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1956
A SUGGESTIVE GUIDE FOR THE DEVELOPMENT OF MORAL AND
SPIRITUAL VALUES IN CERTAIN CURRICULUM AREAS IN THE
ELEMENTARY SCHOOL

BY

Mrs. Belle Burks

A THESIS
PRESENTED TO THE GRADUATE DIVISION OF
WESTERN KENTUCKY STATE COLLEGE
IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

JULY, 1956
To the memory of a devoted father and mother, my first teachers, who not only taught but lived the values that exalt and refine life, and left the richest heritage of all times—patterns of beautiful lives.

I DEDICATE THIS MANUSCRIPT

May the teachers of today and tomorrow and educators of all times bring moral courage and spiritual strength to the tasks which they face.
ACKNOWLEDGEMENTS

My interest in the particular subject matter of this study received its first impetus when I was a member of a workshop in Moral and Spiritual Values in Education on the campus of Western Kentucky State College, in the summer of 1951, directed by Dr. Earl A. Moore.

To him, the writer of this thesis expresses her deepest appreciation and thanks. With his understanding, his helpful comments, and his kindly assistance this task has proved to be one of her most worthwhile experiences. The writer therefore takes this opportunity to let him know that she is now—and will always be—grateful to him.
Since the beginning of her teaching career, the writer has cherished the hope that the day would come when opportunity and freedom would be given whereby the classroom teacher might saturate her teaching, and that without fear, with those values that exalt and refine the life of each youth that she endeavors to guide. That day has dawned! During recent years seminars, workshops, and conferences have been held and the Kentucky program for Moral and Spiritual Education has been recognized as providing a formula which is acceptable to public schools. It is true that spiritual values have always been taught but from many sources there has come the conviction that the confused and complex scenes about us today call for a rededication to those early values our forefathers of the New World cherished. The challenge is ours.

In accord with the foregoing statement it is therefore appropriate and timely that some phase of "Spiritual Values" should be selected as a topic for this particular study. It has been the author's endeavor to offer suggestions and to present fine practices whereby the program may be made more effective. Therefore, it is with pleasure that this paper is presented as a means of further guidance and emphasis on these very important aspects of our educational responsibility.
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A curriculum based on the child's experiences and related to the life going on around him provides the best opportunity for the development of not only skills and knowledge but moral and spiritual values that hold all through life. It is the school's responsibility not only to share in the development of such values as self-respect, personal integrity, moral responsibility, and respect for the opinions of others, but also respect for all religions and spiritual enrichment as well. There is need for recognition that moral and spiritual values are always learned in the context of some activity. If we wish children to grow in spirit, the experiences of everyday life provide a rich and nourishing soil.

The desire to promote and reinforce moral and spiritual values should be a factor in all phases of curriculum planning. Every school experience should be planned to provide directly and indirectly opportunities for the development of understanding, appreciation, and acceptance of these values by our boys and girls.

There are many different kinds of experiences which are valuable in providing an environment for the development of moral and spiritual values in the elementary school. These experiences are no different from those that any good educational program should provide. They are based on the same types and patterns of activities planned for in the regular curriculum. However, the alert teacher recognizes and utilizes opportunities to channel these activities in the direction of the most worthwhile values in the life of the child. She observes, records, and evaluates the child's behavior in every activity at work or at play.
In this way she learns to know the real child with all his successes and liabilities. The teacher becomes more articulate in what is needed for the wholesome spiritual development and nurture of the child. Then as in the more commonly recognized areas, experiences are selected and specifically planned in the light of children's needs, their grade levels, characteristics, and developmental tasks.
Copies
May Not Film
Well!
It is through the curriculum that the objectives of moral and spiritual education are achieved.
CHAPTER I
MORAL AND SPIRITUAL VALUES IN ART

Introduction

"Art, adequately taught, is a penetrating means of teaching moral and spiritual values. By its very nature it is constructive, having as its goal the giving of spiritual direction in the activities of life. Art is an education in and of the senses, and we are very incomplete as people if we are not equipped to react to life with sensitivity and awareness. The teacher of art is constantly working with those values that make for sensitivity in seeing, feeling, and understanding. His responsibility is to be alert to enlist the student's awareness and to provide experiences that will help him to organize his interests, ambitions, and emotions so that they will not work in conflict with each other. Only through our helping students to understand and to live by the laws of the universe—order, balance, and unity—will they achieve the spiritual values that make for quality living."¹

Art with emphasis on moral and spiritual values, as in all other subject areas, follows the same type of pattern for experiences as may be found in any modern curriculum. Therefore this study deals with the same art activities and materials as should be provided by all schools for Grades K-6, namely:

Graphic expression—drawing and painting.

Design—selecting, arranging, and decorating.

Craft and construction—making articles from clay, wood, paper, etc.

Appreciation—observing, discussing, choosing, and arranging.

All of these are stimulated by the child's interest in and out of school, his creative urge, art materials, and an understanding teacher.²

However, for the sake of correlating with and supplementing the curriculum, creative activity units have been chosen. These activities through the elementary grades are based on typical school units and are closely tied up with seasonal plans. These may occur in any course of study.

Suggested Art Activities

Grades K - 2
Suggested Art Activities, Grades K - 2

Spiritual values develop in these grades as children express their inner feelings and create with such materials as show card, paints, crayons, chalk, finger paint, and Play-Doh. The child's experiences with painting word pictures and with developing patterns of community living—through the various art expressions—encourage respect, appreciation, perseverance, and self-direction.

The art activities in this suggested program revolve about everyday experiences, holidays, and seasons since these have a very strong moral and spiritual appeal to the young child. Also handwork based on seasonal activities for the entire year readily fits into any classroom schedule and constitutes a program so flexible that the teacher may accept, change, or discard it according to his judgement.

Each activity must have a purpose and be a moral aspect if genuine values are realized. If the children decide to design a "get-well" card for a sick classmate (and such an activity will bring joy to both the giver and the recipient), then the activity is justifiable.

I. Autumn Activities.

A. Unit on Our School.

Discuss with the children the beginning of school and let them tell of some of their pleasant school experiences. Lead them to be keen observers of bodily movements, scenes, equipment, etc. Guide them by way of questions and discussions to concentrate upon appreciation of parents, administrators, teachers, classmates and school helpers. Provide for them an environment where they have access to various materials.
1. Drawing and painting.
   a. Illustrations in the form of charts, posters, friezes, and chalkboard, depicting scenes of buildings, indoor, playground, and lunchroom activities, school workers at their various tasks, etc.
   b. Illustrations of pupils in action carrying out pupil-made rules governing school behavior.

   Provisions made as an incentive for these drawings concern materials and instructions given:

   Draw what you think is an ideal playground situation—children taking turns, being courteous to others, being thoughtful and kind.

   Draw our very fine school helpers at work or ways you think that you may help them.

   Draw for mother the very fine thing that happened at our school today, or what you especially liked about our classroom work today.

   (Materials used: thick crayons, water, finger, and showcard paint with large brushes and low easels).

2. Craft and construction.
   a. Make a model of "Our School."

   Use cardboard, crepe paper, or blocks. Design to show a close replica of the child's school.

   Background scenery may be made of spatter painting or free hand drawings. Equipment may be made from twigs and covered with small bits of various colored
paper pasted on to represent autumn colors.

b. Make a set of rules governing one's conduct at Our School. These might be based on such problems as:

(1) Orienting our new pupils.
(2) Helping the handicapped child.
(3) My friend of a different color.
(4) When my classmate is in trouble.

(These may be listed on a carefully arranged chart and illustrated by free hand drawing).

c. Creating and designing.

(1) Make a school prayer.

Prayer may be dictated by the group to the teacher. First and second graders may compose their own prayers.

(The teacher will see that these prayers will concern the problems that the children actually have to face in their everyday life at home, school and church. She will also help the children see a strong connection between right living and that principles learned at their church school carry over into their daily lives).

(2) Prayer may be printed and designed for the Class Scrapbook.

B. God's Gift of Autumn (October).

1. Appreciation for the beauty of autumn.

a. Read, study, and memorize autumn poems that contain word pictures. Poems such as Ruth S. Gray's "God's Gift of Autumn."
"God's Gift of Autumn"^3

"The leaves are turning yellow
The sky is clear and blue
The fields are bright with goldenrod
And purple asters, too.

"The apples in the orchard
Are ripe as ripe can be
For autumn time is here again
With things to taste and see."

"The trees of the fields shall yield their fruit."
--Leviticus 26:4

b. Read Bible quotations suggestive of the autumn season.

c. Poems and appropriate Bible quotations concerning the autumn season may be printed on charts and bordered with illustrations for classroom hangings.

d. Bring to school autumn leaves and flowers to press and mount. Bring nuts of various kinds, acorns, buckeyes, and dogwood berries for the science center.

e. Make a miniature farm scene showing a country scene in autumn.

f. Make a frieze depicting an autumn scene. Bible quotations such as Ecclesiastes 3:11 may be written on the chalkboard to be copied as a caption for the first frieze of the season.

g. Make a peep show of autumn scenes.

---

C. Thanksgiving (November).

1. Creating the Thanksgiving spirit.
   a. The harvest, God's gift.
      (1) Children bring from home pictures cut from magazines representing things for which they are thankful. Arrange neatly and according to specifications on the bulletin board. Captions expressing thankfulness are written in manuscript and placed under each.

         (Original prayers from the heart will stem from this activity if the environment and opportunity are conducive for such quiet meditations).

      (2) Make a Thanksgiving chart—original drawings and captions.

      (3) Arrange the science table with real specimens of fruits and vegetables brought from home. Use as models for the free hand drawing period.

      (4) Model a cornucopia out of paper tag-board or clay. Use for displaying the fruits and vegetables.

2. The First Thanksgiving.
   a. The Pilgrim Scene.
      (1) Stories, pictures, dramatizations, and flannel-board lessons.

      (2) Make a frieze depicting the First Thanksgiving.

      (3) Make a simple Thanksgiving litany with illustrations.

      (4) Films--The Story of Thanksgiving.

   Giving Thanks Always.

3. Spreading the Thanksgiving spirit.
   a. At school.
      (1) Designing a large chart for hall bulletin boards listing reasons why we should all be thankful.
(2) Exchanging visits with other classes of the same grades for observation of art displays, etc. Sharing original poems, stories and creative plays with simple costumes.

b. In the community.

(1) Folders for PTA letters to parents illustrating the classroom spirit of Thanksgiving.

(2) A thoughtful expression on cards designed for hospital trays, for sick children, old people, or shut-ins. For school or community helpers to show appreciation.

II. Winter Activities.

A. God's Gift of Winter (December).

1. Appreciation shown through graphic expressions.

a. Picture-making in poetry.

(1) Poems that contain many word pictures and those that show God has made definite plans for the continuing of his creatures and plants during the winter; drawings and sketchings of these word pictures.

Poems such as Ruth S. Gray's "God's Gift of Winter."

"God's Gift of Winter"4

"Sing a song of winter
Snowflakes in the air
Falling on the treetops
Falling everywhere.

"Sing a song of winter
Ground all white with snow
Children playing happily
Everywhere you go."

"God.....saith to the snow,
Be thou on the earth."--Job 37: 5-6"

Read poem to class. Have several children draw pictures they see in the poem. (On chalkboard) Have all read silently at their seats. Then all draw or paint scenes that come to them from the study.

4 Ibid., p. 17.
b. A seasonal frieze.

Drawings of a winter scene with a Bible quotation such as Psalm 147: 16-17—in manuscript as a caption.

c. Make a peep show of winter scenes.

d. Show filmstrip— In the Winter (YAF)

B. Christmas (December).

1. The meaning of Christmas.

a. The Christmas Story—read from the Bible, and presented from colorful illustrated books, stand-up pictures, manger scene displays, and flannel-board.

b. Illustrating original Christmas stories, poems and songs.

c. Dramatizing the Manger Scene, making simple shadow-play pictures and tableaux.

d. Making others happy at Christmas time.

(1) Making simple gifts.

(2) Greeting cards—with crayons and pencils with paper and scissors with brush and paint spatter-prints.

e. Show filmstrips

III. Spring Activities.

A. God's Gift of Spring.

1. Appreciation for new life and new miracles.

   a. Picture-making poetry.
Appropriate spring poems with many word pictures with graphic expressions of these word pictures.

Poems such as Ruth S. Gray's "God's Gift of Spring"

"God's Gift of Spring"^5

"We thank you, God, for springtime hours
For sunshine and for gentle showers,
For daffodils and tulips gay
And pussy willows soft and gray.
We thank you, God, for everything
That you have given to us in spring.

"For, lo, the winter is past . . .
The flowers appear on the earth; the
time of the singing of birds is come."

--Song of Solomon 2:11-12

b. Stories, poems, songs, pictures and discussions
   of the awakening of nature in spring to inspire
   creative urges.

c. Opportunities for drawing, painting, and con-
   struction along with the correlated activities
   in the language arts, social studies and science
   activities.

d. A seasonal frieze using a Bible quotation as a
   caption.

e. A peep show of spring scenes.

f. Filmstrip--In the Spring (YAF)

B. Easter.

1. The meaning of Easter.
   a. The Easter story read from the Bible, and

^5Ibid., p. 8.
presented from colorful illustrated books, flannel-board, etc.

b. Making others happy at Easter.

(1) Easter cards and greetings made in the same way Christmas cards were made, using Easter designs.

(2) Constructing simple Easter baskets for candies or flowers, arranging bouquets and corsages for a sick classmate or the children's ward at the hospital.

(3) Designing the Easter message for invitations to parents for a classroom visit. Those on the school staff may be remembered in this way also.

(4) Pictorial expressions

(a) Draw a picture of a decorated front of some church on Easter.

(b) Draw how your church school worship-center will look on Easter morning.

(c) Draw a child making someone happy on Easter.

(d) Draw a group of children in your Sunday School classroom on Easter morning.

(e) Draw an Easter frieze.

IV. Mother's Day.

A. Appreciation for our mothers.

1. Surprises for mother.

   a. Greeting cards. Made the same way as cards for other holidays.

   b. A letter of appreciation artistically decorated.

   c. Original poems and stories about what our mothers do for us.
d. Cook books may be made using a few choice recipes copied and illustrated with free-hand drawings. (Cook books may be ordered from Church Dwight Company and put in decorated folders with a note to mother).

e. A glass may be painted and a petunia plant set in it for mother on her day.

f. Promise notes. Discuss with the children things they may do to make mother happy in the home. Decorative little notes of promise may be made and given on her day. Check with children to see that they are faithful to their promise.

g. Picture-making poems such as "I Love You, Mother"

(Same procedure for graphic expressions as suggested for other poems).

V. Summer.

A. God's Gift of Summer.

1. Appreciation for the joy and beauty of vacation time.

a. Summer-time poems. (Same procedures as suggested for other seasons).

Poems such as Ruth S. Grey's "God's Gift of Summer."

"God's Gift of Summer"{6}

"Our garden bed is all abloom
With flowers high and low,
Where marigolds and hollyhocks
And bachelor's-buttons grow.

"With peonies, pinks, and Queen Anne's lace,
With larkspur straight and tall,
And sunflowers nodding heavy heads
Along our garden wall."

