

02.06.3

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Social Studies & Reading

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SOCIAL STUDIES

The elementary school curriculum committee under the chairmanship of Edith Cox, has made an excellent contribution to the Manzanar Elementary Schools during the past six months' period. At the weekly meetings the teachers have had the opportunity to meet with the supervisors and administrators and review elementary school practices, study teacher's guides from California schools, discuss problems peculiar to Manzanar, come to a mutual understanding as to the scope and sequence desirable in the Manzanar School curriculum.

Although much study has been done on present day elementary school procedures, no one in our group has had the time to record the results for future use. The following is an attempt to state briefly some of the mutual understandings arrived at by our curriculum committee and to outline the scope and sequence for the social studies program desired during the next school year.

It is now accepted practice to combine history, geography and civics along with other subjects into "units of work". These units of work are prepared by the teacher herself in areas of experience approved by the administrative staff. Teachers are encouraged to consult with the principal in planning the social studies program for their particular class or grade.

The purpose behind unit-type organization is to make the knowledge, skills, attitudes, and understandings which are acquired, useful to the highest degree; to release teachers from traditional teaching stereotypes which are often deadening and do not utilize to the fullest extent the intense interest, curiosity and enthusiasm which healthy children possess.

Stated briefly, this method is to make each classroom as near a miniature democracy as possible. In this democracy, the teacher lets the pupils assume the responsibility in propelling their activities as far as practicable. The teacher is the wise leader who introduces her personality as little as possible to assure orderly procedure and worthwhile learning. However, orderly procedure and worthwhile learning is so definitely important that if necessary, the teacher should resort to a strict personal control.

In this kind of school program, the children, under guidance, assume large responsibility in planning and carrying out the work; in choosing and organizing classroom procedure; in division of labor and assignment of tasks. This type of classroom organization and procedure begins in the primary grades and continues, with in-

creasing power and initiative on the part of the students through the Junior High School grades.

Well-planned units of work cut across all the subjects. History, geography, and civics are integrated in a functional way, especially in the upper grades, in units of work. Each unit contains many science facts, understandings and problems. Fine and industrial arts are included in a very valuable way. Reading, arithmetic, writing, and spelling, as well as speaking, are nearly always present in some form.

However, we must always remember that it is necessary for us to set aside a large part of every day for practice or drill periods in which to improve certain, skills such as reading writing, arithmetic, spelling, and language. It is necessary, also, to set aside special periods for such subjects as music and art which have objectives and values in their own right.

We have often heard the argument that the "unit of work" method of teaching is superficial and does not give enough emphasis on factual material or adequate time for drill. This is not a fair criticism. The well taught, well-organized unit of work includes so much reading, writing, numbers, and language in functional situations that not only is a great deal of factual material learned in this way, but also drill periods which follow are more pointed and therefore, more productive of results.

With the understanding that the social studies should be the "core of the curriculum" and that the "unit of work" method of teaching is the most practical and effective method, it is well that the scope of the subject matter and the sequence to be followed should be considered.

The outline contained here is, necessarily, only a partial outline. Each unit in great detail including approaches, activities; textbooks, visual education materials, etc., should be developed by the teacher before entering the classroom.

It is not necessary for the teacher to take up the units in the exact order given here. If all teachers in each grade were to take up the same unit at the same time, there would probably be a serious shortage of materials.

Neither is it necessary that the time a unit is to run be fixed and inflexible. The teacher has discretion to shorten one unit and extend another, depending upon such factors as material available, pupil interest, and background, the teacher's knowledge of the subject, etc.

SCOPE AND SEQUENCE FOR THE SOCIAL STUDIES

FIRST GRADE:

Home: The study of the home, in its various aspects, will take up the whole year. Certain phases of the work will be given greater emphasis than others. The teacher will decide on the basis of pupil need, to which phase the emphasis should be given.

A rea: Interaction of the individual with the immediate environment.

Emphasis: Home, school, and immediate community.

HOME UNIT

1. The family
2. The food in the Home
3. Health in the Home
4. Clothing
5. The Garden
6. Animals
 - (a) Pets
 - (b) Useful animals
7. Neighboring Helpers
 - (a) Milkman
 - (b) Grocer
 - (c) Postman
8. Communication in the Home
 - (a) Newspaper
 - (b) Telephone
 - (c) Mail
 - (d) Radio
9. People Who Build Our Homes.
10. Manners in the Home.
11. Duties in the Home.
12. Transportation at Home.
 - (a) Family car
 - (b) Trains
 - (c) Buses
 - (d) Boats
 - (e) Airplanes

SECOND GRADE:

FARM: This unit should last one semester.

COMMUNITY: This unit, too, should last the whole semester. There is no reason why the community cannot be

studied first. There will be a better distribution of books and visual aids if not all second grades are studying the same unit at the same time.

Area: Intereaction of the Individual with the Immediate Environment.

Emphasis: Home, Farms, and Immediate Community.

Farm Unit

- | | |
|-------------------|-----------------|
| 1. Farm Plants | 4. Crops |
| (a) House | (a) Vegetables |
| (b) Garden | (b) Fruit |
| (c) Silo | (c) Grain |
| (d) Machinery | (d) Cotton |
| | (e) Grapes |
| 2. Animals | 5. Type of Farm |
| (a) Cow | (a) Dairy |
| (b) Horse | (b) Poultry |
| (c) Pigs | (c) Cattle |
| (d) Sheep | (d) Hogs |
| | (e) Grain, etc. |
| 3. Helpers | |
| (a) Family | |
| (b) Hired Workers | |

Community Units:

- | | |
|-----------------------------|-----------------|
| 1. Retail Enterprises | |
| (a) Grocery Store | |
| (b) Meat Market | |
| (c) Bakery | |
| (d) Vegetable Market | |
| (e) Department Store | |
| (f) Drug Store | |
| (g) Gasoline Station | |
| (h) Clothing and Shoe Store | |
| 2. Community Helpers | |
| (a) Policeman | |
| (b) Fireman | |
| (c) Postman | |
| (d) Milkman | |
| (e) Electrician | |
| (f) Iceman | |
| 3. Public Service | |
| (a) Telephone | (e) Electricity |
| (b) Radio | (f) Theater |
| (c) Newspaper | (g) Hospital |
| (d) Gas | |

4. Public Health
 - (a) Cleanliness
 - (b) Food and Health
 - (c) Clothing
 - (d) Care of body

5. Community Services
 - (a) Parks
 - (b) Playgrounds
 - (c) Sanitation Service
 - (d) Streets and side walks
 - (e) Education
 - (f) Libraries

6. Safety in the Community
 - (a) Traffic
 - (b) Rules and regulations
 - (c) Safe conduct

THIRD GRADE:

Transportation: This unit should be taken up during the first semester if possible.

Life of Primitive People: Two different types of people should be studied. The proportion of time spent on each is up to the teacher.

Area: Interaction of the individual with the broader environment.

Emphasis: First Semester: Transportation as it plays a vital rôle in the lives of people in the home, on the farm, and in the community.

Second Semester: The life studies of people whose adaptations to their environments were quite simple.

TRANSPORTATION UNITS:

1. Boats
 - a. types
 - b. uses
 - c. harbor activities
 - d. cargo carried
 - e. exports and imports
 - f. travel

2. Trains
 - a. uses
 - b. railroad centers
 - c. cargo carried
 - d. exports and imports
 - e. travel

3. Airplanes
 - (a) types
 - (b) uses
 - (c) airports and hangar
 - (d) manufacture
 - (e) cargo carried
 - (f) travel

4. Transport-trucks and cars
 - (a) types
 - (b) uses
 - (c) garages
 - (d) cargo carried
 - (e) travel

PRIMITIVE PEOPLE UNITS

1. Indian life--
 - Pueblo Indians
 - Navajo Indians
 - Plains Indians
 - Easternwood Indians
 - Customs Indians of California

- (a) regions
- (b) homes
- (c) clothing
- (d) customs
- (e) arts and crafts
- (f) community life

Note: Any one of these could be followed by a comparative study of Indians throughout the Western Hemisphere.

2. Eskimos
 - (a) regions
 - (b) home
 - (c) clothing
 - (d) customs
 - (e) art and crafts
 - (f) community life

3. Life in the Sahara Desert

4. Life of the Early Hebrews

FOURTH GRADE:

Mexico and South America: These units should be taught, during the first semester. It does not matter which is taught first.

Special Regions: This study should be a full semester

Area: Interaction of the Individual with the broader environment.

Emphasis: First semester--Life of our neighboring people and their contributions to our country.
Second Semester: Adaptations of life to geographic influences in special geographic regions particularly Eastern, Middle Western and Rocky Mountain regions of the United States (encourage relocation)

OUR NEIGHBORING PEOPLE--Unit on Mexico
first semester

1. Mexicans in our country
2. Mexican Influence
 - (a) architecture
 - (b) arts and crafts
 - (c) clothes
 - (d) customs
 - (e) food
 - (f) Spanish words used in our language.
3. Mexico--Our Neighbor
 - (a) land of great mineral resources
 - oil
 - mineral
 - (b) primitive tools
 - (c) Mexico send us
 - petroleum
 - Minerals
 - tropical fruits
 - fish
 - (d) We send Mexico Manufacturing goods.
 - (e) Life of people
 - City and rural
 - (f) geography

SOUTH AMERICAN UNIT.....

