
Some places have warm dry climates.
Some places are cold deserts.
Some places are warm and moist.
Some places have temperate climates.

32. Climates and living things

Any region where few living things are found is a desert.
Plants of the desert have special adaptations for keeping sufficient moisture for growth.
Plants grow in the desert, especially after rain.
There are animals in the deserts.
Many, many plants grow in the warm moist regions of the earth.
There is also much animal life in warm moist regions.
It is difficult for man to live comfortably in the rain-forests.
Man is able to cultivate regions which have a very dry and a very wet season, but such regions are not very comfortable to live in.
There is a great variety of plant and animal life in the temperate regions.
The most favorable place for man to live is in the temperate regions.

33. Plants and animals compete

Many plants and animals are enemies of other plants and animals.
Any plant or animal, unchecked, would soon overrun the world.
Enemies, scarcity of food and water, storms, fires, diseases, and parasites all assist in checking the number of any one species of plant or animal life.

33. Plants and animals compete

Some plants and animals reproduce so rapidly that they tend to upset the balance of nature.

Plants and animals introduced into a new place may become pests because they have no enemies in their new home to hold them in check.

34. Living things have changed during the earth's history

Life began on the earth a very long time ago.

The first form of life was probably a one-celled plant.

Later, many-celled plants and animals developed.

Life has continued to live on the earth for a very long time.

Many new kinds of life have developed.

Only those plants and animals that were able to become more or less adapted to their environment continued to live.

Changes in climate have affected life on earth.

Many kinds of animals that lived many years ago are now extinct.

The kinds of plants and animals that had effective ways of protection succeeded in living a long time.

35. Plants and animals depend on each other

No plant or animal should be exterminated unless it has been found to be a pest.

Only green plants can make their own food.

Animals live on the food made by plants.

The kinds of animals found in different climates depend greatly on the plant life found growing there.

Some animals are beneficial to certain plants.

Some plants are protected against destruction by animals.

Some plants depend on animals for aid in reproduction.

Some plants depend on other plants for food.

36. Man protects other living things

Man has frequently upset the normal relation between species.

Many forms of wild life need protection against man.

Man has upset the balance in many streams and lakes.

Many useful plants and animals of North America have been exterminated since the coming of the white race.

Man needs plants for food.

Man has changed many rich farming lands into deserts.

Man must protect the land so that plants can grow well on it.

Man is learning to protect his soil.

Many insects are valuable to man.

Man must be careful to preserve a proper balance between various species.

37. Heat and light from the sun

The sun is the main source of energy for the earth.
We receive a very small part of the sun's energy, but it is enough for life on the earth.
Light is energy.
No one knows exactly what light is.
Many objects give off both heat and light energy.
Heat and light waves seem to be very much alike.

38. Conservation of energy resources

No one is able to change the sun's heat or light directly into electrical energy.
Gasoline, oil, coal, and wood are the energy resources from which we get energy to run engines in our factories, our boats, our trains, or our automobiles.
Some of our scientists are becoming very much worried about the way we are using these sources of energy.
Man cannot make coal, such as we find in our mines today.
It took hundreds of years to make a layer of coal only two feet thick.
We must use our coal wisely.
Coal must not be wasted if the people who live after us are to have a good energy supply.
Water is a source of energy that is never used up.
Using more and more water power might be one way to make the coal, oil, gas, and lumber resources of the world last longer.
It is quite possible that man will run out of oil and natural gas before many years.

39. Heat travels

Heat travels through many things.
Heat travels more quickly through some things than it does through others.
Other forms of energy may be changed into heat energy.

40. Light for seeing

We are able to see objects only when light shines on them or when they give off light.
Some objects reflect light to our eyes better than others.
Light passes directly through some objects.
Light is scattered about as it passes through some materials.
Light cannot pass through some things.
Other waves similar to light waves pass through some materials through which light cannot pass.

41. Colors

Sunlight is made up of different colors.
A prism may be used to break sunlight up into different colors.

41. Colors

A white object reflects all colors.

A black object absorbs all colors.

A colored object reflect only that color to our eyes.

42. What the earth is made up

The earth is made up of substances (elements) which cannot be broken into other substances.

There are fewer than one hundred known elements.

Almost all the earth's crust is made of only twelve of these elements.

All living things are made chiefly of only a few elements.

Oxygen is the most common element in the world.

Elements combine to form compounds, of which many things are made.

43. Man discovers that his mineral resources must be conserved

Many thousands of tons of metal ores are wasted because mineworkers cannot afford to work the poor grades of mineral ores.

The mineral resources we use today were probably formed millions of years ago.

It is not likely that many mineral resources are being made in the earth today.

Metal can be used over and over again.

Man needs metal for his civilization.

Man needs some mineral resources which are not metals.

44. Man has learned to use things of which the earth is made

Man discovered how to make simple tools and machines with which to do work.

When men learned about metals, they could make better machines than they had made before.

Many kinds of complex machines have been made by putting together simpler machines.

Men have learned to use machines for making clothing and shelter and for growing food.

A man with a machine can do more work than many men without one.

Machines have caused life to center around factories and cities.

Man has learned to use the chemicals found in the earth for making new substances which are useful to him.

Man is learning to control many things on the earth to his advantage.

45. Magnetism

Magnets can be made by rubbing iron with a magnet.

A wire carrying an electric current acts like a magnet.

Electromagnets can be made by winding a piece of soft iron with wire which can be made to carry an electric current.

Electromagnets have many uses.

Scientists have theories explaining why magnets act as they do, but no one knows if the theories are really true.

45. Magnetism

Like poles of a magnet repel each other; unlike poles attract each other.
Some magnets are much stronger than others.

A compass is a box enclosing a magnetic needle which is free to turn about.

The earth is a huge magnet.

No one is sure about the reason for the earth's being magnetic.

The magnetic poles of the earth cause the needle of a compass to point north and south.

46. Electric circuits

An electric current is a movement of electrons.

An electric circuit must be complete before electrons will move.

Electrons move through conductors easily.

A dry cell contains chemicals.

The chemical reaction going on in a dry cell sets electrons free.

Electricity made by chemicals is too expensive for most commercial purposes.

47. Electricity caused by friction

Electricity may be made by rubbing two non-conductors together.

Electricity made by friction is called static electricity because it tends to stay in one place.

Like charges of electricity repel each other; unlike charges attract each other.

Lightning is a huge electric spark.

Sun spots are probably huge electromagnetic disturbances.

Auroras may be caused by electricity.

48. Electricity made by generators

Most electricity is produced by electric generators.

Water or steam power is often used to turn generators.

Some generators produce great quantities of electricity.

Electricity is produced in a generator by turning an electromagnet inside the magnetic field of another magnet.

Current electricity is useful to man because he can control it.

49. Uses of electricity

Some kinds of wires get very hot when electricity is passed through them, but they do not melt.

If the current is strong enough, it will melt any kind of wire.

Fuses are safety devices used to protect circuits from too much electricity.

Electricity may be used to produce heat.

Electric lamps were invented by Thomas Edison.