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{6} Ibid., p. 14
"Truly God is Good."—Psalm 73:1
"Thou hast made summer and winter."—Psalm 74:17

b. Graphic expressions of God's wonderful world in summer drawings and paintings.
c. Illustrated poems for vacation time.
d. Frieze—original drawings and Bible quotation used as the caption.
e. Filmstrip—In The Summer.

B. Correlation with other subject areas in stressing health and character safety throughout the summer months.
Strive to leave vivid and graphic imprints upon young minds as to the value of clean and wholesome summer-time fun and recreation. Stress that they bring back into the classroom next fall some souvenirs of their summer vacation in keeping with the many activities they have enjoyed during the previous three seasons.
ART

Specific Examples From Current Practices

Grades K - 2
"Let's Give Them a Chance!"

"So children can't solve problems! Put children in a position to solve problems and just watch them 'think through' and reach solutions. Granted the decisions may be immature and need guidance, but boys and girls attack any problem given them with enthusiasm and eagerness if given a chance. The following account of a problem set-up in the Laboratory School is an example.

"The children walked into an uncompleted room. There were no pictures, little furniture, and no color. This room was to be theirs, their home, for the next nine or ten months. The problem?

What shall we do to the room?
What does it need?
How shall we make it gay and alive?
What materials do we have?
Where shall we get the materials?
Who shall do the work?

"The problem was a personal one. The room did not belong to the teacher. It belonged to the children and the teacher. The solution? With motivation and guidance, the group acted as a whole to attack the problem, and then it divided into committees to complete the job.

"Flowers were brought to school and cared for because they were 'ours'. The teacher bought muslin for curtains and pressed crayon designs were added by the children. Curtain holders were cut of scrap lumber and painted with bright colors by the boys. Crates were made stronger by adding supports and, after being painted by the boys, were used for reading couches. Library tables, bookcases, storage boxes all were made from strong crates and boxes. Everyone designed paper plates, shellacked them, and hung them by yarn for plaques. A science table made from several crates was painted, and covered with oil cloth by both boys and girls.

"What age group was capable of such carefully planned activities? Second grade--a second grade given the freedom and opportunity to carry out its own ideas."

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"Painting a Frieze and Building Spiritual Values" 8

"One of the greatest contributions that frieze painting makes to the development of spiritual values is the fact that many individuals are receiving at the same time esthetic values and emotional experiences by cooperative expression.

"Most children receive pleasure from expression through art, but the joy they receive is often spoiled because of the imperfection of their creations as compared with the work done by more talented pupils. Here again frieze painting creates spiritual values for the pupil who has insufficient talent to do individual art projects.

"This was demonstrated so well in the case of Sammy, a second grade boy in Mount Pleasant School, who usually spent his art periods in scribbling or painting different lines on paper. Although he apparently received passing pleasure from this method of expression there seemed to be little satisfaction attached to the results. In most cases he would hide his paper from the teacher while other pupils were proudly displaying their pictures. When, as a result of the visit of Admiral Halsey to the community, the class decided to paint a frieze showing his battle fleet, it was agreed that Sammy should be selected to paint part of the ocean. Sammy fairly grew in stature while doing the assignment and even months after it had been completed, Sammy's eyes fairly danced as he pointed to the picture on the wall and said, 'I painted the ocean.'

"Even an activity as full of possibilities for spiritual values as frieze painting would fail in that objective if it were not undertaken and carried through in an atmosphere of cooperation. What is done is less important than how it is done. As undertaken in this school, with emphasis on group planning and wide participation, the results are clearly discernible in human relations and attitudes."

"Creative Expression Brings Peace of Mind"

"To belong and to be wanted is important to all, to children as well as to adults. True mental peace comes when a teacher helps children to feel that they have a place in the class and in the world. With peace comes true creative expression.

"It was late in the year. All the children had found their playmates, formed affectionate ties with their teachers, and become adjusted to living and working together in school. Monday morning, a new little boy, very wary, very resentful, was brought to school by his parents.

"'This is the fifth school Henry's been in this year,' said the father. 'Kentucky, Colorado, Arizona, New Mexico, and now here. We've been a-workin' our way as times changed.'

"Henry approached his fifth teacher with apprehension. The unkempt appearance of the neglected child gave him even more reason for his feeling of insecurity.

"'How nice,' said the teacher. 'A new boy for us today.' Taking him by the hand, she led him to the workshop corner of the room, where children were busily engaged in painting, wet chalk drawing, clay modeling, and woodworking. There was one place left at the easel. Still holding the boy by the hand, the teacher gently said, 'Wouldn't you like to paint? You see, we have an apron for you, and the paints are ready. How do you suppose we could know we were going to have a new boy today? But, of course, we never expected the good luck of having a traveler like you. You have had such a wonderful trip and have been so many places. Won't you please paint some pictures for us? Then we can all know about the things you have seen.'

"With such an introduction the stage was set. True feeling flowed through the bristles of the paint brush. At first appeared the harsh, hard colors of defiance and anger. Then, after the paper had been crumpled, torn, and discarded, there came the soft, quiet blending of colors that told of the verdant grass of Kentucky, the still grey of Arizona's mountains, the warm colors of New Mexico's twilights, and the gold of sunset beyond California's shores. True, the pictures were not real representations of people, things, and places, but the colors carried feeling and peace."

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9Spiritual Values, Summarizing Present Practices and Suggesting Activities for the Development of Spiritual Values in Education (San Diego, California, Office of Superintendent of City Schools, 1948), p. 56.
Suggested Art Activities

Grades 3 - 6
Suggested Art Activities Grades 3-6

In any area of the teaching of art the immediate needs of children must be taken into consideration if they are to have opportunities for self-expression through art materials. This is especially true in the area of teaching moral and spiritual values. Art teaching depends upon continuous observation and interpretation of children's interests, activities, standards, and skills. It is also very important that the art program provide for a great variety of challenging experiences in many media so that each child may find something in which he can succeed. Broad opportunities for many experiences give every child a chance for satisfying creative urges and provide avenues for the release of latent abilities.

Thinking through the foregoing statements and taking into consideration the developmental tasks of Grades 3-6 the teacher may well review the activities and experiences of the previous grade levels. There are no activities suggested for Grades K-2 which may not be used at these grade levels with perhaps a variance of materials and of course in a more advanced and improved form. These may be refined and enlarged upon as a foundation for creative art activities and may be used to pave the way for even greater opportunities in the field of moral and spiritual values. For example, the school unit developed in the previous grades will lead into broader understandings of desirable situations for the older child through careful planning relative to pleasant rapport between pupil-pupil, pupil-teacher, and home-school relationships. Also tactful approaches may be made through the art work of a school unit that may serve as a prevention for undesirable school problems.
More realistic representations with a larger variety of art materials will gradually take form in the personal interpretations of the everyday experiences of these age levels. It is worthy of note that the art media also broadens in correlation with lesson units since added subject fields for these grades present a greater opportunity for art expression.

Due to the common interest of children in all grades for seasonal and holiday subjects the same pattern for art activities is followed as in Grades K-2, however, for the sake of variety a different unit of work is developed.

I. Autumn Activities.

A. Unit of Home Life of the Pilgrims.

Art expression may be stimulated through the study at Thanksgiving time of Pilgrim life during colonial days. It must be remembered that any of several art units may be the outgrowth of this fascinating study and interest in the use of a large variety of art materials. Some of the units are:

1. Suggested Activities.
   
   a. Making a book of colonial furniture and implements with explanation of their use. (Principally a drawing unit).
   
   b. Making a museum of articles which were familiar to people of colonial days. (Principally a drawing unit).
   
   c. Making books about life in Colonial days. (Design with emphasis on page arrangement).
   
   d. Writing and presenting a simple play about
Pilgrim life. (Drawing, construction, and design).

e. Giving an exhibition and explanation of the processes involved in essential household activities of Pilgrim days. (Drawing, construction, design).

f. Selecting and arranging chalk board mottoes.

2. Desirable outcomes of this unit; by the time the class has completed this unit it is expected it will have developed the following attitudes of appreciations:

a. Increased awareness of simple beauty in meager surroundings.

b. An appreciation of the sterling and persevering qualities of the sturdy Pilgrims.

c. Admiration of the faith of the Pilgrims and the part the spirit of worship played in their lives.

d. Appreciation of the historical background of our country through this study.

e. Appreciation of the processes of industry.

f. Appreciation of the part inventions and science have played in our own lives today.

h. Appreciation of the work of art in the various art media including the study of the work of famous artists.

h. Development of a wholesome atmosphere through cooperation, sharing, and constructive thinking, planning, and working, which makes the schoolroom a beloved place.
B. God's Gift of Autumn; appreciation for the beauty of autumn.

1. In addition to the activities of previous levels which may be used in a progressive form, children at this age delight in special decorating of classroom for seasonal and holiday environment.

a. Beauty centers:

Children arrange autumn beauty centers by copying their color schemes and arrangements from observations of God's beautiful outside world.

b. Bulletin boards:

The children gain valuable experiences in evaluating, selecting, organizing, and arranging materials.

The beauty of autumn speaks from well-arranged bulletin boards and children have opportunity to choose, arrange, and vary materials. Training is given in displaying masterpieces of art. Also the arrangement of the child's own illustrations and drawings of the seasonal activities provides inspiration and interest that cannot be surpassed.

c. The "Wonder Gallery" or "The Discovery Table":

Arranging science displays gives the children an opportunity to develop interest in the marvelous wonders of God's universe as well as training in the arrangement of science materials.

d. Other materials for room decorations:

Children delight in finding a place for their own creative work such as maps, charts, posters, calendars, friezes, miniature sand-table scenes, and dioramas. Valuable information may be given in these arrangements in answer to such questions as how, where, and why.

Flower arrangements also provide opportunity for valuable instruction in art expressions.

2. Values received from decorating activities.
a. Develop in each child pride in the room environment.

b. Increase the child's awareness and appreciation of the handiwork of the Great Creator.

c. Give pupils training in choosing, arranging, and varying decorative materials that will carry over into homes, churches, and other places where people live and work.

d. Encourage and inspire pupils to strive for perfection in their creative work that they may be awarded a display.

e. Appreciation and respect for the ideas of others.

f. Opportunity for learning and sharing together.

g. Help to provide a rich program of aesthetic release, further spiritual growth, and nurture spiritual qualities.

h. Opportunities for autumn decorating sets the tone of interest for the seasons that follow during the school year.

C. Thanksgiving (November).

1. Creating the Thanksgiving spirit.

   a. The Harvest, God's Gift (See activities for Grades K-2).

   (1) Illustrated books with decorative covers.

      (a) Our Harvest Book. This may contain illustrated poems, stories, and songs centered around God's bountiful supply at harvest time. It may also contain some original poems, stories and litanies.
(b) Nature Scrapbook. This may contain nature verses from the 104th Psalm printed, and illustrated by original pictures drawn, cut-out and pasted around the printed materials. There may also be cut-out pictures of birds, flowers and ferns including blueprints and original drawings and paintings. Also illustrated nature stories, poems, riddles and quizzes with labels.

2. The First Thanksgiving.
   a. Dioramas made by the children depicting the first Thanksgiving.
   b. Shadow pictures showing one act of the Pilgrims making friends with the Indians, also poses copied from famous paintings.
   c. Stick or glove puppets with figures of Pilgrim characters and Indians for a puppet stage performance. Marionettes may be made by older children.
   d. A miniature scene of the Pilgrims at a worship service. Use clothes pins or pipe cleaners for the people. Heads may be made of modeling clay or papier mache, and the costumes made from crepe paper.
   e. More elaborate dramatizations with costumes may be given by the older group.
   f. Designing Thanksgiving favors for hospital trays.
   g. Filmmstrip—The First Thanksgiving

3. Spreading the Thanksgiving Spirit.
   a. At school and in the community.
      (See activities for Grades K-2).
(1) Design Thanksgiving cards for a linoleum or wood block print on which will be written an expression of gratefulness.

(2) Making blueprints and mounting for gifts for a sick classmate, old people, or someone discouraged.

(3) Nature Wall Hanging made by printing a Bible promise on cloth or board with an arrangement of ferns or flowers around it and sprayed as in spatter painting. Give as a gift to parents, special teachers, or a Sunday School Classroom.

II. Winter Activities.

A. God's Gift of Winter (December).
   (See activities for Grades K-2).
   May be enlarged upon

   l. Appreciation shown through graphic expression and craft-construction work.
      a. Animal and plant booklets showing how God plans for his little creatures and plants during winter.
      b. Bird charts and maps showing ways we may help our little feathered friends during the winter.
      c. Plan, design, and bind simple, neat and attractive books and posters.
      d. Constructing feeding stations for the birds.
      e. Filmstrip--In the Winter (YAF)

B. Christmas. (See activities for Grades K-2).

   l. The meaning of Christmas.
      a. Friezes, posters, charts, stained glass windows for room decorations.
      b. Simple tableaux, shadow pictures of religious
significance including the Madonna pictures.
(Must be handled with extreme care to avoid theological implications unacceptable to many pupils).

c. Include in the Christmas planning activities concerning the Hannukah.

d. Christmas dioramas. The Christmas story or other original Christmas stories illustrated on wall paper for the movie or television box.

2. Making others happy at Christmas time.

a. Making gifts for others.

b. Wrapping packages. Learn the art and offer such help in the homes of busy mothers.

c. Working a unit for an all-over pattern for wrapping paper. Cut from linoleum or art gum. Use same motif on cards to accompany gifts.

d. Bring to class a gift in a box. Select paper, card and seals. Wrap the box as a demonstration lesson and discuss the results.

e. Design Christmas cards for a linoleum or wood block print.
(Also see activities for Grades K-2).

f. Design favors for hospital trays with a Bible quotation.

III. Spring Activities.

A. God's Gift of Spring.

1. Appreciation for new life and new miracles.
(See activities for Grades K-2).

   a. Lead pupils through observations, discussions,
and reading to feel the beauty and wonder of the springtime season.

b. Go for a walk to study the beauties of nature first-hand. Take time for children to sketch some of the great wonders that are of most interest to them.

c. Draw original pictures of these wonders, flannel-back them and use for the flannel-board.

d. Make a booklet listing and illustrating the wonders one might see in a day—in a night.

e. Make blueprints of flowers, ferns and grasses.

f. Plan a Nature Museum for the classroom.

Have the children to bring and arrange specimens of some of the wonders they find out-of-doors.

g. Decorate boxes for seed displays, shells, flowers and tiny plants. For the live creatures they may bring in for a short time the construction of cages or the making of decorative boxes will provide craft and construction work.

h. Bird houses, baths, and feeders may be constructed by the older boys.

i. Filmstrip—In the Spring (YAF)

B. Easter. (See activities for Grades G-2).

Easter cards and greetings may also be made from linoleum or wood block prints. More elaborate Easter baskets may be designed.

Favors for hospital trays may be designed with a cheerful
C. Mother's Day.

1. Appreciation for our Mothers.

Same procedures as for Grades K-2, but may be enlarged upon.

IV. Summer.

Same but enlarged upon procedures as in Grades K-2.

Also the techniques used in the previous holiday activities.

V. A study of the Master Pictures.

A. Excursions:

Give pupils opportunity to observe that man's worship of God is recorded in paintings, illuminated manuscripts, stained glass windows and beautiful architectural design.