Note: The teacher may study the people of any one country or may study South America through a life study of the Indians of the Amazons.

- (a) industries
- (b) agriculture
- (c) homes
- (d) clothing
- (e) imports and exports
- (f) customs
- (g) arts and crafts
- (h) geography

SECOND SEMESTER: SPECIAL REGIONS UNIT

1. Geographic reasons for differences in climate, products, etc.

2. Adaptation of Living

- (a) hot wet regions
 - food
 - clothing
 - shelter
 - habits
 - customs

- (b) hot dry regions
 - food
 - clothing
 - shelter
 - habits
 - customs

- (c) cold regions
 - food
 - clothing
 - shelter
 - habits
 - customs

- (d) Mountain regions
 - Food
 - shelter
 - clothing
 - habits
 - customs

- (e) Low regions
 - food
 - clothing
 - shelter
 - habits
 - customs

FIFTH GRADE:

United States: The study of the United States is a full year's study. Teachers should stress the phases of history which "spot lights" the eastern, mid-western, and Rocky Mountain areas. (promote relocation)

Area: Adaptation of life to the environmental influences in the United States.

Emphasis: The history and geography of the United States: treating the evolution of the American ways of living with colonial times onward. (promote relocation)

UNITED STATES UNIT...

1. Discovery and Exploration
 - (a) European background
 - (b) The explorers
 - (c) Geography of North America
2. Colonial Life
 - (a) Religion
 - (b) Government
 - (c) Social Life
 - (d) Education
3. American Revolution
 - (a) How the government was made
 - (b) George Washington
 - (c) Thomas Jefferson

4. Westward Expansion
 - (a) Acquisition of territory
 - (b) Indians and White conflict
 - (c) The frontiersmen
 - (d) Social significance of the frontier
 - (e) Routes of migration
 - (f) Reasons for the westward movement
5. The Civil War Period
6. Industrial Development
7. Development into a World Power

SIXTH GRADE:

There are five suggested units in the sixth grade which take the whole year. The teacher may use her judgment as to which should come first. She may also determine the length of each unit.

Area: Effects of Science and Invention Upon Living.

Emphasis: The effects of modern technics upon living today in contrast with more primitive times and methods.
(Keep relocation in mind)

CLOTHING UNIT:

1. Why clothing is necessary
 - (a) Primitive clothing
 - (b) Effects of climate on clothing
 - (c) Custom
2. Clothing Around the World
 - (a) Adaptation to environment
3. The story of weaving
4. The fibers we wear as clothes
5. Non-woven clothing materials
6. Buying and Wearing Clothes
 - (a) How to Judge values
 - (b) Looking well in clothes
 - (c) Good habits of dress

7. People Who make our clothes
 - (a) The story of a coat
 - (b) Hand and Machine manufacturing
 - (c) Work in a factory
 - (d) A fashion show
 - (e) Dress designers
8. The history of fashion

FOOD UNIT:

1. Food and Health
 - (a) Grains
 - (b) Vegetables
 - (c) Fruits
 - (d) Milk
 - (e) Poultry
 - (f) Meats
 - (g) Fish
2. Farmers and Our Food Supply
3. Dairy Farming
4. Fishing Industry
5. Early American Food
6. Foods and the Preservation of Foods
7. Foods from other lands
8. Community Helpers and Food

SHELTER UNIT:

1. Our Homes Today
2. Homes of earlier times and other times
3. Improving our homes and community
4. New Homes
5. New Communications
6. People who Build our homes
7. Old and Famous Homes
 - (a) In the Community
 - (b) In the State
 - (c) In the Nation

CONSERVATION* HUMAN RESOURCES

1. Health
 - (a) Rest
 - (b) Prevention of colds
 - (c) Colds
 - (d) Teeth
 - (e) Body Cleanliness
 - (f) Sanitation
 - (g) Community

2. Safety
 - (a) At home
 - (b) On the highway
 - (c) At school
 - (d) At Play
3. Recreation and the use of leisure
4. Education
5. Cultural heritage
 - (a) Contribution of national groups to American culture
6. Governing Ourselves
 - (a) Living democratically at school
 - (b) Family government
 - (c) How government helps us.
 - (d) How we live and work together
 - (e) Survey of our human resources

TRANSPORTATION AND COMMUNICATION

A unit on any phase of transportation or communication may be taught in this grade if it does not exceed a nine weeks school period and if the teacher will consult the principal concerning her plans.

READING

A satisfactory reading program for children in the intermediate grades calls for a separate period each day devoted to definite training in the reading skills. The "Teachers' Guide to Child Development in the Intermediate Grades" issued by the State and- Department of Education contains an excellent section on Reading and should be in the hands of every teacher of these grades.

RELATION OF READING TO SOCIAL STUDIES

In the intermediate and upper grades much research type reading will be afforded by the social studies. Many books rather than one books, reference books and encyclopedias should be on hand. Questions and problems will arise involving real research, and the alert teacher will take advantage of these possibilities. This is valuable reading instruction not afforded by any other part of the school's program.

Many new words are added to the child's vocabulary. The teacher should keep a list of the new words encountered to make sure that they are clearly understood and become a part of the child's vocabulary.

AIMS

Reading is basic for achievement in other subject matter fields. It is thus of primary importance to set up valid aims for reading in the intermediate grades, and to establish an adequate program for their achievement.

The following aims are suggested:

To provide reading instruction that will aid to growth in ability to interpret meanings, evaluate critically what is read, and to engage in problem solving while reading.

To provide for the enrichment and enlargement of the pupil's reading interests, and to develop the habit of doing extensive independent reading.

To develop efficient reading habits and skills, and to establish desirable attitudes toward reading

To stimulate in children a more discriminating taste in selection of reading materials.

To work for more complete comprehension of factual material

To strive for an appreciation of finer and more delicate shades of meaning in reading.

To train in effective study habits, which involves reading with a purpose in view.

To give instruction in the use of books, libraries, and to develop skill in locating, collecting, and summarizing printed material.

To provide wider recreatory reading opportunities in order to fill leisure time, to extend experience, to form patterns of behavior, to find inspiration, to discover facts and items of information and to provide training in ideals, character, and citizenship.

GROUPING

Children in the intermediate grades, as elsewhere, must have reading material suited to their ability. The starting point, therefore, is a test (preferable a standardized test) which gives the teacher an accurate picture of the child's ability.

It will be found that most classes can be divided into three reading groups and material provided which will challenge each child but afford enough success and pleasure to assure development of the reading skills.

Children vary widely in ability to read and the grouping procedure will not be a cure-all. Ten percent of those children who have serious difficulty with reading need the services of a specialist. But the skillful teacher can help the remaining ninety-per cent in the classroom by analyzing difficulties and giving individual help;

Gifted children should be given opportunity to read widely.

All children should have time for free reading from a collection of attractive and interesting books.

READING FOR A PURPOSE

While reading is a generalized skill it has many specific elements. reading ability shows greater improvement when the lesson has a special purpose or objectives such as:

- Finding answers to questions
- Finding facts related to a specific problem.
- Grasping main points and supporting details.

Selecting passages that describe given characters.
Verifying a statement or an opinion.
Following directions.
Discovering the general significance of a selection
Drawing conclusions from facts presented
Answering judgment questions
Selecting the facts relating to a given problem
Listing steps in a sequence
Preparing an outline
Preparing a summary
Preparing a bibliography
Locating material
Evaluating material
Making notes.

THE READING PERIOD

Children in the intermediate grades should spend from forty minutes to an hour each day in reading periods devoted to the development of some specific skill or ability; a period organized around some definite purpose which is understood and accepted by the children.

RECREATORY READING

In each classroom there should be a library corner or table containing books which are attractive to children. The proof that these books are suited to the children's needs and tastes will be demonstrated if, when they finish some task, they take a book from this collection and begin reading.

Periods should be established in each week's program during which children may read books of their own choosing. The teacher will make note of the books voluntarily chosen by the pupils, in order to "balance" the books collection and guide reading habits in the other reading period.

VOCABULARY BUILDING

The teacher will be alert and record each new and unfamiliar word occurring in the social studies or any other part of the school's program. Before the word is forgotten it should be written on the blackboard and its pronunciation, spelling and meaning noted.

Vocabulary building continues throughout the school day. It should be remembered that children have a vocabulary of several

Thousand words when they come to school, all learned incidentally from listening to others. The teacher should systematize this vocabulary building so that it isn't entirely incidental

GRADE EXPECTANCIES

Grade IV....

The Child

Recognized the importance of reading as a source of information and pleasure.

Finds increasing satisfaction in reading for information and pleasure.

Uses reading techniques effectively in meeting his needs:

Reads to find the answer to a problem related to the unit of work

Reads to make a report

Follows written directions

Is able to find the meaning of new words

Reads for his own pleasure.

Evidences reading skills and techniques adequate for meeting his needs at this level:

Reads material necessary for meeting his reading needs, with reasonable speed and comprehension

Reads orally with increasing facility

Begins to use dictionary to find meaning of new words.

Understands use of index, table of contents, and glossary.

Uses alphabet effectively; alphabetizes words to two letters as needed for effective use of index, glossary, etc.

Grade V.....

The child

Recognizes the importance and need for reading:

As a source of information

As a source of pleasure

As a means of broadening one's experience.

As an opportunity for increasing meaningful vocabulary.

Finds satisfaction in reading for information and pleasure

Uses reading techniques effectively in meeting his needs.