Electric lamps contain wires which may be heated so hot that they will give off light.

Electricity is also used in communication and transportation.

50. Messages by sound

Sound is caused by vibrating bodies.
Sound travels through air, earth, water, and metals.
Sound travels in all directions from its source.
Sound waves coming to the ear cause the eardrums to vibrate.
Vibration of the eardrums acts on the inner part of the ear and on the nerves of hearing.
We should be extremely careful of our ears so that they will not be injured in any way.
Sound will not travel in a vacuum.
Sound travels through some substances better than others.
Some material substance is necessary to carry sound from one place to another.
Communications sent by sound waves travel more slowly than those sent by electricity.

51. Messages by telegraph

The invention of the electromagnet made the telegraph possible.
It took many years of careful and difficult work to invent the telegraph.
An electric current is necessary to operate a telegraph.
The sending key of a telegraph set works on the principle of a knife switch.
The receiving set has an arm which is attracted to an electromagnet when electricity is flowing through the wire.
The ground is used to complete the telegraph circuit.
The English alphabet has been translated into a system of dots and dashes known as the Morse code.
The invention of the telegraph made it possible to communicate with distant countries almost instantaneously.
Sound travels about one fifth of a mile in a second, while electricity travels about 186,000 miles a second.

52. Messages by telephone

Sound from the voice cannot travel for a long distance through wire and be heard at the other end.
Electricity is necessary to operate a telephone.
Sound spoken into a transmitter affects the strength of the current in the telephone circuit. This in turn affects the magnet in the receiver. Vibrations in the receiver cause us to hear.
Sound waves do not travel through wires.
Transcontinental telephone calls are sent through relay stations which amplify the current passing through them.

53. Messages by radio

The invention of the radio made it possible to send messages without laying wires and cables.
Radio waves are electromagnetic waves.
A program given in front of a microphone in a broadcasting station is sent on electromagnetic waves to radio receiving sets, where it is changed back to sound.

53. Messages by radio

By means of international hookups, messages may be sent around the world in less than a second.

Aviators, sailors, explorers, farmers, and men in many different professions depend on the radio to aid them in their work.

54. Early transportation

Early men were hindered in their travel by lack of travel devices. Early man improved transportation when he learned to domesticate animals and make them carry him and his burdens. Man also learned to travel by water.

55. Steam and gas engines

Sailboats have practically disappeared as a means for carrying on trade.

Steamships make their own electricity.

The steam engine we use today is the result of many inventions.

After the steam engine was invented, man invented the steamboat.

Many improvements have been made in steamboats.

Men tried to make a steam engine that would travel on land. The steam locomotive was made.

Great improvements have been made in transportation by rail.

The invention of the gas engine gave man an opportunity to use another power in transportation.

The gas engine is used in the automobile.

Good roads are necessary for modern means of land travel.

The steam and gas engines have taken the place of animals in many cases.

56. Men fly

For centuries man tried to invent a flying machine.

Gliders were first used for flying.

The invention of the gas engine made flying possible.

The force, or pressure, of air is used to hold the airplane up.

A very light gas is used to fill airships. They float because they are lighter than air.

57. Electricity and travel

Motor vessels have oil-burning motors that furnish the power for turning the wheels in generators and for turning the propellers.

Some trains and trolleys use electricity that comes to them from generators through a wire.

Electrically driven trains are replacing steam-driven engines because they are lighter, faster, and cheaper to operate.

Diesel engines turn large generators that make the electricity used in electric trains.

Diesel engines use oil for fuel.

57. Electricity and travel

An electric motor can be started and stopped in a much shorter time than a steam engine.

Streamline trains can go faster than older train models because they do not have so much air to push out of the way as they go forward.

Casper III

INDIVIDUAL SPEECH CHECK SHEET

Test Words

	Initial	Medial	Final
	p --- pony	puppy	cap
	b --- boat	baby	tub
	m --- milk	milkman	cream
	wh--- wheel	pinwheel	
	w --- window	flowers	
	f --- fork	telephone	knife
	v --- valentine	river	stove
voiced	th--- the	mother	smooth
voiceless	th--- thimble	bath t ub	teeth
	t --- turtle	kitten	pet
	d --- doll	garden	bread
	n --- nose	money	man
	l --- lamp	balloon	ball
	r --- red	orange	dinner
	s --- sing	glasses	horse
	z --- zebra	razor	eyes
	ch--- chair	teacher	peach
	j --- jump	jumping jack	cage
	h --- hat	straw hat	
	y --- yellow	onion	
	sh--- shoe	dishes	fish
	zh--- measure	garage	
	k --- coat	sucker	cake
	g --- girl	wagon	flag
	ng--- ring	song	
	oo--- stool		

Test Paragraphs

Once there was a young rat named Arthur, who could never make up his mind. Whenever his friends asked him if he would like to go out with them, he would only answer, "I don't know." He wouldn't say yes or no either. He would always shirk making a choice. One day his auntsaid to him, "Now, look here. No one will ever care for you if you carry on like this; you have no more mind than a blade of grass!" That night there was a big crash. In the foggy morning some men rode up to look at the barn. One of them moved a board and saw a young rate, quite dead, half in and half out of his hole. Thus the shirker got his due.

It is usually rather easy to reach the Virginia Theater. Board car number fifty-six somewhere along Churchill street and ride to the highway. Transfer there to the Mississippi bus. When you arrive at Judge Avenue, begin walking toward the business zone. You will pass a gift shop displaying little children's playthings that often look so clever you will wish yourself young again: such things as books and toys, and behind the counter, a playroom with an elegant red rug and smooth, shining mirrors. Beyond this shop are the National Bank and the Globe Garage. Turn south at the next corner: the theatre is to your left.

Detecting Speech Defectives

I. Classification of speech disorders

A. Motor

1. Structural irregularities (surgery necessary)
 - a. Lips, tongue, palate, teeth
2. Muscular weaknesses
3. Flaccid or spastic condition of muscles (neuro- or physio- therapy necessary)
4. Variations in muscle tone (psychiatry necessary)
5. Lack of unilateral cerebral dominance
6. Faulty functional habits (resulting from one or more of above causes) after causes have ceased to be operative.