1. A visit to an Art Gallery or Museum.

2. A visit to noted and beautiful buildings and churches.

B. A study of the masterpieces of art for each grade level.
Art Experiences

The art teacher has many opportunities to emphasize moral and spiritual values in classroom activities:

1. Drawing and painting from nature can teach:
   a. **Appreciation** of nature's beauty.
      "Solomon in all his glory was not arrayed like one of these."
   b. **Revelations** of great art laws that are laws of life—the laws of rhythm, harmony, balance, unity.
   c. **Responsibility** for one's small part in the great universe.
   d. **Courage** which we see in the resistless bent of plants to grow upward even under difficulties.
   e. **Faith** in eternal life as we look at the whole life-span of a flower, or a leafless tree blossoming anew year after year.
   f. **Reverence** for God, Creator of our world.

2. Modelling in clay can teach:
   a. **Responsibility** for producing useful things, for others as well as for ourselves.

3. Craft problems can teach:
   a. **Honesty**, for only honest craftsmanship should satisfy us.
   b. **Generosity**, since we can share our knowledge and our materials.
   c. **Kindness**, because we can make things for others.
   d. **Good will**, for we must appreciate each other's efforts and the efforts of other nations.
4. Poster making can teach:
   a. **Loyalty**, to our school, our community, our country.
   b. **Cooperation**, since we must help publicize great welfare agencies with our posters.
   c. **Respect for law**, since a poster must always be made in obedience to definite rulings as to size, message, material, techniques.

5. Group projects in art can teach:
   a. **Cooperation** with others in the project.
   b. **Respect for law**, the requirements governing the project.
   c. **Kindness** toward others' opinions, efforts, needs, rights.
   d. **Responsibility**, each for his part of the load.

6. All art problems can teach:
   a. **Responsibility** as to industry, patience, and the proper care of materials.
   b. **Appreciation** of beauty in many respects.

7. Observation and discussion can teach that all moral and spiritual values are discovered in these vital parts of art experiences.

8. Every day in art class we have opportunities to remember and to observe the Golden Rule.  

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"In art there are opportunities to express kindness and generosity through making seasonal greetings, gifts for parents and others, favors for parties, luncheons, and dinners given by groups such as Blue Birds, Brownies, Cub Scouts, Parent-Teacher Associations. These experiences help children to relate to other people, a primary factor in developing good attitudes and behavior, as well as in experiencing the joy of living.

"To appreciate art as reflected in the planning, order, balance, and good taste in arrangement of the classroom can be a satisfying aesthetic experience as well as a calming influence. Perhaps the third and fourth grades are not too early for children to begin to perceive the infinite creativity that exists throughout the universe. Nature does not repeat. Self expression, if it is from the spirit, does not repeat itself. The possibilities of creativity are unlimited. Work with clay or paint can reduce individual or classroom tension, provide opportunities for recognition of individual effort and for cooperative group projects such as murals."11

ART

Specific Examples from Current Practices

Grades 3-6
"Moral and Spiritual Values Developed as Lessons are Learned" 12

"Through the love inspired by the greatest story ever told, children and youth become articulate, creative, and compassionate. In the light of the Christmas-Hanukkah candle they learn some of life's most important lessons.

"The works of great artists, musicians, and writers enkindle children's love of home and family and ignite their concern for the poor and their compassion for the lonely, the sick, and the aged.

"This is the season when the intensity of emotion and nobility of purpose sharpen children's senses and clarify their vision of how they, individually and as members of groups can contribute to peace on earth to men of good will.

"For weeks motivated by a desire to help others and stimulated to create something which will give joy, these young people are taking trips to museums to see religious art, displays of Christmas greens, and artistic wrappings for gifts; are attending book fairs and viewing shop windows; are listening to story-telling at the library, on recordings, and by fellow students; are reading imaginative literature, history, geography, and science; are listening to radio and television programs on the Christmas theme.

"In this emotionally charged atmosphere, these boys and girls are mending toys, redressing dolls, making favors; composing greetings and writing stories, plays and pageants; designing cards, stage sets, costumes, and decorations for bulletin boards, Christmas trees, and Christmas baskets; planning assemblies, club programs, and parties for their parents at school; participating in dramatizations, tableaux, interpretative dances, and carol singing at school.

"During the holiday season, they will carry their shows to hospitals and to homes for the aged, to many civic and service groups, and to community centers; bringing with them childhood's gift of love in this great season of compassion and good will."

12 Staff Newsletter, Baltimore Public Schools, Baltimore, Maryland, December 2, 1955.
"Christmas and the Spirit of Joy"\textsuperscript{13}

"The Christmas season is a wonderful opportunity for spiritual values in a school. Various means can be employed to enhance the feelings of reverence and joyful sharing. During the week preceding Christmas, the music classes took turns singing Christmas carols in the main hall. Two assemblies were held; each group enacted the "Christmas Story" with a large chorus supplying the music. It was arranged in this manner to accommodate parents who wished to come as the auditorium is not large enough to receive all the patrons at one time.

"On entering the lobby one observes a beautiful picture, with a caption to fit the picture. The picture is changed frequently. Usually the subject is a religious one and the significance of the picture is discussed in the classes. Although the major emphasis is on the art value, the religious value is also recognized in seeking to understand the true spiritual meaning of the picture currently on display.

"As the years roll on, the aim of the school is to develop in everyday activities and experiences the spirit of responsibility and cooperation that is expressed in the motto of unknown authorship lettered on one of the school bulletin boards:

\begin{quote}
I believe in hands that work,
Brains that think
And hearts that love.
\end{quote}

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Third-Graders Learn Kindness and Responsibility.

"I have observed, in the making of gifts at Christmas or Mother's Day, or a project for a sick classmate, that the joy and satisfaction of work well done is most easily stimulated. Many times the result obtained is the measure of the degree to which we have been able to express love, sympathy, and thoughtfulness for others. It has given me a great deal of joy to watch a simple project of painting a cheese box and going on a trip to a local florist to purchase flowers to fill it. The door opens here for discussion of ways to express that love in everyday living, through kind deeds, thoughtfulness, and obedience.

Success Helps a Fourth-Grader.

"Vinny is a little fellow whose chief trouble has been his lack of confidence in himself. He is of low IQ and although he works hard he doesn't quite measure up to grade standard. At the beginning of the year when he attempted anything, he would get a worried, hurt look, and just be sure he couldn't do it. I had encouraged him on several occasions, saying that if he tried he would find he could do far more than he thought.

"When we started to work on Indian dioramas, Vinny was working on the Seminole group. The chairman of the group was ill a great part of the time. The morning she was first absent Vinny had brought in a very nicely carved dugout canoe. The children had examined it and pointed out several good features about it before school. I could see that his success was giving him something of what he lacked. When it came time to work on the dioramas in class, I asked Vinny if he would take the place of the chairman. He responded at once and carried on during her absence, showing fine qualities of leadership. The children, too, commended him several times. Only once since then have I seen him fall back into the habit of worrying because he couldn't do a thing."

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"Guide Posts for Self-Analysis"15

"Placing mottoes on the blackboard has proven a futile effort for many teachers. In recent years, this practice has practically disappeared. But in one classroom, mottoes have been a high point of interest. They have proved effective, too, for the children were the ones who did the selecting and made the application to everyday life.

"The fifth grade class was studying colonial life. They recognized many familiar sayings which had been originated by Benjamin Franklin. The teacher realized that here was a medium for inculcating spiritual implications of democratic living, especially since the children had thrilled at finding the source of many fine old ideas.

"She and the class discussed the meanings in Franklin's words which have become slogans of today. The pupils were eager to bring in others, too.

"Soon a long list of maxims applicable to room behavior began to come in. The bulletin board filled first. Then portions of the blackboard had to be used. And still they came.

"A stitch in time saves nine."

"What is worth doing at all is worth doing well."

"He who forgets himself is most remembered by others."

"Many hands make light work."

"During the many occasions for analyzing one's own behavior which occur in every classroom, these sayings were referred to frequently and became class standards for good conduct."

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Specific Examples

"Art"16

"In the fifth and sixth grades the expression of values in art is carried forward with ever increasing maturity. Appreciation of beauty in color, line, and form; generosity in making gifts for others; release of tension and hostility through art experiences; an ever-increasing recognition of unlimited creativity in form and design; a desire to contribute to make surroundings beautiful—all these are important to children in the fifth and sixth grades.

"In one class art work served to help pupils to give and to take criticism constructively. The teacher writes:

'One class I had amazed me in the way they gave constructive criticism to each other in art. In one instance they had chosen different parts of a story to illustrate. As the story was read, each child in turn held up his picture. Those in the audience thought of ways to improve the illustration. The children were so much interested in trying out suggested improvements that they asked to be allowed to draw the same pictures over to see how much better they could make them. Most of the pictures showed a marked improvement the second time.'"

"Adventuring in Spiritual Development"17

"Garden tours are taken by all the classes in late May, when nearby gardens are at their peak of beauty. These walks about our community to visit beautiful gardens serve to set a standard in building our ideal of home. Beauty in color and line and schemes of planting are discussed. Home gardening has undoubtedly been encouraged by these tours."


"Art Brings Release" 18

"Art materials, particularly modeling clay, are mediums of expression which contribute much toward the all-round developments of a child. One little fellow, dominated at home, sometimes treated unkindly by his classmates, often handled his clay with a seeming vengeance, and as often, finished with beautiful clay figures. One day he came to the teacher with a three-inch lion's head on the forefinger of one hand, in the manner of a finger puppet, and a little mouse of clay saucily perched in the other hand. He told her that the little mouse wasn't a bit afraid of the snarling big beast, and then he demonstrated with a growling and squeaking dialogue between the two. Was this an expression of that boy's idea of justice?

"Dramatic play contributes much toward helping a child find himself in playing a character part, and in so doing wins the praise of his classmates—praise which gives him a needed boost to his self-confidence. Likewise, the child who wants to be the whole show may be 'put in his place' by a cast or audience of classmates who disapprove of his ruining their play by 'showing off.'"

"So, in summing up the spiritual and moral values found in the teaching of art, here is a list of them:

Art is a great character builder.

It develops creative and individual thinking.

It develops appreciation of beauty of right, of justice—especially needed in times of war, in times of materialism, in fact, at all times.

It develops ability to work and play harmoniously in groups.

It develops respect for others rights and abilities.

It develops hobbies or activities that carry over into leisure time and adult life.

It develops an understanding of the contributions of other nationalities, races, and cultures.

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"Art is a great field for cooperation with other departments in school; takes great part in celebrations, pageants, dramatics, rituals, athletic affairs; carries over into home life; interior decorations and costume designing. It also allows the teacher to work with P.T.A. and the community." 19

MUSIC
Copies
May Not
Film
Well!
That which makes the eye bright, the heart light, and the body graceful, has spiritual value.
CHAPTER II
MORAL AND SPIRITUAL VALUES IN MUSIC

Introduction

Music contributes much to the fulfillment of the social, emotional, and spiritual needs of the child and therefore is an essential and integral part of the total school program.

"Music can provide opportunities for enriching the development of the child, with the many emotional, social, and spiritual problems that arise in our society today, there is more need than ever for emphasizing this area. The need for a feeling of security or belonging when a student is confronted with a new social situation, necessity for an emotional outlet to relieve tensions, and the need for experiencing beauty to attain a higher level of humanity are common problems of children. Toward fulfilling these needs, music is capable of making marked contributions.

"In order to achieve the objectives of music education it is essential that the children receive a balanced music program at the various levels. In the elementary school such a program consists of listening, singing, physical responses to rhythm, playing, and creating. Where possible, these should be combined with each other and should also be integrated with other areas of the curriculum. A balanced music program serves first the children of all levels, and then the school and community. Such a program provides a well-planned scope and sequence of rich musical experiences appropriate to the developmental needs, interests, abilities, and potentialities of individual children."  

"Music offers an inexhaustible treasure house, and one of our obligations is to give children an experience of it, so real and so vital, that they will continue to see further and make it a necessary part of their lives. A quotation from Plato: 'It is not he who produces beautiful harmony in playing the lyre or other instruments, whom we consider as the true musician, but he who knows how to make of his own life a perfect harmony, in establishing an accord between his feelings, his words and his acts!'" 

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1 Music Education in the Wisconsin Schools (Madison, Wisconsin, Office of State Superintendent of Schools, 1953), p. 4.
Suggested Music Activities

Grades K - 2
Suggested Music Activities, Grades K - 2

Deep inner values are developed through listening to and participating in music for every child. Since music grows out of, and appeals to emotions, the teacher who is conscious of inner values may well count it among her teaching materials. In selecting and planning for music activities that will help round out the spiritual development of small children, the teacher is the guide and the inspiration. She is the example and sets the tone for the group by her own enthusiasm. She will learn each song so well and love it so that it will naturally come from her heart and then will penetrate the hearts of the children.

I. Listening Experiences in Music.

Listening whether it be in music or any other phase of learning is one of the most important processes to cultivate. Training in good listening will prove priceless in the life of the child now and through adult life. In no other area is there a greater opportunity to train the young mind in this all important process than in the subject of music. Every music lesson should be a listening lesson.

Listening may be passive or active:

Passive--We hear, feel and enjoy music without putting forth any effort.

Active--We listen for certain things that we may understand and interpret.

A. Provide an adequate musical environment for the enrichment of values inherent in music.

1. The Physical and Mechanical Set-up.
When presenting a listening lesson, the teacher should realize the importance of:

Having the children seated comfortably so that they may listen quietly.

Having all material ready to use, with such reminders as:

- The phonograph should be set up and connected.
- An adequate supply of needles should be available.
- The records should be on the turntable.
- Any appropriate supplementary materials (books, pictures, etc.) should be at hand.

Create in the classroom an atmosphere appropriate to the mood of the music and conducive to a proper reaction to it.

2. Appropriate and Interesting Selections.

Capitalize upon current happenings when selecting records to be presented. Some of these may include:

- special holidays
- interesting toys
- stories
- poems
- discussions
- seasonal and nature songs

Interest in the changing of seasons is natural for children and if properly guided may become a delight through later life.

Also Sunday School or Daily Vacation Bible School Songs may be used such as:
"Praise Him, Praise Him"
"Wonder Song" (Who Can)
"Jesus Loves Me"

Care must be exercised here that no relation to denominational views be implied.

Missionary Adventure Stories and Recordings are interest-gripping and fascinating. The following are suggested:

**Bible Story Adventure - Album No. 1**
- David and Goliath
- The Healing of Naaman

**Album No. 2**
- Daniel in the Lion's Den
- The Queen Who Saved Her People

**Missionary Adventures - Album No. 1**
- David Livingston and the Lion
- The Brave Princess and the Fire Goddess

**Album No. 2**
- John Patton and the Cannibals
- Missionary Adventure in Burma (Adoniram and Ann Judson)

These accompanied with music and flannel board stories cannot be excelled in their spiritual appeal to boys and girls.

3. Viewing and Listening Combination.

Your music corner will become a "favorite" if you will place the View Master with reels and records there. This is a more wonderful way to emphasize moral and spiritual values through music.

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^Produced by Singspiration, Wheaton, Illinois.
Reels Available:  

Bible Story Reels - The Christmas Story  
   The Easter Story, etc.  

Fairy Tale Reels - Mother Goose Reels  
   Circus Reels  
   Animal Reels  
   Adventure Story Reels  
   Scenic Reels  

4. The Element of Relaxation.

An adequate musical environment will also provide opportunities for relaxing. The classroom teacher must be observant and note when her children are tired or tense. Then is the time to play a favorite record or sing a well-beloved song regardless of the time or the scheduled period of classroom routine. A wise teacher is not afraid of "classroom detours" for she knows that personalities are more important than time schedules.