Reads from various sources to secure information;

Books, magazines, newspapers.

Reads in securing information to make an organized report.
Follows written directions
Reads for his own pleasure.

Has reading skills and techniques adequate for meeting his reading needs with reasonable speed and comprehension.

Uses dictionary effectively:

To determine meanings of new words

To determine pronunciation through the use of diacritical marks, syllabication, and accents.

Uses index and table of contents effectively

Begins to use the encyclopedia.

Utilizes paragraph headings.

Discriminates between relevant and irrelevant material

Reads orally with increasing facility:

Clear enunciation and correct pronunciation

Sufficient fluency to carry the thought

Pleasing tone quality.

Grade VI...

The Child

Recognizes the very valuable contributions of reading to his present needs and its social implication:

As a source of information

As a source of pleasure

As a means of enriching individual and group experiences.

As an opportunity for increasing meaningful vocabulary

Uses reading techniques effectively in meeting his reading needs:

Reads materials necessary for meeting his reading needs with reasonable speed and comprehension

Varies the reading techniques according to purposes, as in

Scanning for specific details

Reading for factual material

Uses independently self-helps in reading; index, dictionary paragraph headings, footnotes.

Understands and uses encyclopedia effectively.

Discriminates intelligently between relevant and irrelevant material.

Is able to organize effectively material read in different sources, to meet his purpose.

Is able to read in simple graphs, charts, and maps.

Selects independently appropriate reading material

Evidences awareness of his reading problems and attacks them intelligently.

Reading Suggestions for Primary Teachers at Manzanar

In answer to a request for reading methods which the primary teachers have found helpful, the reading committee has compiled the following:

I General Procedure:

Time: It is presumed that the teachers of the primary grades follow the state requirements as given in the register of 50% of the time being allotted to the teaching of reading and its allied subjects of language, writing and spelling and number work.

Arrangement of Groups: In general the teachers have divided their classes into three groups and some type of reading or word drill is carried on twice a day. Since the grouping is left entirely to the judgment of the teacher it can be made flexible enough to allow any changes in the development of the child. One teacher leaves the reading of her best group almost entirely to itself with a good reader in charge. This child selects the teacher for the next day. Once a week the teacher checks up to see that no bad habits are being formed. Another teacher uses her best group to act as assistants in helping the other groups.

II Functional Reading:

Functional reading may be thought of as any reading matter or device to stimulate reading, which is a definite outgrowth of the child's own experience. Stories, charts, seatwork, labels and various other things are therefore included in this section.

1. Experience charts.

Experience charts made by the children as a whole are valuable functional reading matter. These may tell about excursions, social studies, plans and accomplishments. Library rules and rules for trips, duties of monitors, holiday activities and school news whether presented as a newspaper or otherwise.

2. Stories

Stories told by individual children (also poems and songs) may be written on charts or made into small books for children to read. (This may lead to a child's memorizing the story but he will get some new words.)

New words may be fixed in the children's minds by having them make stories using them. Dramatization also helps the child to remember the word and the story. One teacher uses the following method. She writes, "During recess I often listen for statements or sentences of the children. As soon as I resume school I print the child's names and his statement on the blackboard. Then I call on some child to read it. Children enjoy this as they like to see their own names in print. This also acts as a good method to quiet the children."

One teacher is having some of her children make word books. The child chooses a word he knows and writes it on the left side of a small form. On the right side he makes a sentence using the word. On the back of the paper he illustrates the sentence. These sheets will be made into a booklet of words the child knows and may then be taken home. The same teacher writes sentences, each telling a story, and has the children illustrate them. She usually includes one negative sentence in order to get them to read carefully.

Scrapbooks or books of pictures with labels of the story simply written furnish an incentive to read.

3. Matching Devices.

Divide construction paper into about six spaces. At the beginning of each division, write a very short sentence or a word you want the child to learn. He matches these with slips contained in an envelope pasted on the back. Let children work by tables and give points for the correct one. The teacher checks the work as soon as a table has completed one sheet. The table having the most points at the end given time wins.

In a Social Studies Unit on animals, the children labelled all the pictures of animals they could. Then they matched these with word cards.

4. Uses for word cards.

Paste a picture on a piece of construction paper. Paste an envelope on the back of the paper. In his envelope place word cards of objects, some that are in the picture and some that are not. The child picks out the names of objects in the picture and lays them on the paper under the picture.

Place pictures of people or objects and words corresponding to them on the chalk tray and have the children fit the word to the picture.

Another use of word cards is to make sentences in the pocket chart. This may be done by either the children or the teacher.

5. A. Miscellaneous:

1. Pictures may be hectographed and colored according to directions written on the board.

2. Choose short sentences from the reader and put three in a square. The child is instructed to underline the one like that at the top.

3. Make columns of words from the reader, heading each one with a word that is repeated several times in a column. The child underlines the repeats.

4. Rows of pictures of animals or objects of the same class with one of a different class, size or color may be hectographed. The one that is different may be circled, underlined or colored a different color.

5. Short stories based on the reader may be hectographed. Questions about the story may be written at the bottom of the page. These may be questions that can be answered by "yes" or "no" or by a few words. Another form is to hectograph the answers too, and have the child select the right one and paste it after the question.

B. 1. Labels

Label common objects in the room. A week or two later, after the child has had some opportunity to observe the names, the word cards and objects may be matched by the children. The cards can be done with colors!

2. Dictionary.

A dictionary of word cards in a box can be very useful in helping the children to look up the spelling of words. Such boxes can also be built up by the children themselves and prove quite an incentive to increase the vocabulary.

3. Memory Game. (taken from Guidebook for the Pre-Primer Program of the Basic Series)

A child goes to an object in the room and then returns to his seat and tells where he went. Ex. "I went to the desk." He chooses someone to follow him. That child has to remember two objects, the next, three, etc. Continue as long as anyone can be found to get them all right.

4. Puzzles.

Books of well known stories such as Goldilocks, the Three Bears, Red Riding Hood, etc., can be secured in duplicates from the dime store. Select pictures and paste them on chipboard. Then cut into big pieces. If too difficult, let child look at the picture in the book as he makes the puzzle.

III Textbook Reading.

In textbook reading it is suggested that the first be conversation about the pictures and then the reading of the words. One teacher emphasizes, "Spotlight the things you want the children to remember, but don't spoil the reading with the drill."

New words may be introduced by placing them on the board to be read aloud by the class or individual children. Drill may be accomplished by breaking down the sentences and forming off parts. Another

method is to make copies of sentences to be matched with sentences in the text. After a child has read, questions are usually asked to test comprehension.

When a child has difficulty speaking so he can be heard, one teacher has him go outside and call some sentence in the story, as "Come to dinner, Father!"

In silent reading children may write down unfamiliar words as they read. There are often questions in the textbook following the story of directions to be followed, which may be done as seatwork, or the teacher may herself prepare questions to follow the reading which will test comprehension. Whenever a story can be adapted to dramatization, most teachers let the children "play" it.

IV Supplementary Reading:

Encourage every child to read on his own level: Praise the child and present the wonders of the book world.

Keep a file card record of each child and of his progress and lapses.

Encourage and insist upon each child taking books home. If the child does not appreciate this at first, the parent does and in most cases some one will read to the child. If the books are beyond the child he will look at the pictures, learn a few words, and establish the habit of using library books.

In connection with her Community Unit, one teacher does research reading by suggesting suitable stories for her better readers to report upon; by making original reading charts or making up reading or language exercises for this unit study. These may be hectographed. She also chooses, for library reading, those books suitable for the reading ability of each individual child.

Use of the library corner or table. Unfortunately the space is very limited for the use of most of the classes.

V Phonetics and Word Drill

The amount of phonetic drill varies with the teacher. A first grade teacher finds an opportunity in Mother Goose rhymes and jingles to drill on the differences of the beginning of the word, which is usually a consonant. She also prints the names of the children in a column on the board, choosing those that be in with the same letter. Then the children look to see if the rest of the name is the same.

A third grade teacher, drilling the individual consonant sounds, has the group sound them and find words beginning with the same sounds. She uses a chart for the vowel sounds and has the children place words containing *yoy* long vowel sounds or short vowel sounds in the right column, the third column containing vowels other than long or short.

Further word drill is carried out with the use of word cards. Teachers have devised various games. There may be recognition to see who will find a given word first, or the teacher may spread the card on a table and ask who can find words that are colors, numbers, animals, names, etc.

Mr. Simpson:

The reading committee respectfully submits the following suggestions for your consideration:

1. That we investigate the Inyo County plan of awarding reading certificates to children who have completed the reading of a specified number of books with the view of adapting it to Mansanar.

2. We have found the new Eisen pre-primers to be so attractive to the children that we strongly urge that complete sets of pre-primers together with the accompanying work books and "Our Big Book" be procured for next year.

3. The committee would like to suggest that only those children who have attained the age of six years be accepted in the first grade of the Mansanar schools. It has been our experience that the children under that age are too immature to adapt themselves to the first grade program.

4. We believe that the building of a strong reading foundation in the first two grades would obviate the necessity of remedial work later on and that promotion should not be permitted until the minimum reading requirements have been met.

Sample (Ret. to L. Hosford)

Elem. School Curr. Material
Glyde Simpson, Principal
Lois Hosford, Vice-Prin.