B. Sensory

1. Conduction or perception deafness (hearing aid necessary)
2. High frequency deafness
3. Word deafness (neuro-therapy necessary)
4. Late maturation
5. Short auditory memory span
6. Inadequate attention to speech of others (psychiatry sometimes necessary)
7. Imitation of speech defects

II. Qualities of a good voice

- A. Firmness (result of proper breath control)
- B. Freedom from strain (result of adequate relaxation of organs of speech)
- C. Resonance (result of good tone placement)

III. Voiced and unvoiced sounds

- A. Vowels (all voiced)
- B. Consonants (voiced and unvoiced)

IV. Troublesome sounds

A. Vowels

1. e and i
2. e and a
3. oo and oo

B. Consonants

	<u>Voiced</u>	<u>Unvoiced</u>
1. Plosives		
	b	p
	d	t
	g	k
2. Nasals		
	m	
	n	
	ng	
3. Fricatives		
	v	f
	th	th
	z	s
	zh	sh

Voiced
4. Glides

w
l
r

Unvoiced

wh

V. Test words

	Initial	Medial	Final
	p-- pony	puppy	cap
	b-- boat	baby	rob
	m-- milk	millman	cream
	wh-- wheel	pinwheel	
	w-- window	flowers	
	f-- fork	telephone	knife
	v-- valentine	river	stove
voiced	th-- the	mother	smooth
voiceless	th-- thimble	bathrobe	teeth
	t-- turtle	written	pat
	d-- doll	garden	bread
	n-- nose	money	man
	l-- lamp	balloon	ball
	r-- red	orange	dinner
	s-- sing	glasses	horse
	z-- zebra	razor	eyes
	ch-- chair	teacher	peach
	j-- jump	jumping jack	cage
	h-- hat	straw hat	
	y-- yellow	onion	
	sh-- shoe	dishes	fish
	sh-- measure	garage	
	k-- coat	sucker	cake
	g-- girl	wagon	flag
	ng-- ring	song	

VI. Test paragraphs

Once there was a young rat named Arthur, who could never wake up his mind. Whenever his friends asked him if he would like to go out with them, he would only answer, "I don't know." He wouldn't say yes or no either. He would always shirk making a choice. One day his aunt said to him, "Now, look here. No one will ever care for you if you carry on like this; you have no more mind than a blade of grass!" That night there was a big crash. In the foggy morning some men rode up to look at the barn. One of them moved a board and saw a young rat, quite dead, half in and half out of his hole. Thus the shirker got his due.

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VII. The exact defect

- A. Stuttering (or stammering)
- B. Lipping (lingual or lateral)
- C. Infantile speech
- D. Cleft palate or cleft lip
- E. Foreign dialect

Primary

1. About the sun

The sun is millions of miles away from the earth.
 The sun is so far away that it looks small to us.
 The sun is very, very large. It is many times larger than the earth.
 The sun is a great globe of elements so hot that they are gaseous.
 The sun will probably go on shining for millions of years.
 The sun is our source of light and heat.
 Nothing else can take the place of the sun.
 Sunlight is made up of many colors.
 Sunlight may be separated into its different colors.
 Some colored objects reflect part of the light which falls on them.
 Plants and animals depend on the sun.
 People depend on other animals and plants for food.
 Animals depend on plants for their food.
 Plants make their food with the help of the sun.

2. What are the stars?

Our sun is not the only sun.
 Stars are suns; suns are stars.
 Our sun is the nearest star.
 There is a vast distance between stars.
 Stars are always shining, whether we can see them or not.
 Stars look small because they are so very, very far away from the earth.

3. What is the moon like?

The moon has no light of its own.
 Moonlight is reflected sunlight.
 The moon is a solid, just as the earth is.
 The moon is not gaseous, as the sun is.
 The moon is smaller than the earth.
 The moon is our nearest neighbor.
 The moon has no air or water.
 The moon is not inhabited.
 The absence of air, water, and life causes the moon to be a bleak, desolate place.
 The moon has day and night.

4. The earth is in the sky

The solid part of the earth is rock and soil; the liquid part is water;
 the gaseous part is air.
 Each of these parts of the earth is necessary for life.
 The force called gravity pulls all things toward the center of the earth.

4. The earth is in the sky (Cont'd)

Down is toward the center of the earth; up is away from the center of the earth.

Gravity gives objects their weight.

The earth is shaped somewhat like a ball.

The earth is made up of three parts--land, water, and air.

Gravity helps to hold the earth together.

One complete rotation of the earth upon its axis takes twenty-four hours, or one day and one night.

One complete revolution of the earth about the sun takes about three hundred and sixty-five days, or one year.

Only half of the earth receives heat and light from the sun at any one time because the earth is not transparent.

5. The sun's family

The sun, the planets, and other objects which move about the sun make up our solar system.

The sun is the center of our solar system.

At present we know of nine planets which revolve around our sun; there may be more.

Our earth is one of these nine planets.

Each of the planets has its own path, or orbit, to travel in.

Planets differ from stars in that they have no light and heat of their own.

Planets reflect the light and heat from the sun.

We can see the other planets because they reflect the sun's light.

The planets differ in size.

The planets are not all the same distance from the sun.

A year on any planet is the time it takes that planet to go around the sun.

A year on one planet is not the same as a year on another, because each planet takes a different length of time to revolve around the sun.

6. Beyond our solar system

There are many other stars out beyond our solar system.

Astronomers have discovered no planets other than those in our own solar system.

There may be other solar systems out beyond our own; no one knows.

7. The earth we live on

The earth is very large.

The earth is very small compared with most of the other astronomical bodies.

It would take a million earths to make our sun.

The earth is a planet.

We can never leave the earth.

The earth is made up of three parts, solid, liquid, and gaseous.

We live on the land part of the earth.

7. The earth we live on (Cont'd)

We have never gone far from the surface of the land, either up into the air or down into a mine.

Many scientists think the inside of the earth is a rigid mass made up of nickel and iron.

Three times as much of the earth's surface is covered by water as by land.

Scientists believe that the atmosphere goes out in space over one hundred miles.

The atmosphere forms a blanket which goes all around the earth's surface.

We live at the bottom of this blanket, or ocean, of air.

Clouds are usually within a mile or two of the earth.

The earth has the power to pull other objects to it; this power is gravity.

Down is toward the center of the earth; up is away from the center of the earth.

Other objects in the sky have the power to pull, too.

Their power is called gravitation.

Gravity gives objects their weight.

8. How the earth moves

The earth turns completely around on its axis once every twenty-four hours, causing day and night.

The side of the earth toward the sun has day; the opposite side has night.

The change from day to night is gradual.

The earth rotates from west to east.

One complete revolution of the earth about the sun takes about three hundred and sixty-five days, or one year.

9. Waters of the earth

Water is probably the most important substance on the earth.

Without water the earth would heat up and cool off too rapidly.

Plants and animals must have water in order to live.

Warm moist air drops the water that it carries when it strikes cold objects or cold air.

There are many sources of drinking water.

There is still great need today for purifying water.

Many things will dissolve in water; many things will not dissolve in water.

Some things float in water; others do not.

Water has three different forms: solid (ice), liquid (water), and gaseous (steam).

When water is heated, it expands. A quart of liquid water makes several hundred quarts of steam.

Water contracts when it cools.

10. The air around us

Man lives and breathes in air.
There is air in soil; there is air in water.
All plants and animals must have air.
Air is made up of gases.
There is water in the air.
Water evaporates from moist things that are in the air.
This moisture goes into the air and stays there as a gas until it
condenses.
Air is about one-fifth oxygen and four-fifths nitrogen.
Fire must have air in order to burn. Oxygen is the gas which helps
fire to burn.
Rugs, blankets, coats, or sand may be used to smother a fire.
There is dust in the air.
Moving air is important to health.
Air may be hot or cold; its temperature is measured by a thermometer.
Air has weight; it presses on everything.
The weight of air is measured by a barometer.