Quiet music such as the following is very effective:

"Sleep, Baby, Sleep"  
"Hush, My Babe"  
"Come Thou Fount"  
"There Is A Happy Land"  
"The Spinning Wheel"

Classrooms today may be equipped with phonographs into which earphones can be plugged. Or a "Listening
Post" may be installed. A child may retire to the Music corner in his spare moments to listen to his favorite recording all alone and without disturbance to others. What a wonderful way to meet the child's emotional needs at the present time and to guide him to a source of inspiration in the days to come. Care must be taken that there are records available to fit the mood of the child and those that are soul building in content.

B. Develop an awareness of appreciation, an understanding of fine music and a familiarity with the classical forms through various types of listening activities:

- phonograph records
- sound film strips
- television and radio programs
- recording lessons that children make in the music class
- renditions by musicians who visit the class
- concerts in and out of school
- recitals and musical festivals

1. Major aims of the listening period of these grade levels are:

a. to provide pleasure.

b. to develop auditory discrimination through recognizing different melodies

c. to develop imagination (What does it make you

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6Listening Post, a control box with several head-sets which may be attached to any phonograph, is made by A. M. Brooks Company, 1222 West Washington Boulevard, Los Angeles, California.
think about? What pictures do you see? How can you play what you see?)

d. to stimulate children to make bodily responses. (Watch for and encourage these)

e. to detect different instruments in the music. (Can you hear the bells? What instrument was that?)

f. to sensitize children to an awareness of music in nature: songs of birds, noise of the insects, sighing of the wind, etc.

g. to emphasize the beauty of church music and hymns of the various churches.

C. Evaluate the worth of the foregoing listening activities by the following criteria:

Do all children participate spontaneously in some type of music activity?

Do children enjoy listening and ask to hear more recordings?

Have they learned to recognize music they have listened to before?

Do they show growth in the type of music they enjoy?

Are they eager to express in physical responses what they have heard?

Do they collect records of their own as a result of these listening experiences?

Does it promote an awakening of the child’s imagination?

Does every child make an effort to withdraw to the music corner at various intervals through the day?

Do you see any difference in the conduct of your children as a result of the musical environment you are providing them?

Do they refer to the content of music or songs through creative work and during their oral,
II. Singing Experiences in Music.

A. Provide spiritual uplift through rote singing experiences:

The rote singing period is an indispensable part of the music activities for these grade levels. A wide repertoire of simple rote songs may be selected according to the criteria of any good elementary curriculum. For the sake of brevity, the following may be considered as the teacher seeks to find those songs that will contribute most to moral and spiritual development:

1. The teacher may seek to use the following kind of songs:  

   a. Songs that are short and simple and easily learned.  
      
      Example: "Friends" by Elizabeth McE. Shields. 

   b. Songs that are pictorial or storylike.  
      
      Children have imaginative ability and songs that call forth visual appeal to them.  
      
      Example: "For the fruit upon the tree 
      For the birds that sing of Thee,"
      (From the song - "Can A Little Child Like Me?")

   c. Songs that are meaningful and that express children's everyday experiences.

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d. Songs with suitable music and within the melody range of the child's voice; the melody simple with noticeable rhythm, yet do not partake of the cheap, jazzy rhythms so universal today. Many lovely verses are found in settings of music from the great masters, and when we once guide the taste for good music we are putting the child in touch with another source of spiritual culture.

e. There should be a variety in the songs used. "Father, We Thank Thee" is a lovely prayer song of gratitude and loved by many children, yet with repetition it may lose its appeal. Besides songs of thanks, there should be those leading to appreciation of God through:

- nature
- seasonal songs
- songs about world friendship
- the church
- praise
- petition
- thanksgiving
- Bible stories and verses
- Jesus
- personal conduct
- prayer responses
- songs closely related to the purpose of the resource unit that is being studied

f. Recognize value of rote singing such as providing opportunity for:

Appreciation of tonal qualities.

Emotional release and satisfaction for many children by giving them a feeling of
security while listening and singing with
the group.

Freedom to experience the pleasure of
accurately reproducing a melody.

The development of a sensitivity to melodic
patterns through purposeful listening.

Joyous participation in group music ex-
periences.

B. Singing games may increase friendly relationship among
members of the group:

1. Songs that provide opportunity for singing games
involve physical, mental and ethical alertness.
They are not highly organized and competition is
not a potent factor. They offer a pleasant change.
Examples of such songs that are found in most
adopted textbooks are:

"Mulberry Bush"
"The Farmer in the Dell"
"Who's That Knocking At My Door"
"Bluebird, Bluebird"
"London Bridge"

It is important to keep the spirit of the game.
The test is whether or not the children finish the
game laughing and happy. Keep instructions simple
and emphasize enjoyment. The use of singing games
is always very effective.

2. Rhythmic experiences provide a happy joyful
period when children learn to interpret what they
hear. Primary children love to use their large muscles in response to rhythms. This response is usually in the form of walking, running, skipping, jumping, tip-toeing, balancing, etc. Movement to music is essential in a program of activity in the classroom:

- it gives free play to imagination in expressing ideas and emotions
- it provides opportunity for physical and social growth
- it satisfies the child's love of, or a need for motion
- it becomes, when properly directed, a means of bringing about an understanding and appreciation of music itself.

Once a child feels free to move, the alert teacher can find countless ways to use this emotion. Music may follow it, giving the necessary beginning, development and ending, which children delightedly recognize.

Edna G. Buttolph in her article "Music With Young Children" suggests to begin with the interest appeal:

"Vital interests in most children's lives are trucks and trains. On hands and knees express trains or locals can go moving along, slowing up at a station. Trucks stop, load, and unload. (We have seen eager heads looking over shoulders to see imaginary loads sliding off the trucks).

"Sitting on the floor, tug boats can busily chug along, or stately steamers move slowly

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8 Edna G. Buttolph, op. cit., 230.
across the water...a lighthouse perched on a rocky point...special songs can be interpolated.

"Animals—bears, elephants, rabbits, frogs, cats and horses—all are close to the hearts of children. Work motions of various kinds can have a musical accompaniment, and pictures and songs about all these interests included. Dramatic play is a natural expression for children, and when used with music results in eagerness to listen, learn, and to create.

"Many other materials may be used, among them balls, scarves, balloons, and hoops offering challenging opportunities.

"Three or four balls may be tossed and many combinations develop. Part of a group enjoys singing and clapping while the others use the materials, and lack of adequate space sometimes makes this advisable.

"Scarves can float high in the air behind running children, like airplanes or birds flying across the sky and can enfold little runners as they come slowly down to rest when the song or music indicates this.

"Balloons and hoops, too, have many possibilities. A Schubert waltz and a roomful of children with balloons is a wonderful experience.

"The complete self-forgetfulness which the use of fascinating materials causes is also accompanied by delicacy, precision and yet freedom of motion and also awareness of music. After materials have been put away, self-forgetfulness is often reflected in songs and painting."

Rhythmic Play and Work Songs may be added to this group:

"All Around the Kitchen"
"Swinging"
"John Brown Had a Little Indian"
"The Elephant"

9 New Music Horizons, Book 2 (New York, Silver Burdett Company, 1953), pp. 10, 64, 69, 74; 4, 83, 95, 100.
"Bake a Pie"
"Busy People"
"Row, Row, Row Your Boat"
"Down in the Garden"

Action songs play an important role in the emotional response of enjoyment and appreciation. Pantomiming words while singing, playing instruments and making new verses are good music experiences for children and teaching fun.

a. Songs for Acting and Pretending:

"The Echo"
"Mrs. Mouse"
"The Fly and the Bumblebee"
"Riding My Bicycle"
"Three Little Ducks"

b. Lively but meaningful action songs with specific moral and spiritual implications:

"Jesus Loves Me"
"Oh, Be Careful"
"The Wise Man" (Also in record form)
"Climb, Climb up Sunshine Mountain"
"Jesus Wants Me For a Sunbeam"

These songs may be found in the various Church Book Stores. (Care must be exercised that no certain religious implications are made as the introduction is being given for the setting).

c. Marching songs also help in acquiring social graces and social adjustments essential to self-discipline, as well as an understanding

\[1^{10}\text{Ibid.}, \text{pp. 22, 48, 66, 89, 96.}\]
of American ideals:

"Stars and Stripes Forever"
"The Rhythm Band"
"Battle Hymn of the Republic"

Music or recordings of the above should be heard over and over again:

Howard Mitchell tells in his recent article, "Tympani, Trumpets, and Tiny Tots" how youngsters responded to a number being played in one of the National Symphony Orchestra concerts planned for children:

"Once a dark-haired beauty of five joined me on the conductor's stand with the cornett, 'Oh, I know this one!' And then she proceeded to follow my motions all the way through the Stars and Stripes Forever."12

d. Devotional and Character Building Songs:

The school would be doing only part of its work if the children are merely carefree, flitting about like butterflies. Children enjoy samples of bravery and kindness and have satisfaction in trying to embody these characteristics in their own actions. An important function of the school is to make goodness

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11 Ibid., pp. 77, 123, 15h.

attractive. The inclusion of units on character and devotion in every subject area is logical and a desirable procedure. The following themes are so nearly complete in themselves, that they can be repeated frequently without becoming uninteresting. They are also rich in character-building suggestions, and children should be encouraged to use them at school and at home:

"Taking Turns"
"Brave"
"Working Quietly"
"A Song For Happy Children"
"Holy, Holy, Holy"
"For Today"
"O, Worship the King"

Other songs with moral and spiritual implications:

(1) Songs that develop a spirit of reverence: pp. 32, 48, 76.

(2) Songs that develop a spirit of loyalty to American ideals: p. 1.

(3) Songs that are seasonal and for holidays: pp. 14, 16, 37, 38, 39, 40, 100.

Opportunities for developing values during the religious holidays are unlimited in scope and if done prayerfully and wisely will contribute to the spiritual development of the group through-out the seasons.

C. Simple Plays and Operettas lend themselves to meaningful values:

\[13\] New Music Horizons, Book 2 (New York, Silver Burdett Company, 1953), pp. 10, 44, 69, 74; 4, 63, 95, 100.

\[14\] Ibid.
"The Cobbler and the Elves" (Second Grade)

"This play is adapted from a folk music by Berta Elsmith. We can act it ourselves, or make a puppet show or a shadow play of it. We might even time it for a make-believe radio performance to be given in our schoolroom or auditorium. We can use a make-believe microphone, and have speeches for the announcer, just like a real radio performance."

D. Stories combined with music become an exciting musical experience.

The Bible Story of Daniel in the Lion's Den told in flannel board form along with the records of the age-old story is very, very effective. Closing it with the song, "Dare to Be a Daniel" adds to its effectiveness. (Songs may be secured in books from various book stores).

Also the Bible Story of David and Goliath with the song, "Only a Boy Named David" is a favorite of children of all ages. From the writer's experience this is an activity that is very worth while.

Activities provided for in the foregoing singing games, rhythmical and action songs, and operettas have the following values relative to moral and spiritual training:

- growth in ability to make and follow rules
- creates an environment for wholesome and joyous fun
- forms habits of fair play
- provides social development

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encourages development of self-confidence and self-control
- creates self-expression
- develops body coordination
- gives emotional and tensive release
- helps children express ideas and feelings
- makes children aware of music

These may establish a consciousness and love for music through life.

III. Play and Creative Experiences in Music.

A. Provide opportunities for the interpretation of music and the expression of feeling through play and creative activities.

The playing phase begins in the primary grades by experimenting with the rhythm band instruments. Children enjoy the social experiences and the feeling of accomplishment when taking part in the rhythm band.

Creative activity is not limited to the original tunes and words but can occur in every part of the music program:

- creative interpretation of songs
- creative rhythmic experiences
- making original instruments
- creative singing (making up original tunes for a favorite poem or making up both original words and tunes).
- creative listening experiences
  (catching the mood of music or hearing a story in music.
  What do you think the witches are doing? etc.).

IV. Integrating Experiences in Music:

Integrating music with other subject areas and classroom experiences may have its lifting power and aid greatly in alleviating unpredicted as well as foreboding behavior problems.
Copies
May Not
Film
Well!
Children enjoy the social experiences and the feeling of accomplishment when taking part in the rhythm band.
Social Studies Unit--Living and Working Together in the Home.
(See Social Studies, Grades K-2).

With the teacher’s music files in order, her mind alert, and her heart in tune, a melody may spring forth at opportune times with the words of such songs as:

"Two I Love"
"A Prayer"
"Swing Cradle"
"When Mother Serves" Etc. 16

These are suggestive songs for the teacher to sing to the group to deepen their appreciation for parents and the home not only along with the unit but throughout the year.

Language Arts--Reading to young children simple, short stories about the great master artists in music, their childhood, struggles, and accomplishments followed by simple dramatization, has a strong appeal.

Suggestion: Mozart, the "Wonder Child," was chosen by a group of participants in a June Workshop, 1955, at Indiana University. The purpose was to show how a classroom teacher can correlate a subject presented by the supervisor into the curriculum of the Second Grade.

The opportunity is unlimited for the correlation of music with every resource unit relative to moral and spiritual values. The classroom teacher will find the state text valuable and with supplementary books the possibilities will broaden to include all areas of experiences in the classroom.

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MUSIC

Specific Examples From Current Practices

Grades K - 2
Opportunities Reflected in Music

Many opportunities for inspirational experiences exist in music. Reverence through the simple, nonsectarian, "Thank You" prayer song, and through the importance of spiritual values at the holiday season, can be expressed through music. Love of country, love of parents, and home, the joy of living can also be reflected in music.

Action Song Builds for Character

One of the most popular devotional songs for the beginning of the day during the year was the action song, "Oh, Be Careful."

With the flannel board and pictures, the accordion, and the extra words added between measures contributed, we are certain, to the prevention of many personality problems at school and at home.

While a child places the pictures on the flannel board the class sings:

First picture placed on board—a child with hands behind his ears

The class imitating him sings:

Oh, be careful, little ears, what you hear,
(while music continues teacher adds such words as: "We won't listen to ugly stories")

Oh, be careful, little eyes, what you see
("We won't watch scary television pictures")
Oh, be careful, little eyes what you see
("We won't go to the wrong movies")

For the Father up above
Is looking down in love,
Oh, be careful, little eyes, what you see.

Third picture--three pairs of red lips

Comments: I wonder whose lips these are this morning. Let me see. I'll say these are Eddie's, he didn't talk back to mother this morning, surely.

These are Donnie's. He doesn't say ugly words on the playground. Etc.

Oh, be careful, little lips, what you say,
("We won't talk cross to anyone")

Oh, be careful, little lips, what you say,
("We'll say nice things about others")

For the Father up above
Is looking down in love,
Oh, be careful, little lips, what you say.

Fourth picture--a pair of hands

Oh, be careful, little hands, what you do,
("We won't hurt others")

Oh, be careful, little hands, what you do,
("We won't get other people's things")

For the Father up above
Is looking down in love,
Oh, be careful, little hands, what you do.