To guide your teaching toward the attainment of minimum essentials in Reading we are offering the following information which follows closely the State Course of Study. ~~Later you will receive additional material which will contain more specific teaching devices.~~ Inquiries and requests for further assistance will be welcomed.

All grade levels have been included so that you may know what has preceded your level and what is expected in skills in the following grades.

(Excerpts from Los Angeles City Schools Minimum Requirements)

Arithmetic
READING

Reading is the most important single skill that children learn in school. However, a child is not expected to learn to read until he has attained a certain maturity or readiness. Some studies show that children on the whole are not successful with a reading program below a mental age of seventy-six months (6-4). By then a child will have outgrown his baby talk and speech inadequacies will be corrected. It is very essential that the eyes focus well and that images are integrated.

Certain tests are available to measure such aspects of reading readiness.

Lee-Clark--Reading Readiness
Pintner-Cunningham--Primary Form A.
Detroit Primary Intelligence Test
Metropolitan Readiness Test
Van Wagoner, etc.

Few children attain such maturity by the time they are six years of age but children may enter first grade at five years and nine months, so it is very necessary that reading readiness be established. The conditions of this readiness are:

Biologic maturity
Mental age

Adequate speech
Rich and varied concepts

Because many children who enter first grade have not had kindergarten experiences where, through play and manipulation, children acquire a background of the kind upon which reading is built, it is necessary to provide this experience and training after they enter first grade. It is often necessary that the child remain in a section of the first grade a semester, so that he may build those abilities and understandings which will enable him to undertake reading with promise of success. This group is the pre-reading grade one.

The reading program for children all along the way is built from the standpoint of skills, habits, understandings, tastes, and attitudes to be attained. We do not read by assignment to the attaining merely of speed and fluency. We read to a

problem and with the aim of attaining a wide variety of abilities. These abilities are appropriate to the several purposes which reading must serve in the life of the child at the various age levels.

Kindergarten
(5 to 6 year olds)
Minimum Essentials

1. The child is able to enunciate clearly all consonant sounds.
2. He likes books, enjoys looking at picture books, handles them well.
3. He is aware that there is reading in books, that it tells something.
4. He listens attentively and enjoys having someone read to him.
5. He asks to have things read.
6. He shows and expresses a desire to learn to read.
7. He has noticed reading in signs as: Gas, Keep Out, Stop, Go.
8. He asks "What does that say?" or "Read that to me."
9. He has physical and mental maturity adequate to the task.

B-1 Grade Pre-Reading Group

Both English Speaking and Non-English Speaking Pupils

If on leaving the kindergarten he has not shown these characteristics he continues a no reading program. The children who have not acquired the above characteristics have no reading program as such. The non-English speaking children do not have enough English to warrant their undertaking reading as yet. These children may have adequate mental maturity, but need to remain in a pre-first grade group until they acquire a minimum English vocabulary consisting of some 350 words.

The first reading material grows out of dramatic plays and other interesting experiences. In providing such materials the child's background is a great factor and the outcomes are viewed in the light of this background and reading needs. The indications that a child is ready to undertake reading are:

Minimum Essentials

1. The child is of adequate mental age.
2. He has sufficient oral English vocabulary.
3. He has had wide and varied experiences.
4. He shows a desire to read.
5. He shows interest in books and reading.
6. He has good social attitudes.
7. He pronounces and enunciates well.
8. He has adequate character traits.
9. He shows curiosity as to advertisements.
10. He can tell a story or relate an incident.
11. He speaks in sentence units.
12. He enjoys picture books, handles a book well.
13. He has good hearing and sight.
14. He shows a need and desire for recording events.

B-1 Grade Reading Group
(6 to 7 year olds)

For these children mental maturity has been attained. They are 76 months (6-4-) old mentally and six years old chronologically. They are socially mature and have other general aspects of readiness. (Until testing materials are available to establish the mental age of children the other conditions of readiness will guide us.)

Materials

Two basal texts or more as:

- a. Laidlaw Readers--Primer--pp. 5-44
- b. Elson Basic Pre-Primer--pp. 1-39
- c. In this choice the child will have read 121 pages of primer (basal) material, etc.

Minimum Essentials

1. The child can use the B-1 grade basal vocabulary in reading games. (125 words)
2. He can read orally so as to be heard, can read in sentence units.
3. He knows words before he attempts to read for others.
4. He can tell in his own words what a sentence says--sentence sense.
5. He handles his book well, holding it, turning leaves.
6. He actually reads, not memorizes.
7. He can entertain himself by reading.
8. He can carry out directions read as: "Color the dog black."
9. He knows a vocabulary of some 100 words in his reading by sight.
10. He likes to read.
11. He can tell what selection is about, can infer story, in part, from pictures.
12. He listens attentively while another reads aloud.
13. He can tell what has been read.
14. He likes to help make up reading units about his activities.

A-1 Grade

(6 to 7 year olds)

It may be necessary for these children to go over the first semester's work hurriedly to get their momentum.

Materials

Two basal texts or more.

Minimum Essentials

1. The child has read a total of 200 or 250 pages of primer reading.
2. He has met all requirements for regular B-1 grade.
3. He has a reading vocabulary of at least 300 words; knows at sight 125 to 150 words.
4. He has ability to get new words from context, comparing with known sight words.
5. He can read both orally and silently.
6. He can follow directions, printed and written, within his vocabulary.

7. He reads distinctly and in thought units.
8. He can read to find answer to a question.
9. He enjoys reading or hearing others read to him.
10. He interprets illustrations as a key to the story.
11. He can make up reading units about his activities.
12. He knows how to care for his book.
13. He has habit of sitting in good light and holding book properly.

B-2 Grade
(7 to 8 year olds)

Materials

Two basal texts and as many supplemental books as can be read.

Minimum Essentials

1. The child has a reading vocabulary of from 350 to 500 words as a minimum.
2. He has a vocabulary of 350 sight words.
3. He reads standard script on blackboard within his vocabulary.
4. He reads in sentence units and short paragraph units.
5. He can interpret a paragraph; main thing it tells.
6. He can find answers to questions in his text.
7. He can tell in his own words what a sentence or paragraph says.
8. He can use the table of contents to find a selection.
9. He knows what author means, who author is, if given.
10. He can find a given page.
11. He enjoys reading to himself and orally to others.
12. He can concentrate on a story or reading assignment.
13. He can read easily any first grade material.
14. He can read 90 words a minute silently.
15. He uses all his resources to get new words; context--similarities with known words.
16. He can follow printed directions for his reading games.
17. He knows initial sounds of words beginning with consonant.
18. He does not guess wildly; has a feeling of responsibility to know.
19. He listens well and enjoys when others read to him.
20. He shows growth in eliminating lip movement.

A-2 Grade
(7 to 8 year olds)

Materials

Two basal readers

As many supplemental texts as can be read.

Minimum Essentials

1. The child can read in sentence and paragraph units.
2. He can get meaning from sentence and paragraph.
3. He can find answers to definite questions by reading sentence or paragraph.
4. He has had from 500 to 750 pages of text material.
5. He can answer comprehension questions on material read.
6. He can follow directions.
7. He enjoys reading orally and silently.
8. He uses practically no lip movement, vocalization, or finger pointing.

9. He can tell important events in a story in their proper sequence.
10. He can read orally from a book that he has read to himself.
11. He can recall at least part of what he has read.
12. He can read from 90 to 100 words a minute, silently, and comprehend.
13. He likes to read to himself and to others.
14. He has the habit of going to a book for information and for verifying a statement.
15. He has a habit of handling a book well.

B-3 Grade
(8 to 9 year olds)

Materials

Basal Text

Many supplementary readers and story books.
Some Social Studies materials.

Minimum Essentials

1. The child is able to read any second reader.
2. He can get words from context, as sight words or by seeing similarities to known words.
3. He knows how to study his reading to find out and to improve ability.
4. He knows initial consonant and letter group as keys to new words.
5. He has a growing span of recognition.
6. He uses no lip movement, vocalization, or finger pointing.
7. He knows the significance of the period.
8. He comprehends what he reads.
9. He can locate title page, table of contents, index.
10. He can name alphabet in order; can arrange topic or words alphabetically.
11. He can locate facts in lesson from questions, topics, or words on blackboard.
12. He can take part in dramatizations of the stories he has read.

A-3 Grade
(8 to 9 year olds)

Materials

Text--Basal

Many supplementary and story books.
Some Social Studies materials.

Minimum Essentials

1. The child is able to read any second reader and easy parts of any third reader.
2. He has all the abilities of grades below A-3.
3. He begins to know where materials may be found within range of books read.
4. He begins to skim to get specific information.
5. He reads aloud to others in such a way as will give enjoyment.
6. He enjoys reading, reads beyond his assignment.
7. He can read carefully when necessary and be responsible for content.
8. He has a silent reading rate of approximately 130 words a minute.

9. He can plan and work out dramatizations of the stories he has read.

B-4 Grade
(9 to 10 year olds)

Materials

Text--Basal--Part or all of another.

Minimum Essentials

1. The child has all habits and skills of previous grades functioning.
2. He can find a reference accurately and quickly.
3. He can read a reference text as a guide in search for information.
4. He can read easy third readers.
5. He can read orally from any of the books
6. He can discover new words by making use of context clues, by phonetics, and by seeing similarities between words.
7. He can make a simple outline of what he has read.
8. He has a silent reading rate of between 130 and 150 words per minute.
9. He can skim to find important points in a selection.
10. He can make alphabetical arrangements of words, and of book titles when necessary.
11. He can plan dramatizations of stories he has read and can take part in the same.