11. Parts of the atmosphere

Scientists believe that the atmosphere extends into space over one
hundred miles.
Man can fly in the atmosphere but must return to the solid part of the
earth.
There are layers in the atmosphere.
It is very cold up in the stratosphere.
The upper part of the atmosphere protects us from part of the sun's
rays.
Part of the upper atmosphere is helpful in radio broadcasting.
Clouds are in the atmosphere.
Clouds are always changing.
There are different kinds of clouds.
Clouds are near the surface of the earth.

12. How air becomes wind

Wind is air in motion.
Sometimes air moves rapidly, causing a strong wind; sometimes it
moves slowly, causing a gentle breeze.
Cold air expands when heated.
Cold air pushes warm air up, thus causing a movement of the air;
this moving air is wind.
Wind is sometimes harmful to man.
Wind is often useful to man.

13. The changing earth

The earth is very, very old.
No one knows exactly how old the earth is.
The earth has changed in appearance many times and continues to do so.
Water is a force which has changed the earth a great deal.
Ice has changed the earth's surface.

13. The changing earth (Cont'd)

Air has changed the earth a great deal.
Weathering is the breaking up of rocks and soil.
Air, water, plants, animals, and chemicals help to change the earth by weathering.
Water erodes the earth's surface a great deal.
Man has done much to change the earth's surface.
Some forces build up and other forces tear down the surface of the earth.
Volcanoes and earthquakes change the earth's surface.
Changes are constantly happening, but usually happen so slowly that we cannot see them going on.
Change has been taking place ever since the earth began.

14. Plants and animals of the earth have changed

Plants and animals on the earth have not always been the same as they are now.
The first forms of life were too small to be seen.
Microscopic plants and animals still live today.
At one time in the earth's history there were fernlike plants as large as trees.
The coal which we use today was made from these fernlike trees.
Some of the animals of prehistoric times were reptiles called dinosaurs. Some of the dinosaurs were very large; others were very small.
The early mammals were very small.
Most of these early plants and animals have become extinct.
We know that these extinct plants and animals lived because we find traces of them in the rocks.
Fossils are valuable records which help us to understand the earth's history.
Not one factor but a number of factors caused some animals to become extinct.
Some animals of today are in danger of becoming extinct.

15. The sun and food

Plants, animals, and people depend on the sun.
People depend on other animals and plants for food.
Many animals depend on plants for their food.
Plants cannot make food without sunlight.

16. Air, water, and soil

Plants need air in order to make food.
Plants need water for food-making.
Plants need water to carry food from one part of the plant to another.
Plants need soil for growth. Not all plants grow best in the same kind of soil.

17. What happens to animals when seasons change?

The life of animals holds many dangers—for example, cold and lack of food during the winter.

Animals have warm coverings which protect them from the cold.
Food-getting is probably the most difficult problem an animal has, especially during the winter or during times of drought.

18. People need food, air, and sunlight

It is important that people eat enough of the right kinds of food.
People need to drink plenty of pure water.

Food must be protected from bacteria, too much heat, etc.

Clean air is necessary to health.

Moving air helps to ventilate our buildings.

Sunlight is necessary for health. Sometimes people must have special foods if they do not get enough sunlight.

People work better if they are not too hot or too cold.

It is important to consult a doctor in case of illness.

19. How animals care for their young

Some animals take very little care of their young.

Some animals take great care of their young, even teaching them how to care for themselves.

In the case of some animals there are many young, and these receive little or no care from their parents.

Some animals have only one or very few off-spring at a time which they care for very carefully, feeding and protecting them until they are able to care for themselves.

Some animal young are cared for by both father and mother.

Some animal young are cared for by the mother or father alone.

20. About animals.

Animals which have milk for feeding their young are called mammals.

Only a few mammals lay eggs.

There are many different kinds of mammals.

Animals which have three body parts and six legs are called insects.

Insects lay eggs.

There are many different kinds of insects.

Most reptiles are covered with scales or bony plates.

The young of some reptiles are born alive; others are hatched from eggs.

There are many different kinds of reptiles.

Fish spend their entire life in the water.

Some fish are born alive; others are hatched from eggs.

There are many different kinds of fish.

Birds are the only animals which have feathers.

Birds are hatched from eggs.

There are many different kinds of birds.

Young animals grow up to look much like their parents.

21. Annuals and perennials

Some plants live only one year; these are called annuals.
Some plants live indefinitely; these are called perennials.
Neither annuals nor perennials grow in winter.

22. About seeds

Many plants produce seeds; thus there may be more plants.
The seeds of plants are well protected.
The seeds of plants are scattered in many ways.
Seeds produce the kind of plant from which they come.

23. Plants without seeds

Some plants do not produce seeds.
Fungi do not produce seeds; they reproduce from spores.
Spores can be carried by the air.
There are many different kinds of fungi.
Fungi cannot make their own food.
Fungi need no light in order to grow.
Some fungi are helpful.
Some fungi are harmful.

24. Plant societies

Different kinds of plants thrive in different areas.
Plants tend to grow where they thrive best.
Climate, soil, and rainfall determine largely where plants shall grow.
Plants of various regions vary in structure.
Plants may become adapted to the region in which they live.
Adaptation is a slow process.
When regional conditions change rapidly, only the hardiest plants survive.

25. How plants are protected

Some plants have spines, and as a result they are difficult to eat.
Some plants have hairy stems and leaves.
Some plants have a bad taste.
Some plants store water for future use.
Some plants store food in the roots, stems, or leaves for future use.
Plants produce seeds, stems, leaves or roots from which new plants grow the next year.

26. Social animals

Most animals are social to some degree.
Man is one of the most social of animals.
Of all the social animals man is the only one who can improve himself by reasoning.
Animals that cannot reason cannot improve their living at will.
Man and many other social animals live under a family organization.
Members of a family of animals probably recognize one another.

27. Family life among some insects

Animals may be guided by instinct in many things they do.
There is no ruler or leader in insect societies or families.
The queen of an insect family is the egg-layer of the family.
Ants are the most successful insects in raising families in widely scattered places of the earth.
An insect has three body parts and six legs.
The organization of the societies of honeybees and ants is similar.
The queen of insect societies is carefully guarded.
It is imperative that she survive the winter hardships.

28. Some birds and some mammals live in families

Many mammals lead social lives.
Co-operation within beaver families is very evident.
Many birds live a social life, co-operating in the work of building nests, gathering food, and rearing the young.

29. Animals that band together

Some animals band together for protection.
Some animals band together for migrating or for hibernating.
Some animals band together to feed.
Some animals band together to hunt.

30. Some animals live together only a short time

Some animals live together during the breeding season only.
Some animals live with their young until they are able to care for themselves.
Some animals merely tolerate one another.

31. Some animals lead a solitary life.

A truly solitary animal is one that has nothing to do with any other animal of its kind.
Truly solitary animals are rare.
Most spiders lead a rather solitary existence.
Some bees live quite a solitary life.