Fifth picture--a pair of feet

Oh, be careful, little feet, where you go,
("We won't go where mother says not to go")

Oh, be careful, little feet, where you go,
("We won't go off of the playground")
For the Father up above
Is looking down in love,
Oh, be careful, little feet, where you go.
Sixth and last picture placed in the center—a smiling little girl we call Sadie or a happy little boy we call Donnie

All sing: Sadie is a careful girl, don't you see?
Sadie is a careful girl, don't you see?
Now she's happy as can be,
And she smiles for you and me
Sadie is a happy girl, don't you see?
First Graders Create a Song

It was a winter day when the weather conditions did not permit the group to play outside. As I came up from lunch, Jennifer, Cheryl, Florence and Peggy met me at the door. The little girls announced excitedly that they had a surprise for me. They marched to the front of the room and proceeded to sing a song they had composed about their teacher.

I asked that they sing it again and again. I told them they were teaching it to me and to the class. A piano was available and I picked out the tune the children sang. Later they gave it the name of "We Love Her." Then I put it on charts that they might be encouraged to see their original song exhibited in a prominent way.

At a later date we had a recording of this song made with the same four little girls singing it. "We Love Her" became the popular class song for the rest of the year. How the class did sing it! And as they sang we thought of the quotation of Earl Ing Frostad in his article, "Sweet Freedom's Song."17 "Boys and girls can learn the loftiness and depth in music in creating it themselves!"

"We Love Her"

Our dear sweet teacher
Our teacher our teacher
Our dear sweet teacher
We love her so.
We love her, we love her
We love her, we love her so.

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Copies
May Not Film
Well!
"Boys and girls can learn the loftiness and depth of music in creating it themselves."
"Encouraging Verbal Responses"\textsuperscript{18}

"A class may also work together on a song. Here is one in which the music was composed by one seven-year old, the words written by another, the music performed on the piano by a third child while the whole class sang:

'April the fourth the circus is coming to town.  
There are trained elephants, trained seals  
And lots and lots of clowns.'

"Liberation Leads to Mastery"\textsuperscript{19}

"He's a bright red cardinal  
High in a tree.  
He was singing a song  
So merry was he.

"He was dressed all in red  
From his top to his toe,  
On his head was a crest  
That stood stiff like a bow.

"He swung on a branch  
In a tall maple tree  
And twittered and chirped  
And whistled with glee.

[The above poem was an outcome of a language arts experience of a group of second graders].

"'This all came easily and naturally to those children for all through the year they had 'made poems,'" explained the teacher. However, this one seemed so precious to them that when the suggestion was given that they might sing about their cardinal, a melody was soon forthcoming. For a chorus they listened to the cardinal's calls, deciding that he sang, 'Birdie, Birdie, what cheer, what cheer, cheer, cheer,' Thus a song was created and a foundation for spiritual growth and stability begun, through the guidance of a wise teacher who is not afraid to allow the little ones freedom to express their innermost thoughts."


"Christmas and the Spirit of Joy"

"No other season of the year excels the wonderful opportunity for spiritual values of the Christmas season:

"In selecting songs relating to the Nativity, the teacher must consider the environment and nationality of her group. At least a few of the sacred themes could be used in most cases without giving offense, if they are presented as stories or customs. In choosing music for appreciation, include melodies within the children's understanding, as well as familiar carols. Winter songs and those about jolly old Santa Claus must be given the right spirit of true enjoyment for all, in both words and actions. Rhythms and games of winter activities such as skating, sliding, sleighing, and toys in the toy shop, give a wide scope for developing interest and a fine spirit of fun.

"The business of the teacher is to plan her music and rhythm programs so as to give a well-rounded picture of winter fun and religious joy, combined and correlated with the idea of Christmas in the mind of the child."

Our Carol Sing

It was one of the happiest activities of our school year when, on the morning before dismissal for the holidays, our thirty-three first graders, dressed in their pajamas, marched with their cardboard candles (they had made and colored) through the halls of our elementary and high school buildings singing carols. Their accompaniment was an accordion. One child was chosen to go before to open classroom doors out of which boys and girls quietly came and reverently lined themselves against the walls to both see and hear the unexpected carolers. Many classroom doors were opened to us and we proceeded to march around the beautifully lighted Christmas trees pausing only long enough to sing and to enjoy their hospitality.

20 "Music and Rhythms," Childhood Education, XIV (December, 1938), 174. Adapted from Christmas Plans compiled by Freshman students at the Wheelock School, Boston, Massachusetts.
Our comment in this: "Our Carol Sing" activity sensitized the spiritual nature of the thirty-three little songsters in many ways:

- Joy of sharing a message in song.
- Appreciation of recognized gratitude of others.
- Enjoyment of a cooperative spirit.
- Inspiration through music that lifts the soul.

The carols we sang were, "Away in the Manger," and "Silent Night."

We also sang a favorite chorus, "Merry Christmas to You," to the tune of, "Good Morning to You."

"Other Contributions of Carol Singing" 21

"Carol singing may be enjoyed by the entire school in general assembly or it may be the particular contribution of one or two grades to the Christmas program. Carols may be sung in processions and recessions with the children carrying greens or lighted electric candles, and wearing simple vestments. One teacher reports the effective use of small flashlights concealed in bunches of Christmas greens carried by the children in place of candles.

"Again carols may be sung informally during the course of a day's activities. If the work is quiet, first one group and then another may sing as it works. Carol singing need not be confined to any one time nor place to be effective and enjoyable. One school reports the singing of carols each morning, during the last week of school before vacation, by vested choir concealed in the front hall. As the children come into the school house they hear the subdued tunes of piano, violin and childish voices, giving their daily half hour of song. Each grade takes turns in being the morning chorus so that all have an opportunity to participate. Variations are introduced each year—one year there will be a brass choir; another year chimes; and a third year, a small hand organ will be substituted for the piano. Perhaps gramophone records will be played, or a small music box whose simple, clear tunes give a merry surprise."

21 Ibid.
Copies
May Not Film
Well!
"Our Carol Sing" activity sensitized the spiritual nature of the 35 little songsters in many ways:

Joy of sharing a message in song.
Appreciation of recognized gratitude of others.
Enjoyment of a cooperative spirit.
Inspiration through music that lifts the soul.
Suggested Music Activities

Grades 3 - 6
Suggested Music Activities

As has been emphasized elsewhere in this study the task of the school is to build upon the levels children have achieved during their early primary years and to begin where the child is. This holds true in the subject area of music. The teacher must know each child, his past experiences and background, so as to be able to begin with what the child enjoys and to continue the music appreciation phase and to raise his listening standard.

If music is to contribute to the spiritual development of children it must be selected carefully. A rhythmic march selected at random and played loudly may set a group into confusion and hilarious noise, while soft music such as a bit of lullaby played expressively may bring quietness and relaxation to the group.

At all times the matter of tone production, accurate rhythm, and interpretation of the song material must be kept foremost in the minds of the children.
Music Activities for Grades 3-6

I. Listening Experiences in Music:

The aim in guided listening activities is to begin where the child is, but to improve the standard of his selection of entertainment. In other words the teacher will continue the effort that was begun in the early grades to create a desire to listen to the finer types of music. She will endeavor to help each child to become able, finally, to discriminate regarding both the quality of the music performed and the quality of the performance.

The listening phase of music appreciation is of much importance since it will be one the adult of tomorrow, now the child of today, will make use of most frequently. Through carefully chosen music one may acquire a love for, and appreciation of, the type that will foster worthy aspirations and high purposes through life. Develop an awareness of appreciation of the rich musical heritage that is the child's through listening activities; his responsiveness determines their success.

Some ways to encourage alert, interested listenings are:

A. Actual performances: music performed by the teacher; by a guest invited especially for the occasion; by those children who have reached the stage of instrumental competence. (Recordings will necessarily be used in case of orchestral performances).

B. Use of music history: music's story through the centuries
may be presented to the children with adequate use made of musical illustrations and opportunities for boys and girls to participate.

C. Encouragement of verbal responses; the children should be encouraged to offer their comments on the music heard. Encouragement of verbal responses will yield surprising results. For example,

"Gay, age 9, commenting on Beethoven's 'Pastoral Symphony': 'Windy breeze. Joy and beauty of nature. Free open space to roam. Flowers swaying as if a person blew upon them lightly.'"22

D. Music and drawing: both programme music and absolute music provide fertile ground for picturization. Upon listening to a musical selection the children draw their impressions. A class of nine-year old boys and girls heard a piano composition entitled "Legend" by the Spanish composer, Albeniz. It was repeated as often as requested while the children drew their representations of it in either colored chalk or crayon. The results ranged from the scenes of sprites dancing at large, glowing flowers--drawn by the most athletic boy in class--to gypsies gathered around a campfire.

E. Capitalizing on non-productive periods: many parts of the school day which are non-productive may become educationally effective through the provision of desirable listening to music. Some examples are the school lunch period; the

22 Elaine Odessen, "Music Branches Out," *Childhood Education* XXV, No. 7 (March 1949), 310.
recess period; before and after school; the time between classes; and the time spent on school buses. Through music these periods can become educationally productive. (For other listening activities see Grades K-2)

F. Music and stories: children's highly imaginative minds and the cultivation by the teacher of creative listening habits provide fertile grounds for this device. "Peter and the Wolf" is a skillful inter-weaving of story and music.

G. Filmstrips with accompanying records are very effective for listening activities. The Christmas series include, for example, Holy Child of Bethlehem and And on Earth Peace, which may be ordered from your Christian bookstore. Other religious films may be used with care.

H. Song records:

"The greatest contribution to the music program for children in the last few years has been in the production of the Song Series Records from the basic school music texts. In using these as a teaching aid, it is well to remember that the songs should be enjoyed as listening experiences over a considerable period of time before singing is attempted. In choosing songs the grade level may frequently be ignored since the really appealing songs will interest children of all ages.

The American Singer Series -- American Book Co.
Music for Early Childhood -- Silver Burdett Co.
New Music Horizons Series -- Silver Burdett Co.
Our Singing World Series -- Ginn and Co.
A Singing School Series -- C. C. Birchard & Co.
Singing Together -- -- -- -- Follett Co.

22Indiana University Workshop--Summer Conference, 1955
(Bloomington, 1955).
I. Recordings and stories combined with music become an exciting musical experience and one that is rich in values. Examples are: Bible Story Adventures; Missionary Adventure Stories and Recordings. (See Grades K-2 for source).

J. Use of the tape recorder; having the children's own plays and discussions transcribed stimulates their aspiration for effective work, sensitizes them to the social significance of public performance, and thus enriches their lives.

1. A third grade class was studying the Plains Indians. A fifteen-minute tape was prepared consisting of rhythms, singing and listening. The story of Eagle Feather was told, introducing to the class the various activities of his life on the plains such as: use of tom-toms, singing about his hogan, growing corn, blowing a feather in a game, the Fluff Dance and the Rain Prayer.

2. Music classes seem to derive much pleasure, satisfaction and learning from exchanges of tapes showing their various activities with other classes in the same school or from other schools.

3. Songs for all school assemblies may be taped by older more experienced groups for earlier teaching to small children.

4. Make a recording of special performance numbers to preserve for posterity. Have each member of the group file past the mike to give the name and voice or part played.

Care must be taken in the selection of songs so that those emphasizing moral and spiritual values may find their place in these recording activities.

II. Singing Experiences in Music; the facet of music most developed in the school program is singing, which may be presented in a variety of ways.
Refer to suggestions in Grades K-2. The same procedures may be used for these grade levels. These may be found in the adopted texts or in the supplementary books which every teacher must surely possess.

A. Group Singing Suggestions: Topics that children of this age enjoy singing about are:

- Home and Community (Singing with the grown-ups)
- Social Relationships
- Occupations
- Character
- Country Life
- Health and Happiness
- Democracy
- The Americas
- Nature
- The Seasons
- Special Days
- Travel and Adventure
- Fancy and Fun

Planned activities to promote a fine spirit of comradeship through group singing, centered around the above themes, will provide pleasure as well as release from emotional and physical tension.

B. Devotional Type Songs:

The nature of the morning devotion in our classroom should be such as to promote a worshipful attitude. This will set the tone for the day. Marie Cole Powell has said in her book, Guiding the Learning Experiences of Worship, "Music is so powerful that it can help us to enter into the greatest experience of all, the experience of God. It can shake our souls with influx new that makes new
There is no finer way for providing this new energy than at the beginning of the school day for the guidance of our children, who are living in a perplexed world.

Songs that the group can learn and that will give this spiritual uplift are as follows:

- "Morning Prayer"
- "Father Teach Me"
- "Oh, Come All Ye Faithful"
- "Prayer of Thanksgiving"

There are many other devotional type songs and those about religious holidays, seasons and patriotism, which may be used in the morning devotions. (Remember a good song will not offend because of allusions to race, creed, social-economic status, physical or mental handicaps, or convictions).

C. Special Hymn Selections:

Uplifting and soul-building are many of the songs that teacher and children join in singing which the child has learned and loved in his place of worship on Sunday. There is no greater opportunity to bring about a closer relationship between day and church school, regardless of church views, than that of singing together some choice hymns of the children's with words and melodies that satisfy the soul.

1. Bases for selection of songs with moral and spiritual

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implications are:

"a. Choose songs written in a language the child can understand. 'This Is My Father's World'"

"b. Choose songs written from the literary standpoint. 'Gladly to the House of Worship'"

"c. Choose songs based on a child's religious experience, not an adult's. 'I Would Be True'"

"d. Choose songs which give ideas of God. 'How Strong and Sweet My Father's Care'"

"e. Choose songs which magnify the life and character of Jesus. 'We Would See Jesus'"

"f. Choose songs which develop consideration of others, appreciation of home, school, and church, and give a religious interpretation of the universe. 'We're Children of One Father,' 'We Plough the Fields and Scatter.'"

"g. Choose songs which have worshipful tunes free from 'jazz' and 'trashy' quality. Adeste Fidelis to which we sing, 'O, Come All Ye Faithful,' or Crusader's Hymn to which we sing, 'Fairest Lord Jesus.'"

"h. Choose songs which are reasonably short and have melody within the range of the children's voices. It is well to keep on the staff. Harmony should be clear and simple. 'We're Glad Today' is such a song for use with young children.

Many standard hymns of the church could be used by the older children if interpreted. The following list is suggested:

'This Is My Father's World'  
'Come, Ye Thankful People, Come'  
'All People That On Earth Do Dwell'  
'O, Beautiful For Spacious Skies'  
'I Think When I Read'  
'For the Beauty of the Earth'  
'God That Madest Earth and Heaven'  
'God of the Earth, the Sky, the Sea'  

The study of the hymns and why they were written makes a very fascinating study for this age group. It also adds to the enjoyment of the hymn.

2. Suggestions for using music and pictures:

Using a picture or series of pictures to teach a hymn is very effective. The following are suggestive exercises that may be used at "quiet time" or for morning devotion:

"a. Unveiling a picture.

"The picture, 'All Things Bright and Beautiful,' by Margaret Tarrent, may be chosen. Some other nature picture will do. Veil it with a soft drape. Say: 'While we listen to some beautiful music, will you think of all the things in the out-of-doors for which you are glad?' (Let the children respond). The name of the music you heard was, "Spring Song," and it was written by Mendelssohn. Perhaps he, too, thought of all the things you have mentioned as he wrote that beautiful music.