A-4 Grade
(9 to 10 year olds)

Materials

Text--Basal and part of another

Minimum Essentials

1. The child can locate information quickly.
2. He can read silently any of the more difficult third readers.
3. He can talk intelligently about what he reads.
4. He can use a reference list as a guide in locating information for other subjects.
5. He can read orally in such a way as to hold the attention of listeners.
6. He can discover new words by making use of context clues, by phonetics, and by seeing similarities between words.
7. He has silent reading rate of from 150 to 160 words per minute.
8. He calls a book by title, knows author, and field of content.
9. He enjoys reading for recreation; is showing a developing taste.
10. He cares for books, uses them well, and desires to own books.
11. He arranges topics, lists, words, books, etc., alphabetically.
12. He reads independently and voluntarily.
13. He enjoys taking part in dramatizations of stories which he has read.

B-5 Grade

(10 to 11 year olds)

Materials

Text--Basal

Materials dealing with all subject matter fields.

Books read voluntarily and for pleasure.

Newspapers, magazines, and other periodicals as available.

Minimum Essentials

1. The child reads widely in many subject fields and for many purposes.
2. He reads voluntarily, books, journals, and magazines and current events of interest in daily papers.
3. He makes contribution to class problems from his reading.
4. He enjoys different types of reading.
5. He can find answers to factual questions from his reading in subject fields.
6. He can verify statements or opinions by locating proof.
7. He grasps the main points and some pertinent details.
8. He can select passages that describe a character or place.
9. He enjoys taking part in dramatizations of stories which he has read.
10. He shows an increasing ability to judge and to discuss the characters met in his reading.

A-5 Grade

(10 to 11 year old)

Material

Text--Basal

Materials dealing with all subject matter fields.

Books read voluntarily and for pleasure.

Newspapers, magazines, and other periodicals as available.

Minimum Essentials

1. The child can find answers to questions in any type of reading which he is doing.
2. He can select particular passage or paragraph, according to need or use.
3. He reads voluntarily and accepts suggestions on his reading.
4. He can read orally to others in acceptable way.
5. He can read well silently from 160 to 180 words per minute.
6. He reads different kinds of material as science, history, geography, poetry, fiction, biography.
7. He understands illustrative material in selection.
8. He can use reference books and dictionary.
9. He can ask intelligent questions suggested by his reading.
10. He shows a developing taste and appreciation.
11. He begins to know books, authors, and titles.
12. He tends to own books and to have favorite authors.
13. He enjoys taking part in dramatizations of stories which he has read.
14. He shows discernment in judging and discussing characters met in his reading.

Grades B-6--A-6
(11 to 12 yr. olds)

Materials

Text--Basal

Materials dealing with all subject matter fields.

Books read voluntarily and for pleasure.

Newspeapers, magazines, and other periodicals as available.

Minimum Essentials

1. The child reads independently in many subject fields.
2. He has the habit of referring to dictionary for accuracy of pronunciation and meaning.
3. He can recognize contradictory statements or differences of opinion by authors.
4. He has the habit of verifying and being responsible for authority.
5. He has the ability to judge the validity of a statement in light of wide experience and reading.
6. He has ability to make a summary, to skim, to outline.
7. He has ability to prepare a bibliography with short annotations.
8. He shows good reading tastes by selections he makes.
9. He uses public library and sources of reading materials in community libraries.
10. He is acquainted with a number of best titles and best authors in his field of interest.
11. He has hygienic and economical personal habits in reading.
12. He reads well orally. He appreciates and reads a play effectively.
13. He thinks actively when reading in subjects like arithmetic, science, history.
14. He uses references, encyclopedia, dictionary, atlas, card catalogues.
15. He enjoys taking part in dramatizations of stories he has read.
16. He shows discernment in judging and discussing characters met in his reading.

Grades 7 and 8
(12 to 14 year olds)

1. The child has the ability to locate materials involving index, table of contents, author, title.
2. He knows available books on a subject.
3. He can locate material by using table of contents, index, charts, graphs, maps, tables, footnotes, glossaries, etc.
4. He can organize information from several sources.
5. He has a reading speed of from 200 to 280 words per minute in silent reading.
6. He has ability to concentrate thought on what he is reading.
7. He can gather desirable information from papers, magazines, circulars.
8. He feels responsible to know title of book, author, field, date of publication, and publisher.
9. He knows the meaning of "copyright."
10. He knows the purpose of a bibliography; can make and annotate one.
11. He has the library habit and has proper attitude toward books and borrower's responsibility.

12. He grows in oral vocabulary through extensive reading.
13. He is sensitive to shades of meaning and has dictionary skill.
14. He has acquaintance with books in many fields--adventure, fiction, travel, science, history, nature, biography, poetry, humor, and drama.
15. He is growing in taste and discrimination in choice of leisure reading.
16. He interprets what he reads in terms of his own life.

TESTS

B-1

Auditory-Visual Primary Word
Recognition(one form)
DeVault Primary Reading (two)
Lee-Clark Reading Readiness
Lee-Clark Reading Primer(two)
Los Angeles Primary Word
Recognition (two forms)
Norgard B-1 Vocabulary (one)

B-2

DeVault Primary Reading(two)
Ingraham-Clark Primary Reading
Los Angeles Primary Reading
(four forms)
Lee-Clark First Reader (two)

A-3

Los Angeles Elementary Reading
(four forms)
Los Angeles Primary Reading(four)
Modern School Achievement (two)
Progressive Achievement, Primary
Stanford Achievement, Primary(two)

A-1

Auditory-Visual Primary Word
Recognition (one form)
DeVault Primary Reading(two forms)
Ingraham-Clark Primary Reading(two)
Lee-Clark Reading Primer (two)
Los Angeles Primary Word Recognition
Wells A-1 Vocabulary (one form)

A-2--B-3

Ingraham-Clark Primary Reading (two)
Los Angeles Primary Reading (four)
Progressive Achievement, Primary(two)
Stanford Achievement, Primary (two)

B-4-A-8

Ingraham-Clark Intermediate(two)
Los Angeles Elementary Reading(four)
Los Angeles Sentence Vocabulary(four)
Modern School Achievement(two forms)
Progressive Achievement, Elementary
(two forms)
Reading Comprehension (one form)
Stanford Achievement, Advanced(five)

ELEMENTARY SCHOOL CURRICULUM MATERIAL

Word Analysis

As background for your work in Word Analysis through all of the Elementary Grades you will find the following information on minimum essentials for Phonetics helpful.
(From the L. A. City Schools Minimum Requirements)

PHONETICS

The subject of phonetics is significant in education. It has to do with correct pleasing speech. It is one of the language arts which has a place in the child's course of study all through his school life. It has value in oral speech, in enunciation of oral reading material, in solving new word problems, and in effective use of the dictionary, and later in the learning of a new language.

At the very beginning when the little child makes his first attempts at oral speech, it is important for the mother to establish certain fundamental habits and skills in pronunciation so that the child may not carry baby talk and other speech immaturities into his school years. Then, too, in any American locality we are sure to have foreign language groups. The sounds made in foreign languages are not identical with the sounds needed in English speech, and many new speech habits need to be built. As children learn to read, phonetic skill is necessary to make the various sounds and sound combinations. Understanding of the relationship between letters, letter groups, and sounds, gives children a most desired independence in solving new word difficulties. Knowledge of phonetics is indispensable in spelling, since a large percentage of our words are phonetic.

With all these needs for phonetic knowledge and skill we make a place throughout the program for this training. No text is provided. Many fine references for teachers are available.

Kindergarten and Grade I (5 to 7 year olds) Minimum Essentials -

English Speaking

1. The child is outgrowing baby talk, and other evidence of speech immaturity.
2. He has ability to pronounce correctly all consonant sounds in words he uses.
3. He can say words containing the common two consonant blends or digraphs as bl (black), cr (cry), st (stand).
4. He speaks correctly the words of his rhymes and songs.
5. He enjoys rhyming words.
6. He attempts to imitate animal, nature, and other sounds about him such as airplane, whistle.
7. He hears new sounds accurately and can repeat them--such as new names, unusual syllables, foreign words.
8. He has a good, clear speaking voice.

Non-English Speaking

1. The child can say the three hundred fifty words in his oral vocabulary.
2. His peculiar nationality phonetic problems are being eliminated.
3. He likes to speak English words--attempts to imitate.
4. He likes to talk English.
5. He can say words beginning with each consonant sound as b-boy, c-cow, f-fan.
6. He enjoys hearing rhymes and jingles, attempts to repeat these.

Grade II

(7 to 8 year olds)

The work here strengthens and emphasizes the aims of the kindergarten and first grade, but growth will be observed.

Minimum Essentials

1. The child has a tendency to classify words according to beginning sounds as: boy, baby.
2. He recognizes similar endings in words as: run, fun.
3. He attempts to make rhymes of words.
4. He knows the letters of the alphabet, is able to say them and write them.
5. He can write a word, then another that starts the same, as: run--ride.
6. He can pick out the rhyming words in poems, both orally and when reading silently.
7. He can see such letter groups as: an-can, ill-hill, at-cat, old-told, ing-sing.
8. He knows the ending es and ing.