32. How animals are protected

Any animal kind, unchecked, would soon overrun the world.
Some animals prey upon other animals.
Some animals escape their enemies by fleeing.
Some animals escape their enemies by hiding.
Some animals are armed with weapons.
Some animals are protected by hard coverings.
Some animals have a keen sense of smell, sight, or hearing.
Some animals are protected by living in lonely places.

32. How animals are protected (Cont'd)

Some animals are protected by living together.
The coloration of animals protects them.
Some animals feign death to deceive their enemies.
Man uses his intelligence to protect himself.
There is great need for the protection of other animals by man if their kinds are to continue.

33. Value of animals to man

Man uses other animals for food.
Animals help to keep one another in check.
Man uses other animals for clothing.
Man uses other animals for shelter.

34. Value of plants to man

Plants are the ultimate source of food for all animals.
Man uses plants for food.
Man uses plants for clothing.
Man uses plants for shelter.
Man uses plants for beauty.

35. Solids, liquids, and gases

All things are either solid, liquid, or gaseous at any one time.
By heating a solid it may be turned to a liquid.
When things are changed from a solid to a liquid, we say that they have been melted.
By cooling a gas it may be turned to a liquid.
By heating a liquid you can turn it to a gas.
By cooling a liquid you can turn it to a solid.
Things which have been turned to solids are frozen.
Things melt at varying temperatures; that is, ice melts at 32°F., while iron melts at a much higher temperature.
Things turn to gas at varying temperatures; that is, water turns to gas at fairly low temperatures while mercury becomes gaseous at a much high temperature.
Solids have a definite shape.
Liquids take the shape of the container they are in.
Gases have no shape; they tend to fill all available space.

36. Magnets and what they do

There are several kinds of magnets.
Some magnets keep their magnetism a long time; others keep their magnetism only a very short time.
Magnets pick up things which are made of iron.
A little force is required to remove iron from a magnet.
We can make a magnet by stroking a needle with a magnet.

36. Magnets and what they do (Cont'd)

A magnet has a north pole and a south pole.
Unlike magnetic poles attract each other.
Like magnetic poles repel each other.
The space around a magnet within which iron and steel are attracted
is called a magnetic field.

37. Compasses

A compass makes use of a very sensitive magnetic needle.
The earth is a huge magnet.
The north magnetic pole is not at the geographic north pole; it is
located in the northern part of Canada.
The south magnetic pole is located directly through the earth from the
north magnetic pole.
The magnetic poles shift about.
We do not know exactly why the earth is magnetic.
The magnetic needle of the compass points to the magnetic north and
south poles.
Compasses are useful in finding directions.
When iron or a magnet is brought near a compass, the compass needle is
disturbed.

38. How electricity works

Dry cells can be used to furnish electricity.
Electricity travels through conductors. Metals are good conductors.
Electricity does not travel through insulators. Paper, cloth, and
dry wood are good insulators.
Electricity needs a complete circuit to travel over. A switch makes a
gap in the circuit, so that electricity cannot flow.
When we make a circuit, we must be sure that there is a complete cir-
cuit and that all the wires are insulated.

39. The energy man uses

Energy is necessary for all work.
The sun gives us light and heat energy.

40. Some ways man uses energy

Man uses animal energy to help him to do his work.
Man uses the energy of chemicals.
Man uses the energy of falling water.
Man uses the energy of electricity.
Man uses heat energy.
Heat helps to cause winds, and man uses the energy of winds.
Heat makes water turn to steam and man puts steam to work.
Heat and electricity produce light; man uses light.
Man can change one kind of energy to another kind of energy.

41. Some of our resources and how we may use them wisely

America is a land of riches.

These riches are in the form of grasslands, forests, animal life, coal, oil, and minerals.

There has been a great waste of these resources.

Wise utilization of our natural resources is essential for ensuring a continuous supply.

Good soil is one of the greatest of natural resources.

Much of the land once covered with forests has been eroded because the trees were cut away.

Forests hinder rapid soil erosion, thereby lessening the danger of floods.

Much of the land that was planted should never have been plowed.

It takes a long time to make good soil.

Conservation of soil means using it wisely.

Conservation of the soil has become one of the great problems in North America and South America.

Planting the same crop on land year after year causes good soil material to be used up.

Farmers have been changing their ways of plowing in order to save good soil.

Crop rotation has been used by farmers to improve the soil on their farms.

Farmers have learned many ways of hindering soil erosion.

Many farmers are planting forests on their land.

Many valuable forests are destroyed by fires.

The governments of Canada and the United States are at work to save the forests of North America.

We have destroyed several valuable kinds of wild life.

The wild life of North America can again become one of our very great resources.

Pollution of streams destroys the wild life in them.

We have made it difficult for some kinds of wild life to live because we have destroyed their homes.

We should do all we can to protect our wild flowers.

Floods are destructive to both plant and animal life, as well as to the land itself.

Floods have increased in North America because of man's activities with ax and plow.

The destruction of forests and grasslands has made our floods worse.

Man is learning to control the rivers and to secure power from them.

Conservation of our resources is a problem for all of us.

Conservation means wise use of our resources.

OBSERVATION REPORT

Name of Child _____ Name of Observer _____
Sex _____ School _____
Age _____ Yr. _____ mo _____ Date _____

I. Bodily Equipment

General Appearance

Height _____ Weight _____

Hair -

Dull - Lustrous

Eyes -

Dull - Bright

Skin -

Clear - Good Color - Pale

Motor Development

Walks

With ease - Fair - with difficulty

Runs

Skips

Climbs

'steps or apparatus)

II. Emotional Deveopment

1. How would you classify the child?

Very happy and joyous _____

Happy and contented _____

Passive _____

Discontented and unhappy _____

Always unhappy _____

2. Has the child cried? When

On arrival _____ Parting with parent _____

When hurt _____ Rest time _____

Meal time _____ Thwarted by adults _____

Thwarted by children _____ Other causes: State _____

3. Did he make an attempt to control his crying?

4. How did the teacher deal with the situation?

5. Did the child show anger to (a) adult? (b) other child?

a. Reaction

Fought
Refused to comply
Pushing
Hitting
Biting

b. Circumstance

Outcome _____

6. Did you see any evidence of fear? _____

a. Cause _____

b. Teacher's attitude in situation _____

III. Social Growth

1. Did he seek companionship with other children?

Always _____ Often _____ Seldom _____ Never _____

2. Did he seek attention from the group with these, or similar statements?

"Watch me"

"I can do that"

"see me"

3. Did he assit in group activities? What?

4. Was there evidence of "sharing," "taking turns," cooperation, responsibility, independence? State circumstances

IV. Play Activity

1. What materials were available for him?

What did he select first?

2. Did he play alone or with other children?

3. Was there any evidence of dramatization or imaginative play? Describe

4. Write exactly what he did with one type of play material.

V. Creative Activities

What type of creative activity did he seek? (Painting, clay, sand, etc.) Report results

VI. Story Telling and Music

Observe and report his reactions to

(a) Story Telling

(b) Music

VII. Sleep and Rest

Observe and report his reactions toward the rest periods

VIII. Toileting

Observe and report his reactions toward the toileting routines

IX. Eating Situation

What was the menu?