"There is a verse in the Bible that tells about the beautiful things in the world.' Read Ecclesiastes 3:11. 'Whenever I think of these wonderful things it reminds me of a song.' Sing, 'World I Know' in Sing, Children, Sing by Thomas. While singing lift the veil from the picture and look at it for a moment. Recite the prayer poem:

'Thank you, God, for the beautiful world,
For the sun and the blue, blue skies,
For the wind in the grass,
And the birds in the trees,
And the little bright butterflies.
I am glad for my nose,
And my ears and my hands,
To smell with, to hear with, to touch.
I love you, beautiful, beautiful world,
And I love you, God, so much.'

"b. Using a series of pictures to teach a hymn:

"The teacher might introduce this study by saying:
'There is a lovely poem by a person who felt sure
that God was at work in all the lovely things of the world. His name was Pierpont. He thought of many things for which to be thankful. It is called, "For the Beauty of the Earth." As you read each phrase show the appropriate picture to illustrate earth, sky, love, beauty, night, hill, vale, tree, flower, sun, moon, and stars. Will you repeat the words with me? (Use pictures again) This poem has been set to music. The pianist will play it while we listen to the melody. See if in your mind you can fit the words to the music. (Have melody repeated several times, show pictures to interpret each phrase as before, and then joyously sing it together)."21

D. Singing in Parts and Rounds.

"Fifth graders, generally, are eager to learn in parts like their older brothers and sisters. Many teachers add a second part here and there to songs in which harmony seems to come naturally. Examples are: "Old Black Joe" and "Walking in the Sunlight."

"Rounds are also helpful. Often children do not hear the beautiful harmony they are producing because they are so busy singing their own part. Small group singing (quartets, sextets, octettes) therefore is advisable in addition to the entire group singing."26

E. Other Singing Experiences:

"Out of all the hundreds of songs which ones would 9, 10, and 11 year olds enjoy? This is an age of ever-widening-interests extending not only to things but people. Songs about folks and other places are tremendously appealing.

Selected art songs, folk songs and arias, too, should be included. This is the time when girls and boys especially love and appreciate a beautiful melody. Songs that children in the middle grades have loved and enjoyed are:

Schubert's "The Trout"
Mendelssohn's "On Wings of Song"
Handel's "He Shall Feed His Flock"

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21Ibid.
"Song experiences should have depth and quality. It is better to sing fewer songs and savor them deeply than sing many without appreciation. Humorous songs should be sung with humor, serious songs with a depth of feeling."

Other songs with moral and spiritual implications:

Songs that develop a spirit of reverence:

Songs that develop a spirit of loyalty:
- Book III, pages 1, 2, 47, 51.
- Book IV, pages 1, 5, 65, 180.

Songs that are seasonal for holidays:
- Book III, pages 38, 39, 48, 49, 153.

III. Simple Plays and Operettas lend themselves to meaningful values.

Suggestions:

"Our America"

This "music play" tells some of the story of the life of America by bringing together music that was played and sung as our country grew up.

IV. Play, Creative, and Rhythmical Experiences in Music contribute to the emotional, social, and language development of the child engaged in these activities.

A. Play Activities:

The social and moral consciousness and growth resulting from pleasurable participation in play activities in

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29 Ibid.
30 New Music Horizons (New York, Silver Burdett Company, 1953).
music contributes to the progress of children in all areas of learning.

1. Rhythm band:

"Children at this age level are interested in forming a rhythm band which consists of children playing different instruments along with recorded music or piano music. Children like to parade with the instruments, to dance, and do dramatization with them. As many uses as possible should be encouraged, uses which will not stop with eight-year-olds but which will continue through school."  

2. Other instruments:

"A water glass "marimba" is a fine addition to the regular rhythm instruments. Eight and nine-year-olds will enjoy playing on water glasses filled so that they are tuned to fit the scale. The children will want to find their own tunes on this "instrument." They will also get a great deal from toy instruments such as song flute-o-phones and symphonettes. Many of the children are quite capable of playing simple tunes on them."  

In these activities, moral and spiritual values are provided for in that individual differences are recognized and the child is given opportunity to experience music with other people so that his own enjoyment shall be heightened and he shall be led into greater appreciation of the feelings and aspirations of others.

B. Creative Activities:

Inspiration is gained through the satisfaction of creative experiences in music and the inner spiritual nature of the pupil is reached.

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32 Marion Jordalen, loc. cit.
33 Ibid.
Music itself is creative through creating.

Through creating a song a foundation for spiritual growth and stability may be built. This element should be uppermost in all music teaching.

The following are among the creative activities:

- putting words to music
- creating music and words
- creating rhythmic responses
- making rhythm band instruments (from cereal boxes, coffee cans, bottles and glasses, nails, etc).
- original dramatizations to music

"Creative response in all its forms and aspects, is an act of self-expression, a realization or projection of something that comes from within." (James L. Hunsell, Music and the Classroom Teacher, Silver Burdett, 1951).

When the spirit of the classroom-community is such that children are free to be themselves—creating melodies to be sung or played will be a normal, spontaneous activity. These may be sung to original or familiar verse or they may be tunes to be played on melody instruments.

"It matters little whether the teacher is prepared to translate the song into notation. It matters only that children turn to music as one medium through which they express themselves.

"Somewhere a child in the dawning is singing Free as a bird when it welcomes the day.

We, too, need music to lift us and cheer us, Come then, and sing all our cares away.

--Peter W. Dykema" 34

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34 Earluth Epting, "We, Too, Need Music," Childhood Education, XXVI (May, 1953), 429. The lines by Dykema are quoted from Music Everywhere (Boston, G. C. Birchard Company, 1952).
C. Rhythmical Activities:

Rhythmical experiences in music release emotions and direct them into satisfying and desirable activities—
"That which makes the eye bright, the heart light, and the body graceful has spiritual values;" 35

(The essential values and the activities for rhythmical movements as suggested in Grades K-2 are also within the range levels of third and fourth graders).

Other rhythm responses for this age group that maintain social unity in the classroom are:

- rhythmic responses such as dancing with a scarf
- playing a rhythm instrument as an accompaniment to the song
- rhythms such as "being" a swaying elephant
- taking part in a singing game or pantomiming the music they hear
- imitating and dramatizing
- free interpretation providing movement to music

V. Integrating Experiences in Music.

Integrating music with other subject areas and classroom experiences has its lifting power as children learn many uses of this valuable social art in our complicated world:

"Music can add richness to the social studies program. A group studying the lumber industry depicted through creative rhythm the falling of trees, sawing, transporting, and other phases of the work.

"Poems may originate in the language arts period and melodies added in music time. Books about music may be read in free reading time and reports given in the music period. Songs may be utilized in speech as well as in

music to develop better pronunciation and enunciation. In mentally retarded classes, group singing may be used to help children who resist direct speech stimulation.

"Science and music have much in common, for music is a science as well as an art. What makes sound? What is the difference between a sound and a noise? What makes a flute different from a clarinet? Etc."  📜

"There's rhythm in writing. An activity that children thoroughly enjoy, and one that promotes motor skills and a free-easy writing motion, is that of writing in cursive to musical accompaniment."  📜

(Try this activity by using a song your pupils have created).

The study of the great master artists, their childhood, struggles, and accomplishments followed by the writing of simple plays and dramatization lends itself to the correlation of language arts, science, social studies, and art. Such inspirational activities in relation to values cannot be excelled.

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36 Marion Jordalen, op. cit, p. 39.

MUSIC

Specific Examples From Current Practices

Grades 3 - 6
"Singing For Joy" 38

"Perhaps the most constant contributor to spiritual well-being and growth has been the 'morning sing.' Originally set for Monday morning as a means of overcoming tardiness, the sing was soon discovered to have a lifting power which aided greatly in alleviating Monday problems. As one girl pathetically remarked, 'the sing' makes one forget the week-end.

"The name 'morning sing' indicates that this assembly is chiefly given over to music. Music is a common language. There is a sense of unity obtained from singing together whether it be some of the great hymns of the world or just a group of nonsense songs.

... ... ... ... ... ...

"Not only is there spiritual value in singing together, but the preparation of something beautiful for the enjoyment of the entire group is equally desirable.

... ... ... ... ... ...

"A fourth-grade group prepared a program of bird songs. To add color and interest an art class provided large bird pictures done in paint and chalk, and a record, 'Songs of Our Native Birds,' was used.

('Songs of Our Native Birds,' Recorded by Charles Kellogg, Victor, 35765)"

"Music in Grades Five and Six." 39

"In grades five and six, children continue to have opportunity to sing together with joy and satisfaction. Patriotic songs, such as 'America'—all verses, and 'Star Spangled Banner'—first, and fourth verses, stir feelings of loyalty and love for our country. Individual pupils grow in self-confidence as they sing in groups. Pupils with a special interest in music can often be helped in other ways if their interest is recognized and capitalized.

"One boy, who was a problem, liked music and had a good singing voice, but was slow in his school work. A desire to join a chorus group and praise for his musical ability have caused him to improve greatly. He looks after others' needs now and is endeavoring to 'make' this chorus."

In music classes pupils see the value of teamwork and cooperation.

Many pupils tend to grow in taste and discrimination in music enjoyment as they progress through the grades.

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"Music Has a Central Place"

"Music probably plays a greater part in this school than in most elementary schools, because children are always encouraged to hear good music and to make music themselves, be it instrumental or choral singing. The school has an unusually fine band and orchestra. It is always an inspiration to see the children carrying their instruments and to observe their eagerness to get to their instrumental lesson or to band and orchestra rehearsal."

A tribute here is made to the deceased principal, Mr. Harold Vernon Baker

"Hardly a Wednesday went by without Mr. Baker appearing in the back of the auditorium to enjoy the children's efforts. They watched for him to come and noticed when he did not appear. If he were too busy to go in, he always opened the doors so that he could listen to the music while he worked in his office; this the children always observed, too. One child wrote:

'A few months ago I was entering the school with my violin when Mr. Baker stopped to say, 'Pat, how are you getting along with your violin lessons? I hope you will be playing in the orchestra next year.' I said, 'I will, because I am going to study very hard.' 'That's the spirit,' he replied. I am sure he knows I am playing in the orchestra now. His kind and loving words will inspire me to do my best.'"

--Patricia Downey, Grade III.

"While Daniel Webster is one of the few elementary schools in the United States to have a pipe organ, it is indicative of Mr. Baker's philosophy that it was not just a thing to be looked at or used only on special occasions. Children practice on it every day during school hours. Free instruction is given by the director of music, who answered Mr. Baker's appeal to make the instrument a part of the children's everyday education. This is just another one of the many musical opportunities afforded in Daniel Webster School."

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Moral and Spiritual Values in Music:

"Music should be taught so as to promote:"

"Better understanding of other nationalities, religions, races and periods of time.

"Regional unity through the use of songs indigenous to the region.

"Appreciation of our cultural heritage by providing an opportunity for pupils to hear and discuss the work of the great masters as well as folk music.

"Opportunities for the joy of self-expression through participation in many kinds of music activities.

"Opportunities for all pupils, not just the talented few, at all levels to participate in many kinds of musical groups.

"The enrichment of the understanding in literature and social studies.

"Participation in singing or listening activities which lead to the feeling of oneness in a group.

"An increase in the individual's feeling of responsibility toward the total group performance."
LANGUAGE ARTS
CHAPTER III

MORAL AND SPIRITUAL VALUES IN LANGUAGE ARTS

Introduction

The curriculum in language arts is concerned with the communication of ideas by means of spoken and written symbols. Since language is a part of all curriculum areas and instruction is not limited to a set period there are no boundary lines in this subject field for opportunities in helping children in all grades to develop ethical, moral, and spiritual standards. There are elements of language in every situation; therefore it is one of the richest areas in which sensitivity to spiritual values may be developed. Opportunities for such present themselves throughout the school day.

"Skill in the use of language calls for definite guidance by the teacher, awareness on his part of a logical sequence of developmental experiences, and provision of many opportunities for experiences involving expression on the part of the youngsters. Beauty of expression which enhances the utility of the language arts program provides opportunity for enriched communication, thought, and living."  

1Spiritual Values, Summarizing Present Practices and Suggesting Activities For the Development of Spiritual Values in Education (San Diego, California, Office of Superintendent of City Schools, 1948), p. 84.
Suggested Language Arts Activities

Grades K - 2
Suggested Language Arts Activities, Grades K-2

The language arts involve listening, speaking, reading, and writing. At the kindergarten level the emphasis is on the first two phases. Rich and well-planned activities in the language arts program for beginning instruction in moral and spiritual values for the four- and five-year-olds will provide experiences for an open door of readiness for the six- and seven-year-olds. These early grades present a broad field of opportunity and responsibility for laying firm foundations on which to build for values in the succeeding grades.

1. Oral Language Suggestions:

   A. Listening: recognize the many moral and spiritual values derived from good listening habits and provide an environment conducive to the development of this very important skill.

   1. Encourage listening to sounds in the environment of nature. Example, Spring—bird calls, and spring peepers; Fall—wild geese; Winter—snow shovels, car chains, and wind blowing.

   2. Play phonograph records that identify sounds; that develop appreciation for music. (This may be interspersed with quiet music that uplifts the spirit).

   3. Encourage good listening at the story-time hour by follow-up periods of dramatic play, scene drawings, and discussions. These may be rich in values if stories are chosen with moral and spiritual implications.

4. Provide opportunities for the --- Now We are Six by Milne child to listen to a variety
of stories and poems for enjoyment and enrichment of experiences and joyous living.

5. Select stories that provoke laughter. Laughter is one of the essential factors that help to give release from tension.

Also poems of nonsense.

6. Choose stories and books that emphasize spiritual values.

7. Initiate the habit of courteous, attentive, and accurate listening, by being a good listener yourself.

(Listen to what your children are saying. They have volumes to tell you that will teach you to teach).

8. Make use of audio-visual materials—sound films, filmstrips, pictures, flannel-boards, etc.

B. Speaking:

1. Provide oral language experiences that center around real life situations, involving real problems and interests such as the school, family, and neighborhood living. The following is an example:

Dramatic or block play activities provide an opportunity for the teacher to guide the dramatic play activities away from the "cop and robber" interests to the kind of play which interprets true human values of life in the immediate environment of the child.
2. Provide opportunities for the young child to develop free and spontaneous expressions of his attitudes, feelings, and appreciation so essential to personal development.

A "Sharing Time," or an "Early Bird Time" will prove an interesting activity for the young child. The class may be divided into small groups or all may be seated on rugs on the floor in an informal group around the leader. The activity may be a story, a nature trip, or weekend activities including experiences at Sunday School and Church.

3. Utilize natural surroundings and experiences, with close appeal to the child's interests, which stimulate his thinking and talking about God's universe.

a. Activities in exploring, observing, experimenting, and investigating the wonders of the world about him with opportunities to talk freely about them.

b. Encourage the collection of the various objects of interest around him for the "Interest Center."

4. Make use of appropriate social conventions. These may be demonstrated through dramatic play then put into real practice throughout the day.

- Please
- Good Morning
- Pardon me
- I'm sorry
- No, thank you
- Goodbye
- May I
- Please forgive me

5. Sociodramas—Acting Out Real-Life Situations:

- How to go to a neighboring classroom
- How to visit a sick classmate
- How to use the telephone
- How to greet a new-comer at school

6. Learning appropriate poems and stories.

a. Poems of the seasons, nature, home, school, and church.

b. Simple Psalms—all channeled for choral reading experiences.

c. Dramatizing stories—solo or group performances.