Grade III

(8 to 9 year olds)

Minimum Essentials

1. The child can solve word problems involving initial consonant sounds, silent letters as k before n, final e, double letter.
2. He works out new words by noting similarities to known words.
3. He can say, read, and write the alphabet, letters isolated, letters in words, and letters in alphabetical order.
4. He has outgrown or corrected all speech inadequacies and immaturities.
5. He has appreciation of rhymes, can find the rhyming words and arrange words in rhyming groups.
6. He can divide words into syllables.
7. He speaks and reads distinctly, so that audience hears and enjoys his contribution.
8. He tends not to guess at new words, but to follow class.
9. He is interested in good speech, enunciates clearly.
10. He knows about dictionaries, what they are for, and what may be found there.
11. He can see differences between words which look somewhat alike as bread, break.
12. He knows the endings ly, ight, and ed.

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204 Paper Making: Chinese
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208 Making Linoleum Block Prints
209 Mexican Pottery & How to Make It
210 Pottery
212 Leather Work in Schools
215 Lessons in Gardening
218 Making Designed Starch Paper
220 Baskets and Basket Making
221. Pewter Bowl
224 Wood Carving
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Market, The (Primary)
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World Trade

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Wool (Children's)

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Literature, Juvenile (2-4)
Literature, Juvenile (4-8)

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Poems, Rhymes, and Jingles for Kindergarten Children
Poems that Have Been Set to Music (K-Primary)
Poems that Have Been Set to Music (4-6)
Suggested Poetry for Children in the Primary Grades

SONGS, SOURCE LISTS, FOLK DANCES

American Indian Dances
Christmas Music
Folk Dances, American Old-time
Folk Dances, Mexican
Folk Music of America & Her Possessions
Folk Songs of All Nations
Music & the Unit of Work: Mexico by Margaret England
Music for a Unit of Work on Indian Life by Margaret England
Songs Set to Music of Famous Collectors (4-6)
Suggested Rhythmical Activities for Children in Primary Grades
Suggested Songs for Children in Primary Grades

MISCELLANEOUS

Films for Aesthetic Experiences in the Primary Grades
Suggested Equipment & Materials for Construction Activities
Involving Wood (K-1-2)

LANGUAGE ARTS

All the forms of oral and written expression used in communication are referred to as language arts.

The Teacher's Guide to Child Development in the Intermediate Grades has an excellent section on Oral and Written Expression to which the teacher should refer. It will not be possible, here, to discuss the language arts as extensively as this State Guide discusses them nor is it necessary to repeat the material.

THE AIMS OF LANGUAGE INSTRUCTION

The aims of language instruction can and should be simply stated. The elementary school has the responsibility to develop the language power of each child to those limits set by the native ability and maturity of the child himself. Speaking and writing effectively involves as a minimum, first hand experiences and reading to give that speaking and writing significant content; to give the child something to say.

The starting point is meaningful experiences, next, is effective oral expression in relating that experience to other, after these comes written expression, refinement of expressions, more discriminate choice of words, and more mature understandings of grammar and usage.

LANGUAGE ARTS IN RELATION TO THE SOCIAL STUDIES PROGRAM

In the modern program where the children are engaged in many absorbing activities, where they are permitted to talk and not compelled to spend the whole time listening, it is found that they have many interesting and original things to say. It should be obvious, but it is not, always, that the way to improve language is to practice it. The integrated or unit of work program provided abundant opportunity for life-like practice.

Language pervades the whole school program and every teacher is a teacher of language at all times. The teacher's own speech and use of language constitutes a pattern which the children unconsciously imitate. It should be an excellent pattern. The Social Studies period, being the most interesting and important part of the day, gives rise to numerous opportunities for speaking and writing and the alert teacher capitalizes each opportunity to improve language power.

SPEAKING AND WRITING

It has been noted that speech is the first language power to develop. By the time a child begins school, has made more

progress in the development of speech proportionately, then he will ever make again. The teacher begins at once his speech education and re-education. Not only must the child learn to speak effectively, but also, and this is hard for him, he must learn to listen attentively sympathetically, and critically. This is to say, he must listen with discrimination. A little later he will begin to write.

The modern school is a "talking and listening" school and not just a listening school.

A list of oral language activities would include:

Presentation of child-like plays and simple settings.
Participation in group discussion when plans are made or when work is evaluated.

Presentation of puppet shows in simple setting with class planning and class evaluation.

Arrangement and presentation of broadcasts where selected poetry and story contributions are given careful interpretation.

Play-making with groups from favorite stories or interesting appropriate incidents.

Participation in assemblies, school, class or group club organizations.

Organizing and conducting story teller's clubs.

Participating in clubs for young authors in verse or prose sharing and recording work.

Exploration and reporting on neighboring birds life, flowers, trees, and streams.

Reporting real journeys, relieved for the group, including home experiences and school experiences.

Reporting and discussing wholesome happenings in current events.

Selecting and reading expressively favorite quotable lines from books that have been enjoyed.

Reading aloud poetry and prose written by members of the class.

Correct and effective speech is the finest and most difficult achievements of the educated person.

Be sure your school has on hand a copy of the State Bulletin on Oral and Written Expression. It contains much valuable material which cannot be duplicated here.

WRITING, MANUSCRIPT AND CURSIVE

Most people today, have need of two kinds of handwriting; the familiar cursive writing and a print script commonly called manuscript writing. The need for a legible hand in cursive style of obvious and will not be discussed. Order blanks, labels, money orders and many other writing situations where legibility is the prime requisite call for print script or manuscript writing.

For a summary of the educational research on cursive and manuscript writing see Freeman's Solving Handwriting Needs."

Manuscript writing should be used in grades one and two. The use of manuscript in Grade One definitely hastens growth in ability to read. It also favors growth in spelling.

Cursive writing should be introduced in Grade Three. From then on the child has two writing skills. Occasional practice with manuscript will maintain the skill and improve it. Beginning with Grade Three, however, the emphasis is on cursive writing. There is abundant evidence that the two skills do not interfere with each other and the two skills may be maintained simultaneously each being used in appropriate situations.

Teachers who are not familiar with manuscript writing or who are not sure of the proper letter formation should see the country office bulletin on "Manuscript writing" available to teachers.

The emphasis today in cursive writing is upon legibility rather than upon absolute conformity with the copy-book form. It is recognized that when a youngster leaves school and the regular writing drill periods cease, he reverts to a style which is ~~natural-drill-periods~~ natural for him and continues to use it the rest of his life. If the emphasis has been placed upon legibility rather than conformity to an absolute pattern, the writing will maintain its legibility.

After legibility comes the factor of speed. Complete legible writing with a fair rate of speed is the goal for which to strive.

GENERAL OBJECTIVES FOR HANDWRITING

The general purposes for the teaching of handwriting are:

To develop sufficient skill to enable pupils to write easily, legibly, and rapidly enough to meet present needs and social requirements.

To diagnose individual writing difficulties of size, slant, letter spacing, beginning and ending strokes, word spacing, alignment and form of letters.

To equip the child with methods of work so that he will attack writing problems intelligently.

To aid the child to recognize and make use of his peculiar individual learning capacities, such as visual imagery, muscular coordination, and left handedness.

To provide experiences which will tend to develop in the child more power to direct his own practice, and more ability to judge whether or not he is succeeding in the practice by use of scales.

To provide means for each individual to progress at his best rate.

To develop an appreciation of the relationship between correct body adjustment and efficient writing production.

To secure acceptable and customary arrangement and form in all work

To train pupils to be able, at the end of the sixth grade, to write "quality sixth "Ayers Scale" or better, and at a rate

HANDWRITING IN THE UPPER GRADES

Handwriting is a complex skill. Its improvement is both a matter of practice and maturation. Instruction in handwriting should be continued in the upper grades.

Formerly it was generally held that sufficient skill in writing could be reached by the end of the sixth grade. This conclusion

was based on the fact that the average attainment of the sixth grade in terms of quality in a handwriting scale is equal to the requirements of the non-vocational writing of adults. The conclusion is now being questioned on two grounds.

First, the average speed of writing at the sixth grade is not adequate for use in the junior and senior high school. Second, the writing of the sixth grade pupil is not yet mature. Owing to the pressure for greater speed and to the lack of maturity it is commonly reported that the writing of junior and senior high school pupils deteriorates. To prevent this deterioration some form of instruction or guidance in writing should be continued throughout the junior high school years.

MANUSCRIPT WRITING IN THE UPPER GRADES

Manuscript writing has a definite value throughout school life and in adult life. The skill in manuscript writing developed in the primary grades should be extended and refined. This can be done by teaching manuscript as a supplementary method in the upper grades. This form of writing should be regularly used when making maps, charts, signs, etc.

HANDWRITING INTEGRATED WITH OTHER SUBJECTS

Best results will be obtained if handwriting is integrated with spelling, composition, and social studies. In fact, good penmanship should be the goal for all written work. If handwriting is always taught in isolation, there is danger that the amount of transfer will be slight—that handwriting will not function in the situation in which it should normally operate. Attention produce better results than giving formal drill in writing for fifteen minutes a day and paying no other attention to the child's writing habits. All written work should be regarded as an exercise in penmanship.

FORMAL PENMANSHIP PERIODS

In addition to the attention given to the quality of penmanship in all writtenwork, regular penmanship periods should be scheduled. Such periods, formerly devoted to routine drill for the entire group, should be given over to individual diagnosis, adjustment, and correction. The child should frequently evaluate his writing by employing handwriting scales. He should

be encouraged to use such scales independently in judging his handwriting and in improving it. These scales should not be used with the idea of molding all writing to a single pattern, but to enable a child to evaluate his success and improvement.