Report carefully child's reaction to this routine.

SONGS FROM "ANOTHER SINGING SIDE"

THERE WAS A LITTLE TURTLE

There was a little turtle
Who lived in a box;
He swam in a puddle,
He climbed on the rocks.
He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
He snapped at me.
He caught the mosquito,
He caught the flea,
He caught the minnow,
But he didn't catch me!

ROCKING

Rocking, rocking, rocking, rocking,
Backward and forward to and fro;
rocking, rocking, rocking rocking,
This how Mary likes to go!

LET'S GO WALKING

Let's go walking, walking, walking
Let's go walking far, far away
Let's walk back again, back again,
back again,
Let's walk home again, Back the same day!

A SONG ABOUT AN ELEPHANT

We're going to sing a song about elephant,
He has a long trunk for a nose,
He likes to have the children feed him
peanuts,
And this is how the elephant goes.

LITTLE BIRDS

Little birds are singing a song,
Way off in the woods.

TRAIN SONG

Ding-a-ling ding-a-ling!
Choo-ker, choo-ker, choo-ker, choo-ker
Ding-a-ling ding-a-ling,
Choo-ker, choo-ker Choo!
Puff, puff, Puff, puff,
Now we're off down the track
Puff, puff, puff, puff,
Faster, faster, down the track,
Choo-ker, choo-ker, choo-ker, choo-ker,
choo-ker, choo-ker, choo!
Teet, teet! teet teet!
(whisper) it's gone!

SPRING TIME

1. Spring time is garden time, garden
time, garden time;
Get your spades and come out doors,
Spring time is here!
2. Spring time is planting time, plant-
ing time, planting time;
Get your seeds and come out doors,
Spring time is here!
3. Spring time is jumping time, jump-
ing time, jumping time;
Get your ropes and come out doors,
Spring time is here!
4. Spring time is skating time, skat-
ing time, skating time;
Bring your roller skates out doors,
Spring time is here!
5. Spring time is singing time, sing-
ing time, singing time;
Children sing a happy song,
Spring time is here!

RUN A LITTLE

Run a little, run a little,
Run, run, run, run,
Run a little, run a little,
Isn't it fun!

EVERY DAY WE WASH OUR HANDS

Every day we wash our hands,
In the morning;
This is how we wash our hands,
Every day.

THE FARMER AND HIS ANIMALS

"Moo, Moo, Farmer! Build a house for me!"
"Good Moo Cow, I will build a house
for you."
"Bah, Bah, Farmer! Build a house for me!"
"Wooly Sheep, I will build a house for
you."
"Wee, Wee, Farmer! Build a house for me!"
"Wee Fat Pig, I will build a house for
you."
"Gluck, Cluck, Farmer! Build a house for me!"
"Good Brown hen, I will build a house for
you."

BUILDING AN AIRPLANE

Hammering, Hammering, building an air-plane,
Driving the nails and making it strong.
Hammering, Hammering soon 'twill be finished;
I sing while I work, it won't take me long.

THE SPRING OF THE YEAR

The weather is warm, We dance and sing,
We wear no leggins because it is Spring.
The grass is growing, the flower are here;
It's fun to be out in the
Spring of the Year!

A KITTEN IN SCHOOL

One day a kitten came to school
with fur as soft as silk,
And when the children had their
lunch they gave her a saucer of milk.

THE CLOCK

With a tick and a tock and a tick and
a tock,
The clock goes on all day.
It tell us when it's time to sleep
and when it's time for play.

THREE RED APPLES

Once there was an apple tree,
Standing still as still could be;
Down there came red apples three,
Bump! Bump! Bump!

FOUR LITTLE CATS

Four little cats ran across the field,
One got lost and another got lost
and another got lost and other got lost
And all the little cats were lost.
One little cat came running home
And another ran home and another ran
home and another ran home as fast as
they could
Then all the little cats were home.

SOME WAYS OF DISTINGUISHING A GOOD NURSERY SCHOOL

A Publication of the National Association For
Nursery Education
1942

We hear much talk these days about nursery schools. Too often the name of "nursery school" is given to any place where little children may stay and play together. This has confused people. Many are asking: "What really is a nursery school?" or "How can we tell a "good" nursery school from a "poor one?" It is to help answer these that the following "pointers" have been outlined.

HERE ARE SOME
THINGS THAT A
"GOOD" NURSERY
SCHOOL DOES.

IF YOU ARE THINKING IN TERMS OF A "GOOD NURSERY
SCHOOL, YOU SHOULD BE ABLE TO ANSWER "YES" TO
THESE QUESTIONS.

1. A good nursery school has ample space indoors and outdoors.

Is there space for running about freely and for use of wheeled toys, and still other space where quiet play may go on undisturbed?

Is there sufficient space for a cot for each child during nap periods?

Is there a place where children may be isolated if needed for instance, in case of a sudden "runny nose"?

Are adequate heating facilities used?

Is there sufficient ventilation?

2. A good nursery school maintains safe, sanitary and hygienic housing conditions.

Is there protection against drafts, burns, dampness, unbroken flights of stairs, and any other possible dangers to children?

Is there fire protection and does the staff understand what to do in a fire emergency?

Are the rooms well-lighted without being glaring?

Are cleanliness and orderliness maintained?

Are toilets and washbasins sanitary?

Is there a daily inspection when the children arrive at school by a qualified person for the prevention of the spread of communicable diseases common among young children?

Is there provision for isolation of children having "suspicious symptoms" of contagion?

Is the program so planned that the children have the benefits of daily sunshine, outdoor exercise, and fresh air?

3. A good nursery school protects and conserves the child's health.

Are provisions made for periodic medical examinations and is the school given full information about the results if done by a private physician, health clinic, or other community agency?

Is nutritional help available?

Are the teachers careful in regulating room temperature and wraps, and in safeguarding children against discomfort, overstimulation, and fatigue?

Does the nursery school foster healthful habits of elimination, eating, and sleeping?

Are there large pieces of apparatus to climb on?

Are there balancing boards, packing boxes, ladders, balls, shovels, carts, and so on, to foster physical and motor development and creative play?

4. A good nursery school provides equipment and play materials that help a child's whole body and whole self to grow and develop.

Is there a goodly supply of blocks, large and small, to encourage social and dramatic play and more creativeness?

Are there ample raw materials, clay, paints, large crayons, etc., that will stimulate inventiveness and joy in creative activity?

Are there simple books of poems, pictures, stories of good literary quality, that the child can understand and which give him both aesthetic and informational experience?

Are there opportunities for musical experiences through songs, rhythm, simple tone instruments?

5. A good nursery school has enough teachers both to guide group living and to take care of individual children's needs.

Are there at least two teachers with the children, so that if one has to be busy with one particular child the other may be responsible for the group?

Is there approximately one grown-up for every eight or ten children?

6. In a good Nursery school a child does not become tired of paints, clay, blocks, or other constructive materials. The notion that he need be bored by the time he reaches kindergarten or first grade is erroneous.