C. Reading: story time encourages good listening and speaking as well as joyful appreciation of literature. Use stories that give emphasis to spiritual values:

"The teacher may help the child to recognize and respond to the important moral and spiritual implication in stories and poems and in so doing, she may help the child to develop understanding, appreciation, and respect for all people.

"She may choose some books that show how people share in the basic human relationships of all mankind and stress the similarities as well as the differences.

"1. Some books from which the child may recognize some moral or spiritual implications are:

Jones, E. C.; Small Rain, Viking, 1943.

"2. Some stories that may help the child to develop understanding, appreciation, and respect for all people are:

Bannon, L.; Manuela's Birthday in Old Mexico, Whitman, 1939.
Bein, Two Is a Team, Harcourt, 1945.
Clark, M.; The Poppy Seed Cakes, New York: Doubleday.
Copies
May Not
Film
Well!
Story time encourages good listening and speaking as well as joyful appreciation of literature.

3. Some stories that may contribute to a growing understanding of human nature, as well as the cause and effect relationships are:

Brown, M. V., They All Saw It, Harper, 1944.

4. Some stories from basic readers which are especially helpful in teaching moral and spiritual values.

'A Party For Ben' On Cherry Street, p. 78.
'A Birthday Cake' The Little White House, p. 59.
'We Help Father' My Little Blue Story Book, p. 49.
'Sally Helps' Our New Friends, p. 57.
'Patsy Has a Birthday' We Are Neighbors, p. 30.
'Mr. Joe's Rabbits' We Are Neighbors, p. 38

By all means provide time for pleasure time reading in the room library. The "Reading Nook" with books of Bible, animal, nature, human interest and factual stories serve as vicarious experiences and help children to appreciate the world in which they live.

II. Written Language Suggestions:

"Written Language is tied to all aspects of growth. It is closely interrelated in the subject matter areas, and it is equally involved in the child's social, emotional, spiritual and physical development.

2 Guiding the Learning Experiences of Young Children, Los Angeles City School District, Curriculum Division, Publication No. 477 (Los Angeles, California, 1949), p. 139.
Copies
May Not
Film
Well!
The "Reading Book" with books of Bible, animal, nature, human interest and factual stories serve as vicarious experiences and help children to appreciate the world in which they live.
"One of the important considerations is the need to see written language as an integral aspect of all growth. It functions in the many things children do at home as well as at school. Long before children enter school they have developed respect for the importance of written communication as they have scribbled 'hurry-home' notes to daddy or have noted the results which mother's shopping list has brought."

Individual or Class Composed Writings:

A. Write creative stories and poems about Thanksgiving, Christmas, Easter and other special holidays.

Pictures cut from magazines may be used for inspiration:

1. Creating original stories.

   Picture: Little Boy With Bowed Head.

   This little boy is saying, "Grace." He is thankful for ever so many things. Every one of us should be thankful, too.

2. Creating poems suggested by pictures:

   - Thanksgiving
   - A Child's Grace
   - The Pilgrim's Game
   - We Thank Thee,
   - Etc.

3. Listing reasons why the little boy should be thankful:

   - For his father and mother
   - For his sister
   - For the baby
   - For his home
   - For his pets
   - For his food, etc.

4. Listing reasons why we all should be thankful:

   - For our parents
   - For our homes
   - For our friends
   - For the food we eat

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- For the clothes we wear
- For the birds and animals
- For the blue sky above
- For the green grass,
- Etc.

B. Write special invitations to parents to attend special programs such as Christmas programs, classroom programs, or P.T.A.

C. Write special "thank you" letters for special favors, or appreciations.

D. Class composed charts of experiences inspired by planned or unexpected observances of nature.

E. Write notes of cheer to a sick classmate, or invalids, or to lonely old people.

F. Write simple diaries of personal experiences.

Example: "We'll never forget the day we went 'caroling.' We made everyone in our school happy and their Christmas merry as we went from hall to hall and sang. Then, we, too, were so happy."
LANGUAGE ARTS

Specific Examples From Current Practices

Grades K - 2
Specific Examples for Grades K-2

Language Arts should receive considerable attention in any program of communication in the early grades. A wide variety of listening, speaking, reading, and writing experiences should be provided. These as indicated below may be so directed as to foster the spirit of reverence, serenity, wonder, and appreciation so natural to children.

When Values Were Obvious

I had taken the children for a spring walk to a near-by woodland to observe sights and sounds. One morning while the children were playing on the terrace and the little birds were chirping in the tree tops, quiet little Tommy paused from his play and said, "Happy times, Mrs. Burks, happy times."

In the spring my first graders began to talk about the changes they saw taking place out-of-doors. One day I said, "I wonder if someone can tell me anything about spring which you can hear with your ears. All of the things you have been telling me are the things you see with your eyes." The children thought a minute, then Elaine said, "We hear the birds." Other children began to tell about the things they heard. The next morning several children gathered around my desk before the bell rang to tell me they had spring noises to report.

Donnie: "Mrs. Burks, I heard a little bird just now and guess what it said?" It said, "Sh! Sh! I'll have a secret for you and me. And it had a straw in its mouth, too."

After the bell Donnie made his report to the class. One little chorister rose and started reciting the first line of our favorite spring poem and then the class chimed in:
"We have a secret, just us three
The robin, and I, and the sweet cherry tree;
The robin told the tree, and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best,
Because he built the -- I shan't tell the rest;
And laid the four little -- something in it --
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out."  (Author unknown)

An appreciation of beauty and feeling opening even into worshipful
attitudes may be the result of a "Quiet Time" that is broken by the read-
ing or the telling of a beautiful and impressive story.

Going from a "Quiet Time" at our seats we very quietly seated cur-
selves on rugs on the floor around our school fireplace. It was during
the Christmas season. The venetian blinds were tilted. Candles burned
on the mantle above. A light flickered in the fireplace from an electric
bulb. Thirty-five youngsters were unbelievably quiet. We told again the
marvelous "Manger Story" very softly. Beautiful and colorful pictures
were shown as the story was being told. At the close there was a pause
of almost perfect stillness when little Jennifer (first grader) broke the
silence, with a deep and audible breath. Then she said, "Oh, Mrs. Burks,
that makes my heart so full of love."
"Liberation Leads to Self-Mastery"

"Serenity is a universal need. Serenity can be likened to an unfailing well, fed by the unseen springs of a liberated human spirit; not to a placid cistern, whose level is maintained only by filling from without. Much of teaching is in this realm of helping a child to discover his own best self and to accept the guidance of his best insights.

"It was early in March when the children in the second grade room were startled by a 'flash of red, brighter than fire' darting by the window and soon "Cheer, cheer" sounded from the throat of a beautiful cardinal in a near-by maple. He was easily discovered in the bare tree. The children must draw him. The interest was high and the likenesses quite good, but it was not enough. Our cardinal appeared again and again and one day the littlest girl said:

'He's a bright red cardinal
High up in a tree.'

These two lines remained alone all the morning, but the afternoon session had hardly begun when another child added:

'He was singing a song
So merry was he.'

And now they were really on the way to a poem about the cardinal adding two more stanzas:

'He was dressed all in red
From his top to his toe,
On his head was a crest
That stood stiff like a bow.

He swung on a branch
In a tall maple tree,
And twittered and chirped
And whistled with glee.'

The teacher added:

"This all came easily and natural to those children for all the year they had made poems."

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"Our 'Sharing' Time"5

"In our first grade we have had a sharing period each morning. At this time members of the class show things of interest or tell of personal experiences about which they think the other children would enjoy hearing. This discussion leads into the period when teacher and pupils list their plans for the day. Before we go home we check our list to see what we have accomplished. This evaluation has helped us in making our plans for the next day's work.

"I believe this activity has aided in developing a feeling of group unity as well as the ability to make wise choices. Choices are important. The very life of a person depends upon the choices he makes."

"Learning the Language of Kindness and Courtesy"6

"In my kindergarten class we have practiced the simple kindness of everyday living through our block play, such as 'thank you' for the block, or 'May I share the airport with you?'

The following poem and song have meaning for children:

"Little Keys"

"Hearts like doors will open with ease
To very, very little keys,
And don't forget that two of these
Are, "Thank you, sir" and "if you please."

"Expressing Appreciation"

"We can express appreciation, for what people do for us--for our books, music--for the flowers Mary brought to school--for the fine lunch Mother fixed for us, for a new pair of shoes, for a smile!

"We learn to appreciate things we do for each other. We learn to say 'thank you' and to observe other courtesies.

"Learning Social Skills Through Dramatic Play"

"Occasionally one room has a bit of dramatic play on 'How to Answer the Telephone' or 'The Nice Way to Answer the Door.'

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5 I Did It This Way, Curriculum Bulletin, No. 14 (Madison, Wisconsin, Office of State Superintendent of Schools, May, 1951), p. 27.

"Use of dramatic play to teach desirable ways of handling interpersonal tension situations as they occur is helpful. Using this technique to demonstrate different ways of meeting the same situation and then comparing and evaluating the various ways gives skill in the art of kindness and courtesy."

Educators in the field of both Christian and secular education are agreed that the very young child shows a marked interest in God. The need of God is universal not only in the lives of adults but in the early period of the life of the child. It is in childhood the great "search" for God begins. Children ask many detailed factual questions about God.

"Daddy, when you were above the clouds in the airplane, did you see God?" the child may ask.

"What does God look like?"

"Is He here in the dark?"

"How do we know He is here?" These are the questions asked by young seekers at the bed-time hour, or during the story-time hour in the classroom. (These vital questions are asked in the classroom only if the environment is conducive and opportunity is given for freedom of expression).

As teachers we may need to supplement our knowledge in the realm of professional training with a more adequately trained mind in the realm of "eternal truths." We may need to seek first for ourselves that knowledge that will prepare us for a readiness to respond successfully to the questions concerning the mysteries of life prompted by the deeper longings of the soul of a child. By leaving this only to chance we may miss the opportunity of a lifetime and reap the tragedy of an unsound faith.
"What Is Worship?"  

"Professor Will Durant tells the story of his little girl who came to her mother one day with the age-old question, 'Mother, what is God like?' The mother hesitated in the presence of so great a question and finally said, "Dear, ask your Daddy." So the little girl went to her father with her search after God. 'Daddy, what is God like?' And he too hesitated. Later on, among her childish possessions they found a slip of paper with a bit of free verse inscribed on it. It went something like this:

'I asked my mother what God was like,
She did not know.
I asked my teacher what God was like,
She did not know.
Then I asked my father, who knows more than anyone
Else in the whole world, what God was like.
He did not know.
I think if I had lived as long as
My mother, or my father, or my teacher
I would know something about God.'

"We hear a great deal today about the rights of the child, his right to be born, his right to play, his right to an education, his right to conditions of physical and mental hygiene. Surely along with all these other rights there stands his right to an awareness of God."

"May we as teachers remind ourselves that young children live in the world of here and now and the questions they ask are immediate as to time and place. Much consideration must be given to the attitude of reverence and respect for those who are looking to us for guidance. Our elementary curriculum must provide for inquiring minds in every phase of teaching. These provisions when linked with sound thinking and under control of moral and spiritual values, if extended to higher curriculums, will produce master minds of future generations."

Our proposal is that for every daily classroom schedule provisions

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be made for the following:

- Periods of relaxation and quiet
- Time for inspirational poems and stories
- Time for inspirational music
- Time for appreciation of beauty
- Time for appreciation of simple courtesies and kindnesses
- Time for expressing thanks during nutrition or lunch period
- Time for sharing inspirational experiences
- A "listening time" or a "quiet time" for the soothing of the soul or the yearnings of the human spirit.
Suggested Language Arts Activities

Grades 3 - 4
Suggested Language Arts Activities, Grades 3-4

The task of the school is to build upon the levels children have achieved during the pre-school and early primary years and to encourage growth in language power. The school environment that fosters the desire to communicate and affords ample opportunity for communication is providing conditions for the stimulation of language. However, the result is not only growth in the skills of communication but wholesome growth in personality as well.

The various and more advanced activities of this age group present added opportunities for the integrating of moral and spiritual values into each area of the language program. If the techniques and skills of the previous levels are maintained, developed, and refined, and the language activities of this grade level are properly conducted so as to foster a feeling of success in each child and are directed to meet his individual creative needs, he may attain values in this subject and in these grades that will motivate desirable behavior through life.

I. Oral Language Suggestions:

A. Listening and Speaking.

Maintain and improve techniques of listening developed in Grades K-2 and continue to sharpen the powers of observation through first hand experiences and visual media. Provide opportunities for talking to and with others in situations involving the activities of the previous grades and those common to this grade level. Listening and speaking go hand in hand. The child's spontaneous comments must be welcomed. He must feel
that his school is not a place of silence but a place
where he may feel free to express his ideas and share his
experiences. On the other hand he must be taught early in
life that thoughtful and courteous attention must be given
the speaker; otherwise he cannot respond intelligently to
the expressed comments and ideas.

1. Recognize that every child has a contribution in some
   form to make to the group and provide opportunities
   for him through such activities as:
   a. News Period or Telling Time:

   Share experiences on a topic of mutual interest.

   Early morning is a desirable time for these to be
   communicated.

   - a week-end trip or a visit with a friend
   - an inspiring church activity
   - inspirational experiences at home, school
     or church.
   - a descriptive account of a building
   - an impressive radio or television program
   - inspiration from observances of nature
     cut-of-doors, seasonal changes, etc.

   b. The Surprise Corner:

   - Science materials, pictures, books, animals
     or pets with periods for discussions.
     (Interest must be kept at its peak by
     frequent changes by both teachers and
     pupils)

   c. Guessing Games or Riddle Time:

   Guess My Name Animal or Color Riddles

   (Include in these Bible characters learned
   at the church school).

   d. We Speak With Our Hands Center:

   Opportunities are provided here for children
to find outlets for their feelings and their ideas through the media of the following:
- drawing
- painting
- clay modeling
- block building
- dramatizing

Praise given for these non-language type of expressions will give children a sense of security—a feeling of belonging and contributing to the group. Gradually a child may be able to venture a few words about the new pet rabbit at home which at first he could only model from clay.

The above may serve as observation and listening activities, thus sharpening the senses of the pupils as an aid to learning.

2. Provide means of releasing tension and overcoming self-consciousness through dramatization and role-playing.
   a. Stories from the Bible.
   b. Incidents from the lives of noted men and women who have made great contributions to the world—Helen Keller, George Washington Carver, Florence Nightingale, Marie and Pierre Curie, and others.
   c. Stories with moral and spiritual implications told by teacher or pupils with solo or group dramatization.

   (Story dramatization has therapeutic values and it is of more value when done without rehearsal and when dialogue is impromptu).
d. Puppet performances—Present show for values.

e. For a unit on China dramatize the people's dependence on hand tools; their civic life and customs.

f. Art masterpieces displayed, studied, and used as subjects for dramatization.

3. Promote delightful classroom socializing experiences with choral reading and verse-speaking, choir activities.

a. Poetry; prose that is rhythmical and such as selections from the Bible.


b. Compose original Wonder Psalms.

c. Make a litany.