SPELLING

Spelling relies to a great extent upon pure memory and there appears to be no easy road to mastery of this important skill. Analysis and correction of individual difficulties seems to be the most fruitful single suggestion that might be mentioned.

In general it can be said that there is no need for the child to practice a word that he already spells correctly so that mass instruction is less economical of time and effort than individual instruction after tears have been given and errors noted.

It is recommended that the spelling textbook be supplemented by lists of important words growing out of the regular school work. Such a list might be made up of words encountered in the unit of work, or of words misspelled in some written assignment. Inclusion of such words is desirable in that their study will clarify the social studies. At the same time, since such words will be more meaningful and useful, they will be learned with a minimum of effort.

THE AIMS OF SPELLING INSTRUCTION

The aims in teaching spelling are to:

- Increase the written and spoken vocabulary
- Facilitate and foster thoroughness in spelling.
- Develop individual self-reliance and responsibility for conquering spelling difficulties
- Give pupils the ability to spell correctly words in their own written vocabulary.
- Help form the habit of pronouncing correctly words in the individual's own reading and speaking vocabulary
- Give power to master spelling and pronunciation of new words easily when needed, by effective use of the dictionary
- Give power to use words correctly in sentences.

SPELLING IN RELATION TO THE SOCIAL STUDIES

Any new word encountered by the class in Social Studies or any other subject should become a part of the children's vocabulary

such words should be written on the board, preferable in manuscript, the precise meaning and spelling noted. These words should become part of the spelling list which supplements the list of "essential" words in the State Spellers.

A SUGGESTED WEEKLY PROGRAM FOR SPELLING

Progress in spelling will be greatest if the practice follows a systematic program. The program listed here may be modified by the teacher in any way that she sees fit. However, the essential thing is a systematic attack on the problem.

Sample Program

First Day--Go through the list with pupils. Pronounce each word, notice possible difficulties, define, and use in sentences. When all children are familiar with the words, give an exploratory test before the words have been studied.

Second day--Study only the words missed on the previous day. During this period, teach children how to study spelling. Work with individuals or small groups as study proceeds.

Third Day--give a check-up test to determine progress. In addition, an occasional review test might be given to determine words that may need more study.

Fourth day--Individual study. This is a good time to check the pupils individually on the words in their individual spelling note books. Words missed on the third day check test should be studied. Those spelling all words correctly on the third day might be given additional words during this period, or be given a "free period" to follow some special interest.

Fifth Day--Give a final test for the week. Record words missed in individual spelling note books for later study.

COMPOSITION

The growth of the ability to write well organized compositions and letters is a highly complicated process. California teachers have at hand two excellent sources to which they should constantly refer for guidance in the teaching of composition.

In the first place, there is involved the gradual developments of the oral and written vocabulary. When these are inadequate, the pupil finds difficulty in expressing his ideas, often because of lack of basic experience--he may have no thoughts to express about the topic under consideration. In the second place, there is involved a complex developing physical process (namely, handwriting) that interferes seriously with the expression of ideas in the case of young children. In the third place, there are numerous formalities of style, usage, and grammar that must be borne in mind in expressing ideas. Finally, the pupil must master numerous rules for capitalization and punctuation, which in themselves constitutes a real burden.

Improvement is very slow from grade to grade. Ability varies widely. It is a highly individual matter; a fact that should be recognized in the instructional program.

Content and organization of ideas are of primary importance and should receive the emphasis. Form which deals largely with careful scrutiny, if of value only as it helps to achieve the ends desired. The ends themselves are of greater consequence.

The simple sentence is the type most frequently used by children at all grade levels. Therefore, help in the use of the simple sentence should be given in all grades below the sixth.

A teacher may estimate progress in the development of language expression by reference to:

Increasing length of sentence and whole composition.

Decreasing ratio of simple sentences and a corresponding increase in the ratio of complex and compound sentences from Grades III to VIII.

Marked decrease in run-on sentences beyond the fourth grade

Reduction in unpleasant repetition of words.

Increased use of inverted order and sentence variety.

Decrease in the number of misplaced modifiers.

Increased proportion of nouns of abstract versus concrete meaning and

Decline in egocentrism revealed by reduction in number of sentences beginning with the pronoun I.

Of the fourteen elements of composition, punctuation ranks first in difficulty and capitalization about fifth. Errors are highly individual suggesting instruction adapted to the needs of each pupil.

In general, however, the following assignment of topics may be observed:

Third Grade:

Capital at the beginning of a sentence
Period at the end of a sentence
Capitals for names of persons
Capitals for titles of address
Capitals for names of cities, states, streets, countries.
Capitals for names of peoples.
Capitals for names of days of the week
Capitals for names of schools, holidays, public building,
titles of books.
Capitals in salutation.
Capitals in complimentary close of a letter.

Fourth Grade

Capitals in names of land and water forms.
Period after abbreviations.
Comma between month and year.
Comma in series.
Colon after salutation.

Fifth Grade:

Question mark after question
Comma between city and state
Hyphen after a syllable of a word that is broken at the end
of a line.

Sixth Grade:

Apostrophe in contractions
Apostrophe in singular possessives
Quotation marks in simple quotations.

Seventh Grade and Above

Comma after word of address
Comma after yes, oh, no.
Comma and quotation marks in divided quotation.

The relative difficulty children have with language items may be helpful to the teacher in estimating the progress and needs of her class. They have been found to be:

Grades III to VI...

<u>Item</u>	<u>Rank</u>
Punctuation	1
Capitalization	2
Case of pronouns	3
Use of adjective and adverbs	4
Use of verbs	5
Miscellaneous types of usage	6

Grades VII and above...

Use of grammatical sentence structure	1
Other uses of pronouns	2
Use of punctuation marks	3
Use of adjectives and adverbs	4.5
Use of prepositions and conjunctions [†]	4.5
Use of capital letters	6.5
Miscellaneous types of usage	6.5
Use of verb	8
Use of case of pronouns	9

Fluent, accurate, effective composition is the accomplishment of a well educated individual. Improvement of these powers requires the life long effort of most individuals. Therefore, the establishment of goals, habits of critical self evaluation, and enjoyment in creative expression are the principle objectives of the language teacher

The study of formal grammar as such should not begin before the seventh and eighth grades. The belief that mastery of the elements of formal grammar automatically results in better usage in oral and written language has been discredited by research.

The correlation between knowledge of grammar and ability in English composition is low. Large differences between individuals in knowledge of grammar are accompanied by only small differences in the ability to use English correctly.

The emphasis, therefore, in language instruction throughout the eight grades of the elementary school is upon expression; upon developing ability to express one's self effectively in both oral and written language. Grammar topics up until the seventh grade are introduced only casually as they are needed to improve the writing and speaking of pupils engaged in communicating ideas to others. If the communication is of sufficient importance to the will learn the principal of grammar or usage involved, quite readily.

Knowledge of grammar does not give habits in speaking and writing. "Habits are formed by practice, not by studying about them. In learning the difficult art of using a language we must follow the same method as in mastering the art of addition, or of singing, or of playing a musical instrument".

"Suggested Course of Study in Oral and Written Expression for Elementary Schools, Sacramento, State Department of Education, Bulletin 15, 1933, p. 153."

The State Bulletin gives a selected list of grammar topics suitable for use in grades seven and eight, as follows:

GRAMMAR TOPICS

The sentence:

Declarative

Imperative

Interrogative

Exclamatory

The subject and predicate:

Finding the Subject and Predicate
 Inverted Order
 The Compound Subject
 The Compound Predicate
 The Complete Subject

Nouns:

- Recognizing Nouns
- Common Nouns
- Proper Nouns
- Number in Nouns
- General Rule for Formation of Plurals
- The Possessive Noun
- Nouns of Address and Exclamation

Prepositions:

- Recognizing Prepositions
- The Prepositional Phrase Used as an Adjective
- The Prepositional Phrase
- The Prepositional Phrase used Adverbially

Pronouns:

- Recognizing Pronouns
- Number in Pronouns
- Subject and Object Pronouns
- The interrogative Pronoun
- The Possessive Pronoun

Verbs:

- Recognizing Verbs
- Verbs that do not express Action
- Words that are Nouns and Verbs
- The Verb Phrase
- Tense--Past, Present, Future
- Correct Use of Shall and Will
- Principal parts of Irregular Verbs

Adverbs:

- Recognizing Adverbs
- How adverbs are modified
- Comparison of Adverbs

Interjections

GRADE EXPECTANCIES IN GRAMMAR AND USAGE

Instruction in grammar and usage should be subordinated to speaking and writing about things that are vital to the pupils. Therefore, the following list of items of grammar and related usage is given with the understanding that the grade placement of topics is merely a tentative assignment to a grade level. That is, the

the teacher will be defeating her purpose if she merely drills upon items on the list. She should, instead, make sure that vital language experience takes place in which these items appear:

First, Grade, First Semester:

Learning to say May instead of can when asking permission
Learning to use isn't instead of ain't
Learning to use am not instead of ain't
Learning to use saw not seen in past tense

First Grade, Second Semester:

Learning to say have seen, not have saw
Learning to use came instead of come in the past tense
Learning to say I have no or I haven't any instead of
I ain't got no.
Learning to use I correctly in such forms, as He and I, John
and I, when used as the subject of a sentence

Second Grade, First Semester

Learning to use gave not give in past tense
Using did instead of done in past tense
Learning to say have done instead of have did
Learning to avoid the use of he in such expression as
My father went, My father bought.