He is seldom shown or told what to make, but he is encouraged to use materials creatively as he wishes.

Does the teacher provide for the children an environment which will encourage expression both through language and constructive material?

Does the nursery school encourage the child to use the materials he chooses creatively and independently?

Does the teacher realize that patterns to follow or color, or that models to copy, hamper creative expression?

Does the teacher refrain from asking children to make particular things? Does she keep from suggesting what he is to do, as "Now build a house," or "Paint a horse"?

Does the teacher realize that the young child may be his own best teacher if only the right materials and opportunities are provided for his abilities?

Does she realize that just putting on "pretty colors" or just piling blocks may mean as much to a two-year-old as painting a "Dog with a green tail" may mean to a child of four?

7. A good nursery school helps children develop wholesome attitudes toward their own bodies and bodily functions.

Do the teachers help the children to know and accept the physical differences between boys and girls in a matter-of-fact way?

Are toileting and undressing handled quietly, openly, and without embarrassment?

Are toilet accidents treated casually and not as cause for shame?

8. A good nursery school provides real opportunities for the child's social adjustment.

Does the teacher help the child learn how to consider others' rights and feelings, take turns, share, yet at the same time to stand up for his own rights and fight his own battles?

Does the teacher help the shy and retiring child to learn skill and techniques that are useful for social contacts?

9. Because the small child is so closely linked with

Does the nursery school welcome parents to observe, to discuss policies, make suggestions, talk things over, and sometimes to help in the school?

Does the teacher understand parents as people, not merely as parents of the nursery school children?

his father and mother, learns so many of his life habits and responses from them a nursery school considers parents as well as children, and is affected emotionally by their feelings.

Are there parents' meeting in which matters of common interests are discussed?

Is there someone, perhaps the teacher, perhaps the director on the nursery school staff, who knows the children and who also has time to listen to and talk with the parents?

When the children have "difficulties" is there someone who gets together with the parents for the common purpose of studying these problems?

10. The teacher in a good nursery school is well adjusted. She realizes that human feelings are important, so she herself expresses feeling and encourages the expression of feeling in children.

Does she give children a feeling of stability and belonging?

Does the teacher show warmth and affections without sentimentality or favoritism?

Does she encourage children to express feelings--as joy in the color of a red pebble, triumph in the accomplishment of hammering down a nail, or protectiveness to the baby white rabbits?

Does she show firmness and consistency in handling the children?

11. A good nursery school has teachers who understand little children and how they grow.

Have the teachers had special preparation for teaching in nursery school?

Has their training included work in nursery education, child psychology, growth and development, nutrition, mental hygiene, parent education, and family and social relationships?

Are the teachers interested in the children as developing personalities and not as cute, little darlings to exploit or "play with"?

Are they aware of individual abilities and disabilities?

12. The teacher in a good nursery school does not try to get children to deny or hold in what we have termed "undesirable" feelings, but

If the child, for instance, hurts himself, does the teacher, instead of denying it admit that "It does hurt," and then help him redirect his activity and thinking?

rather to
admit and
accept them,
and then if
advisable, to
redirect their
expression.

-
13. A nursery school not only pays attention to what a child does, but considers why he does it.
- If a child, for instance, wants continuous attention from adults, does the teacher instead of "snubbing" him try, together with his parents, to find out why he wants attention?
- Is treatment of the child based on discoveries concerning the "whys" of the child's behavior?

-
14. In a good nursery school the children are observed, and notes or records are made on their progress and development. These are used by teachers and parents. They *not only help* both teachers and parents to clearer vision of the children and to a better evaluation of their needs, but also serve as guides to wiser procedures.
- Are there records of the children's weight and height, reports of examinations and psychological tests, notes on the most "pressing" problems or on the most outstanding phases of growth and progress?
- As records show special needs of certain children, is the daily program of the nursery school individualized to fit these needs?

-
15. In a good nursery school, children are enrolled for a continuous day attendance, not for an occasional hour or day while mother goes shopping.
- Does the teacher know how important the day to day contact is for the child to learn how to live with the group, and for her to know the child?
-

16. In a good nursery school, the program is set up to consider the varying needs of the family.

Does the nursery school recognize that any matters affecting the family directly or indirectly affect the child?

Therefore, does the nursery school welcome discussion (both in a group and individually) of anything that is of concern to a family?

And does the staff take into account that, because of different backgrounds, cultural settings, and so on, different families do have different needs?

17. The nursery school does not ignore discipline.

Are there certain things which must be done, as having health inspection, resting, washing, etc?

Are there certain other things which may not be done, as destroying property, endangering health or safety?

Is there at times a very definite, "No, you may not do that," as well as at other times some "Yes's" or "Choices"?

Is the teacher skillful and expert enough never to have to fall back on spanking or other such "last resorts"?

18. Because the entire nursery school staff has a direct or indirect influence on each member tries to work in accordance and in sympathy with one another.

Does each member of the staff consider the children's welfare of paramount importance?

Does each member of the staff respect the contributions of each other member and at the same time take responsibility for performing her own function and helping others perform theirs?

19. The good nursery school works with other groups in the community in order to use all available resources.

Is the nursery school, for instance, cognizant of community services so it can refer family members to these as need for them arises?

Is there an interchange of thought between the nursery school and various community agencies, organizations, professional groups, etc., so that broadened knowledge and concerted effort toward the well-being of children may result?

KLAPDANS (SWEDISH)

Formation: Double circle, partners facing right in line of direction

- (1) Tantoli step, beginning outside foot, i.e., outside foot forward, toe up, swing inside hands high, outside foot back, toe down, swing hands back, 3 running steps beginning outside foot.)
Repeat, beginning inside foot.
Repeat all, facing partner at end-----8 meas.

- (2) Step in line of direction, curtsey, clap over head to left 3 times. Step away from line of direction, curtsey, clap over head to right 3 times.
Clap right hand with partner (left hand on hip).
Clap own hands together.
Clap left hand with partner (right hand on hip).
Clap own hands together.
Step sideward left, clapping left hand with partner.
Turn left, away from partner and back to place---8 meas.

- (3) Face to face and back to back, polka, i.e., facing partner, inside hands joined.
In line of direction, step, close, step, hop, turning back to partner on hop, hands still joined.
Repeat in line of direction with back to partner.
Repeat all (face to face, and back to back) 3 times. 8 meas.

- (4) Step in line of direction, curtsey.
Shake right finger 3 times toward partner.
Step away from line of direction, curtsey.
Shake left finger 3 times.
Both hands joined with partner--in line of direction--step, together, step hop (turning partner to change places on hop).
Repeat step, together, step, hop (turning partner on hop back to place).

Outside one moves forward to new partner with 1,2,2, hop and 3 stamps with new partner.

Inside one waits for new partner-----8 meas.

ACE OF DIAMONDS
(Danish)

Formation: Double circle, partners facing, lft. arm up, rt. down, elbows straight.

- (a) 2 claps with arms straight.
Hook right arms and stamp, turn partner with 3 schottische steps as follows: stamp 2-3 hop, stamp 2-5 hop, stamp 2-3 hold.
Repeat (a)-----8 measures
- (b) Fold arms, elbows high.
4 step-swings (knees straight) backing away from partner
3 step-swings toward partner--instead of 4th step-swing feet together, rising on toes.-----8 measures.
- (c) In line of direction take plain face-to-face and back-to-back polkas, swinging joined hands forward and back.
8 measures

SHOEMAKER'S DANCE
(Danish)

Formation: Double circle, partners facing.

Measures 1-2: Arms shoulder high, hands clenched, roll one arm over the other 3 times.
Reverse and roll over 3 times. (This represents winding the thread)

Measure 3: Pull hands apart by jerking elbows backward and upward twice.

Measure 4: Clap hands 3 times (hands parallel to chest).

Measures 1-4: Repeat above.

Measures 5-8: Join inside hands, outside hands on hips. Skip or face-to-face and back-to-back polka around the room.

Repeat from beginning.

DANISH DANCE OF GREETING

Formation: Single circle. Partners face center, hands on hips.
Boy left of girl.

Measures 1 & 2: Clap hands twice, turn to partner and curtsy.
Turn to center. Repeat, curtsying to neighbor.

Measure 3: Stamp right, stamp left.

Measure 4: Turn around in place with 4 running steps. This turn can
either be made away from partner or all may turn in the same
direction, as, all turn right.

Measures 1-4: Repeat from beginning.

Measures 5-8: Join hands incircle. Run to the right for 4 measure
(16 steps); 4 running steps to a measure.

Measures 5-8 repeated: Turn and run to left.

These words can be sing :

Clap, clap, curtsy; clap, clap, curtsy;
Stamp, stamp. Turn yourselves about.

FINNISH REEL

Formation: Two paralled lines or double circle, partners facing.
Hands on hips.

- I. Hop on left foot and at same time touch top of right
toe at side, leg twisted so heel is raised. Hop on
left and touch right heel at side, toes turned up.
Repeat hopping on right foot-----1 measure
Repeat from beginning 7 times-----7 measures

- II. Stamp forward right (at same time clapping hands, ending
in position with right arm extended straight up and left
arm straight down), close left to right, bringing arms s
straight down to sides-----1 measure
Repeat, beginning left-----1 measure
With 3 running steps, partners change places, passing on
right side, facing on count 4, stamp 3 times and hold
for 2 measures.
Repeat from beginning of II, returning to former places
in 4 measures.

TANTOLI (Swedish)

Formation: Double circle, partners facing right, inside hands joined, outside hands on hips.

I Measures 1-8: Heel-toe polka forward around circle, beginning with outside foot. A heel-toe polka is done to two measures of $2/4$ time as follows: Touch heel of outside foot forward, lean body backward (beat 1); touch outside toe backward, lean forward (beat 2); slide forward with outside foot, bring inside foot up to it (beat 1); slide forward, outside foot (beat 2). This is repeated, using inside foot (2 measures). It is repeated with each foot again (4 measures).

II Measures 9-16: Step-hop around circle until last measure.

POP GOES THE WEASEL (English Country Dance)

Formation: Double circle, couples facing. Every other couple is designated as singers, the odd couples as arches. The arches have inside hands joined and raised high above the head. Singers have arms loose or hands on hips. Arches stand still. Singers all sing.

I Singers use "fouing" step to music (2 steps to a measure). ("Fouing" equals shuffling in rhythm.)
On the word "That's" nod the head.
On the word "Pop" clap hands and run under arches.
Continuing facing in the original direction--meet the new couple.
Arches now become singers; singers, arches.
Repeat song with first line of music.

II Second line of music repeated. Use running or skipping steps. All have joined inside hands. Alternate under and over, using 4 steps (2 measures) for each change.
At end of ~~xxxx~~ music repeat dance from beginning.

KINDER POLKA

Formation: Single circle, partners facing, hands joined, arms straight, shoulders high.

- (1) 5-step polka to center and return, repeat.
(5-step polka equals 2 glides and 3 running steps in place. Glide is preceded by preparatory hop q with knee flexed.)
- (2) Clap thighs with both hands--clap own hands--clap partner's hands in quick time (3 claps).
Repeat.
- (3) Point right toe forward and shake right finger 3 times.
- (4) Repeat with left toe and finger.
- (5) Turn in single circle with 3 jumps and stamp 3 stamps.

LOTT' IST TOT

Formation: Single circle, partners facing, hands joined, arms side horizontal.

Lunge toward center, at the same time bending to touch floor, immediately drawing up extended foot to close position.
Repeat 4 times--equals 2 measures.
(Brief description: Lunge, straighten up, lunge, straighten up, and so on, 4 times. Then dance back. Repeat with other foot.)

Slide back to position with staccato-like slides--2 measures.

Turn and repeat all, beginning with other foot.

Step-hop, turning partner and traveling in circle for 8 measures.

BEANS PORRIDGE

Formation: Double circle, partners facing.

- a Clap hands at side, clap own hands together, clap partner's hands--repeat. Clap hands at side, together, clap right hand with partner's right, clap own hands together, clap left hand with partner's left, clap both hands together, clap partner's hands. Repeat all.
- b. Join right hands and change places with partner in two polka steps. Clap own hands together over head, to the left side, arms straight. Stamp 3 times, shaking head. Repeat, returning to place.
- c Join both hands with partner, arms high and straight out to the side. 4 glide steps (polka) in line of direction. (Glide polka--slide, slide, 3 steps, changing places with partner, finish with hop.)
The motions in a are suggested by the old verse:

Beans porridge hot,
Beans porridge cold,
Beans porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

BLEKING (Swedish)

Formation: A double circle, partners facing each other with both hands joined.

Part I:

Measure 1--Hop, bringing the right heel and the right arm forward, elbow straight, right hand in front of partner's shoulder, and left arm well back with elbow bent shoulder high. Hop, extending left heel and left arm in the same manner.

Measure 2--The same changes made 3 times in quick succession, right, left, right.

Measures 3&4--Repeat, beginning with the left foot.

Measures 5 & 8--Repeat all.

Part II:

With joined hands held straight out to the side, shoulder high, partners step-hop around the circle, starting with foot in line of direction, boy's left--girl's right. Continue step-hop through 16 measures.

CHECK SHEET

(Check each item when completed and hand in by Apr. 6)
Use a dash if the item does not apply in your center.

SCHOOL _____

Room cleaning

- _____ Cabinet cleaned and in order.
- _____ Toy shelves cleaned and in order.
- _____ Orange crate cupboards in order with child's name on each.
- _____ Curtains washed and rehung.
- _____ Cots washed and mended.
- _____ Doll clothes and blankets washed, ironed and mended.
- _____ Chairs and tables polished.
- _____ Broken toys repaired if possible.
- _____ Games and puzzles in good containers.
- _____ Fresh pictures put up (include both children's work and pictures from the picture library).
- _____ Fresh supply of library books.
- _____ Non-usable material discarded.
- _____ Outside climbing equipment set up.

Teachers