Second Grade, Second Semester:

Practicing the correct use of may and can
Learning to use Mary and I not Me and Mary or Mary and me
Practicing the correct use of sit and set in present tense

Summary:

Am not instead of ain't
Isn't and aren't instead of ain't
Saw not seen in past tense

Have seen instead of have saw.

I in such forms as He and I

Came not come in past tense

I have no or I haven't any instead of I ain't got no

May instead of can, when asking permission

Gave Gave instead of give in past tense

Did not done in past tense

My father went not My father, he went

Have done not have did

Can and may used correctly

Mary and I not Me and Mary

Sit and Set in present tense

Third Grade, First Semester:

Learning to use has taken instead of has took or taken

Learning to use is and are, was and were, correctly in simple statements

Practicing the correct use of you are and you were

Learning to say has gone, not has went

Third Grade, Second Semester:

Learning to use ran instead of run or runned in past tense

Practicing the correct use of there is, there was, and there were.

Learning to use are and were with such expressions as Mary and I and John and He

SUMMARY

Practicing the correct use of the usage items taught in the primary grades:

Am not not ain't

Isn't and aren't not ain't

Saw not seen in past tense

Have seen not have saw

I in such forms as He and I

Came not come in past tense

I have no or I haven't any not I ain't got no

May not can, when asking permission

Gave not give in past tense

Did not done in past tense

Have done not have did

Have done not have did

My father went not My father he went

Can and May used correctly

Mary and I not Me and Mary

Sit and set in present tense

Has taken, not has took

Is and are, was and were

You are and you were

Has gone not has went

Ran not run or runned in past tense

*here is there are, there was, there were

Are and were with such expressions as May and I, John and He

Fourth grade, first Semester

Usage: reviewing items from the lists for Grades I - III, according to class needs.

Am, not, isn't, aren't, (not ain't)
 Have no, haven't any (not ain't got no)
 Is, are, was, were.
 My father came (not my father he)
 He and I (not him and me)
 Has taken (not has took)
 Has gone (not has went)
 Saw, have seen
 Came (not come, in past tense)
 Gave, (not give, in past tense)
 Did, Have done
 Sit, set (present tense)
 Ran (not run, in present tense)
 Ran
 R May, can.

Fourth grade, second semester:

Studying and discussing groups of sentences containing forms of the verbs teach and learn, to discover the difference in the meaning of the two words.

Learning the forms of the verb write
Ate and have eaten used correctly
 The parts of the Verb bring and their correct use

Fifth Grade, first semester:

Sentences containing let and leave and explaining the meaning of the verb in each example
 Forms of the verb draw

Fifth grade, second semester

Form The verbs sit, sits, and sat
 The forms of the verb throw

Sixth grade, first semester:

Forms of the verb know
 Correct use of these and those
 Forms of the word drink
 Forms of the verb begin

Sixth grade, second semester

Forms of the word choose
 The words good and well used

Seventh Grade, First Semester:

Grammar and Related Usage
 Grammar: Simple subject and predicate verb, including two- and three-wrd verbs; inverted order

Related grammatical usage: Agreement of subject and verb, including the correct form with the expletive: Avoidance of unnecessary words, such as in, "John He did it".

Grammar: Nouns and pronouns--the noun as the name word: distinction between common and proper nouns; the pronoun as the noun substitute; plurals and possessives of nouns and pronouns.

Related grammatical usage: Rules are correct forms for the formation of the singular and plural of nouns; the use of of or for possession with inanimate objects; the possessive forms of pronouns, use of himself and themselves, not hissself and theirselves

Grammar: Nouns and pronouns (continued); the verb as the telling word.

Related grammatical usage: Agreement of verb with noun or pronoun subject, correct use of troublesome verbs.

Grammar: Enlarged subject and predicate--the adjectives and the adverb, recognition and use as modifiers including a and an: comparison of adjectives and adverbs; complete subject and predicate taught in connection with modifiers.

Related grammatical usage: Agreement of nouns and adjective (avoidance of those kind, those sort, this here, that there)

Correct use of adjectives and adverbs; avoidance of double negative; correct use of comparative and superlative forms of commonly used adjectives and adverbs.

Seventh Grade, Second Semester:

Grammar: Three sentence patterns--(1) the subject and predicate verb (intransitive); (2) the subject, incomplete verb, and object; (3) the subject, linking verb, and predicate adjective or predicate nominative.

Relative grammatical usage: Correct pronoun forms as subject, object, and predicate nominative; predicate adjective after such verbs as feel, taste, look and become, when they are used as linking verbs; correct use of pronoun forms when they are combined with nouns in such expressions as "we" children, "us" boys",

Grammar: the enlarged subject and predicate--phrases; recognition of the adjective and the adverbial phrase as modifiers; recognition of the preposition as a part of speech.

Related grammatical usage: Correct placement of phrase modifiers for clearness in the sentence, distinguishing the use of words, like in, down, around, about, and off as prepositions and

as adverbs; avoidance of unnecessary prepositions as in expressions like--where is it at?" "Where to?" "Off of". correct pronoun forms after prepositions; correct use of between, among, in, into at, to.

Grammar: Compound subject and predicate; conjunctions;

Related grammatical usage: Correct pronoun forms in compound subjects; agreement of compound subject and verb; conjunctions used in pairs, with the correct verb forms.

Grammar: The compound sentence; the more common coordinating conjunctions; the distinction between the compound sentence and the simple sentence with compound elements.

Related grammatical usage: The meaning and use of the most common coordinating conjunctions; avoidance of the "and-ah" and "and-so" habit through breaking up long compound sentences.

Eighth Grade

Grammar: Recognition of phrase and clause; distinction between sentence, phrase, and clause; correct use of phrase and clause as adjective and adverb modifiers.

Related grammatical usage: Improving sentences--avoiding repetition and getting variety through changing word modifiers into phrase modifiers and vice versa, rearranging phrase modifiers in a sentence for force and emphasis.

Grammar: The pronoun--review of uses as substitute for noun case--nominative, possessive and objective forms of personal pronouns and interrogative pronouns; kinds of pronouns; agreement with antecedent, agreement with verbs.

Related grammatical usage: Use of the correct case of personal and interrogative pronouns as object and verb or preposition, as predicative nominative, both singular and plural forms; correct use of the compounds myself, yourself, whoever, whomever; agreement of pronoun and antecedent; confusion resulting from "losing the antecedent"; correct spelling of possessive forms of pronouns; correct use of this and that, these and those, anyone, all, MANY, EACH, EVERY.

Grammar: Verbs--transitive and intransitive; linking auxiliary; tense, including the meaning and use of the perfect tenses for better understanding of sequences; principal parts of verb.

Related grammatical usage; verb and pronoun agreement; avoidance of confusion of they're there, their; correct use of personal and interrogative pronouns after linking verbs; agreement of verb with the subject in person and number; correct form with expletive; avoidance of careless time shifts in oral and written

communication; correct use of the perfect tense of verbs listed for maintenance and of the auxiliaries (helping verbs) accompanying them; avoidance of such expressions as "may of seems," "would of been," "would of known"; principal parts and correct use of past and perfect tenses of troublesome verbs listed for maintenance.

Grammar: Functions of words in sentences; words, phrases, and clauses as modifiers; words as different parts of speech.

Related grammatical usage: Spelling and use of words like two, too, to; there, their, they're; avoidance of double negatives; avoidance of confusion of adjective and adverb.

READING AND LITERATURE

"There questions of taste, of feeling--need no settment.

Everyone carries his won inch rule of taste, and amuses himself by applying it."--Henry Addams

The ancients had a saying, De gustibus non disputandum est. thus asserting the belief that "there should be no argument about tastes." The same liberality of view and recognition of freedom to make personal choices has been expressed in many languages and in successive periods during medieval and modern times. But it is not a universally accepted principle. There has been times and places when individual taste has been restricted and imposed standards have prevented free choices. Control of ideas is often attempted by control of reading matter, sometimes severely through censorship, but usually by the gentler pressure of efforts to influence personal taste.

The teacher has a great responsibility in the teaching of literature. She can make children love it or hate it. Children must be led, not forced, if appreciation for fine literature is to result.

Good literature is read for its own sake. Its value lies in the effects it has upon the reader, not in the fact that the child can define each word or repeat part of a selection from memory. Good literature influences all who encounter it.

"Happily the day is gone when fine literature is used as the tool of grammar and children are required to diagram a beautiful sentence or parts a fine poem. If grammar were distasteful to the child, then he associated his dislike with the literature. Happily, also, the day is gone when music emphasis is placed upon facts about the author. Far more important that the child knows the spirit of an author expressed through his works, than that he knows the place and date of his birth.

Children should have wide experience with literature. Tastes and interests vary greatly.

"The aim of the teacher should be to give children a wide experience with all types of literature. All children will not enjoy the same literature and they should not have selections forced upon them because they have been sanctified by the appellation of "Classic."

The teacher should become personally acquainted with children's literature. It is impossible for a teacher to interest children in books she does not herself know. Use should be made of the excellent guides to children's literature prepared by librarians.