4. Memorize poems with moral and spiritual implications.

5. Develop confidence in certain social situations by means of Sociodramas or Acting Out Real-Life Situations.

The situations to be acted out should be those that most class members agree are common and troublesome as the following:

-Greetings and good-byes
-Answering the door-bell
-Using the telephone
-Excusing yourself
-Interruptions
-Introductions
-Making announcements

Example: Assume you are at school;
at a community meeting
at Sunday School
at a Junior camp.
6. Stimulate interest by using the flannel-board during story-telling hour.

"The flannel board is an ideal device for the teacher to use during the 'story-telling hour' because the pictures can be built up step by step as the story progresses.

"The board should be set up with a simple background of appropriate scenery and as the story unfolds, the teacher supplies the necessary action by using the cut-outs.

"Excellent sources from which to obtain material for story-telling include reading, inexpensive story-books, and pictures clipped from magazines.

"Since participation in the stories by the children adds to their understanding and the appreciation of them, individual children should be permitted to retell the stories as they manipulate the figures on the flannel-board, thus learning to communicate, to share, to develop confidence, and at the same time to enlarge their vocabulary."8

B. Reading--Grade Three.

1. "Read or memorize poems with moral and spiritual implications.

   "God's Dark
   The dark is kind and cozy
   The dark is soft and deep.
   The dark will pat my pillow
   And love me as I sleep.
   The dark is smooth as velvet,
   And gentle as the air,
   And he is good to children
   And people everywhere.
   The dark can see and love me
   Without a bit of light
   He gives me dreams and resting;
   He brings the gentle night.

References

   Silver Pennies
   by Thompson
   More Silver Pennies
   by Thompson
   Time For Poetry
   by Arbuthnot
   The Golden Book of Poetry, by Warner

God made the dark so daytime
Could close its tired eyes
And sleep awhile in comfort
Beneath the starry skies.

The daytime just like children
Needs rest from work and play
So it can give us children
Another happy day.

God made the dark for children
And birchies in their nests
All in the dark, He watches
And guards us when we rest.

- - John Martin

For a Child
by McFarland

Now We are Six
by Milne

Let's-Read-Together
Poems
by Brown and Heltman

"Bright Stars"

I like to watch the bright
bright stars;
They shine and shine above.
They seem to smile
right down at me
And whisper 'God is love.'

"Always Finish"

If a task is once begun
Never leave it till it's done.
Be the labor great or small,
Do it well or not at all.

- - Unknown

2. "Read stories and poems in class such as Grace Koon's
stories about Indian life.
   a. 'Chi-Wee'
   b. 'Chi-Wee and Loki'
   c. 'Daughter of Thunder'
   d. 'Magic Trail'
   e. 'Missing Koshina'

3. "Stories from the basic readers which are especially
helpful in teaching moral and spiritual values."
a. "Stories that develop a spirit of courage and resourcefulness:

- 'Caught in a Fog' More Streets and Roads p. 105
- 'The Little Cock' More Streets and Roads p. 218
- 'Mother Shoots a Bear' More Streets and Roads p. 225
- 'The Secret Cave' Roads to Everywhere p. 10
- 'Janie's Thanksgiving' Roads to Everywhere p. 25
- 'The Star Fish' Roads to Everywhere p. 37
- 'Becky and the Bandit' Roads to Everywhere p. 49
- 'John Hudson's Surprise' Roads to Everywhere p. 61

b. "Stories that develop a spirit of sacrifice and loyalty:

- 'Mary Ellen Finds a Way' More Streets and Roads p. 54
- 'The Seventh Pup' Roads to Everywhere p. 264
- 'Just Enough' Roads to Everywhere p. 307
- 'Under the Sun' Under the Sun p. 5

c. "Stories that develop a spirit of love, kindness, and devotion:

- 'A Life for a Burro' More Streets and Roads p. 21
- 'The Traveling Christmas Tree' More Streets and Roads p. 13
- 'Pedro's House' Roads to Everywhere p. 319
- 'The Village Christmas Tree' Roads to Everywhere p. 174
- 'Christmas Gifts' All Aboard for Story- p. 201
- 'Christmas Morning' All Aboard for Story-land p. 213
C. Reading—Grade Four.

1. "Stories from the basic readers which are especially valuable in teaching moral and spiritual values.

   a. "Study stories that develop a spirit of courage and resourcefulness.

      - 'Return of the Puddle Duck'
      - 'Whiskers Steals the Show'
      - 'Star Pupil'
      - 'Betsy Finds a Way'
      - 'How Andy Helped His Team'
      - 'Going West'
      - 'Joan of Arc'
      - 'Daring Deeds'
      - 'We Are Americans'

      b. "Study stories that develop a spirit of sacrifice and loyalty.

      - 'Saint George'
      - 'Fate'
      - 'The Seventh Pup'
      - 'The Birds That Earned a Home'
      - 'We Thank Thee'
      - 'Emma from Belgium and Austria'

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9 The suggested selections are taken from Flora A. Adams, A Guide to Moral and Spiritual Education in Elementary Schools, Part I (San Diego, California, San Diego City Schools, 1933), pp. 24, 25.
c. "Study stories that develop a spirit of love, devotion, and kindness.

- 'Joseph and His Brothers' Times and Places p. 330
- 'David the Shepherd Boy' Times and Places p. 344
- 'Just Enough' Roads to Everywhere p. 307
- 'Lincoln' Roads to Everywhere p. 307
- 'The American Highway' Today and Tomorrow p. 235
- 'Silver Chief' Today and Tomorrow p. 241

II. Written Language Suggestions:

"Closely related to the need to see language as an integral part of the child's growth in creating a good environment for writing, as shown in Grades K-2, there is a second need—a vigorous, functional curriculum in which writing plays a significant part, and where children are provided with many opportunities to write important things which make sense to them. Such a curriculum calls for many challenging experiences based upon children's own purposes and goals, but guided by wise teachers."

In a functional curriculum such as the above the teacher has a great opportunity to help children to develop ethical standards, to make sound judgments and to assume moral and spiritual responsibilities for both their spoken and written words.

A. Writing—Letters and Informational Type Writing: opportunities may be provided for written activities related to those of the ordinary language arts program but channeled for emphasis on values in the following ways:

1. Letter writing:

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10 Ibid., pp. 24, 31.
128

a. Write letters telling of the religious life of the people in early Kentucky times and in the early colonies--related to the resource unit on "Our State" or "Colonial Life."
b. Write letters of cheer to sick classmates, to shut-ins and to old people.
c. Write thank-you letters to those who have made contributions for successful excursions, to resource people, to a giver of a gift, to the superintendent or the principal for a kind favor.
d. Write letters of appreciation or gratitude to your minister, Sunday School teacher, Junior camp leader, your doctor, nurse, or others to whom you feel indebted.
e. Write friendly letters to "pen-pals" in another school, state, or country--exchanging information concerning your home, school and church.
f. Write letters to resource people, organizations, or companies for informational materials on resource units.

2. Informational writing:
   a. Labeling exhibits.
   b. Explanation for maps, charts, graphs, and scrapbook materials.
   c. Keeping diaries.
   d. Outlining reports.
e. Recording information.
f. Preparing interview questions, etc.

During the above activities children may be learning language skills unaware but at the same time they are securing answers to their questions and finding solutions to their problems in their preparation for future life.

B. Writing—Personal and Informal Type: Recognize that every child has potentialities for creative expression through writing (though not all children will develop it to the same degree) and provide opportunity for creative writing activities. The disappearing of tension and fear, the sheer satisfaction and pleasure such as creative efforts afford, bring: many a timid and discouraged little soul out of his shell.

1. Planned assignments:
   a. Write original stories telling of the early life of the colonists including their prayer life and the Indian ceremonials. (Only after much reading and a genuine stimulation as a result of a resource unit on "Colonial Times").
   b. Write prayers such as the Indians might have used for expressing their desire for rain, for success in war and for a cure of illness. (Following a unit on "Indian Life").
   c. Write original poems of thankfulness.
   d. Write hopes for the New Year, for the world, for themselves, and for families. Write New Year's resolutions).
e. Creating original stories and poems inspired by famous paintings.

f. Write dialogue for simple dramatizations.

g. Write a play for the culmination of units of work.

h. Write original Christmas poems and stories. Also for other holidays during the week when the interest is at its peak.

2. Rich dividends from unassigned writings:

"Creative Work Doesn't Just Happen"

"Remember that creative work doesn't just happen. If you want an occasional good flower you must prepare the ground, plant the seed, and cultivate young plants. Two steps for helping children write creatively:

"Experience must precede writing--Enriching experiences may consist of excursions, hikes, school projects or units, observation of things brought into the schoolroom, reading, other school lessons, special days, unexpected happenings, individual experiences shared, hobbies, visitors, radio programs, and television.

"The ground must be prepared and ideas scattered before children are ready to write. Stimulate the children so that they will want to write. Read poetry or stories, talk things over, plan for a sharing day or project, and put out a school paper.

"Unlike children with special talent, the majority of children must be more than stimulated to write; they must actually be started. Reading aloud to them is one of the best ways to start writing.

"If poems of autumn are what you are after, go for a hike with the children absorbing 'October's bright blue weather' through all your five senses. Then come back to the schoolroom and read poetry--'Oh, world, I cannot hold thee close enough' and 'There is something in the autumn that is native to my blood.' Then mix paint fast and furiously, describing the sky and the
clouds and ways to tell the lilt of the leaves as they ease themselves to the earth.

"And don't forget in your reading to include poetry. Children do so need poetry. Not having it is like never having stars to look at or music to listen to. Children like men, 'cannot live by bread alone.' Children need poetry to lean on, to laugh at, to learn from, to reach for, and to sing with. Children who grow up with poetry have hidden resources in time of need. If you, the teacher, fail them, they may be poor indeed." 12

LANGUAGE ARTS

Specific Examples From Current Practices

Grades 3 - 4
A Child Finds Depth

James Boyd, a little boy with a meager environment, a broken home, (a father behind prison bars), was considered a problem child. I had taken James Boyd under my wing, so to speak, since his first year in my room. I followed, with interest, his work and problems up through the fourth grade. I am sure he was conscious that I was interested in both his day and church school work. (He attended Sunday School regularly). His other teachers shared my concern.

The following poem was created shortly after his discouraged teacher had told me, "Honestly, Mrs. Burks, I do not feel that I have made a dent in the boy's life." I assured her that she had and that some day she would realize it. It was she who a few days later brought the writer with his poem to my door and said, "Look, James Boyd has found himself!" The following is a poem he had written during the free period.

God's Birds and His World

God's free birds flying as the wind,
Flying over the world without harm or sin
They're free, just like a tree.

I wish I could fly like a bird,
Birds go flying by
Pretty birds fill the sky.

Do these lines have depth? Yes, they speak the sentiments of a lonely little boy.

(The fourth grade teacher of this child was Mrs. Inez Elzy, Glasgow, Kentucky. Mrs. Elzy emphasizes spiritual values in every phase of her teaching).
"Guiding Creative Writing" [13]

"After children have had many experiences, after they have heard and read much good literature and have experimented with finding the right word to express a given idea, they may undertake their first steps in creative writing.

"Work Together. Co-operative writing is a good way to start. Here is what fourth grade children in the College Laboratory School, Bemidji, Minnesota, were able to create by working together:

"From Our School Window

"From our schoolroom window we see
A robin-egg blue sky,
Whipped cream clouds,
Peppermint trees that make dark spots
On the sparkling snow,
And cotton hills as far as we can see.

Use Free Verse. Don't try for rhyming. It tends to become doggerel. Have children begin creative writing through using these 'starters.'

"The Loveliest Thing I know

"The smell of a rose
The sound of a brook

"These are the Loveliest Things I know

"The Wind

"The wind is a giant pulling my kite

"Spring Music

"Listen to the music of spring,
The peep of spring peepers,
The creak of bullfrogs,
The chirps of robins in the grass,

Listen to the music of spring.

"Spring Voices"

"Listen to spring voices,
The patter of soft warm rain,
The cooing of a dove,
The murmur of a brook,

"The Smells I Like"

"The smells I like are those that come:
when we cut the lawn,
when my mother bakes cookies,

"In working for vivid imagery, encourage pupils to make good comparisons. One boy wrote:

"The Chipmunk"

"The chipmunk
Dashed along the wall
Like a little brown wave.

"Reading"

"The following report from a classroom teacher indicates the importance of stories in developing an awareness of values and in exploring the meaning of values.

'One reading group was beginning a new story, "Helpful Betty," and we discussed the meaning of the word 'helpful.' This led to a recounting of how each one of us was helpful. The qualities of kindness and consideration were added; and, before we were through, the rest of the class was eager to enter the discussion. Youngsters spoke of classmates who remained patient with pupils who were troublesome. Others

Hind., p. 75.
revealed circumstances when they themselves should have been kind and helpful but were not.

"Many stories lend themselves to the kind of discussion developed from 'Helpful Betty' in which values became personalized."

"Stimulating Interest to Develop Skill in the Wise Selection of Problems." 

"Our class felt fortunate that it knew a man who had spent a great deal of time in China, and the boys and girls were eager to have him visit us. We soon found, however, that there was more involved than merely asking him to come. It took organization and cooperation on the part of the entire class to make the best use of this source of information.

"After we had learned all we could about this man, we planned the form of presentation desired. Johnny issued the invitation by telephone. We planned when, where, and how to receive our guest at the school. We gave him written information about our class. The duties of each student were made clear; we chose a chairman and a recorder—in this case three students handled the job cooperatively. The day before the speaker's appointment with us, Johnny telephoned him to remind him.

"When it was time for our guest to leave the next day, the class clapped enthusiastically and the chairman thanked him for us all. The next day the group wrote a letter of thanks and the class secretary copied and mailed it."

"Developing Consideration for Our Classmates" 

"During the school year chicken pox, measles, and the mumps keep many children out of school. Whenever one of the boys or girls is out, the class prepares a special 'Get Well' folder in which they include pictures, stories, and examples of things that are being done in the class. Several of the youngsters make sample worksheets that the shut-in can do at home. Volunteers call during the course of the illness to find out how their classmate is doing.

"One day, shortly after Richard returned from a siege of the measles, he remarked, 'I'm glad that I was sick, I was able to get a folder. I know that I have lots of friends in school.'"

"The Room Improvement Club" 

'Do something for each other,
Though small the help may be;

16 Strengthening Human Values in Our Schools, issued by the Department of Public Instruction of Iowa (Des Moines, State of Iowa, 1955), p. 17.
17 Ibid., p. 25.
"Detecting a need to develop better self-control and courtesy in her fourth grade, Miss Ashton appealed to the pupils as to how they might help each other to improve. The merits of self-control and courtesy were freely discussed, after which the grade was organized into a Room Improvement Club.

"Various groups were assigned, in turn, to assume responsibility for observing and reporting to the class any school-life situations which related to good conduct.

"If the reports did not meet with class approval, those situations in question were enacted through role-playing. Conduct in the lunch room, and halls, courtesy toward the janitor, and politeness to visitors were some of the situations which required role-playing.

"The work through this club not only stimulated self-control and courtesy, but it tended to develop better pupil attitude in working toward a common goal."

"Locking Ahead"18

"The opportunities for the primary teacher to develop human values are almost limitless. In every subject, in every project, in every unit, in every activity, the good primary teacher will make use of the opportunities that exist.

"Just as the home builds a foundation upon which the primary teacher builds, so does the primary teacher build a foundation upon which all other teachers must build. If the thirst for right ways of living and thinking is stimulated during the early school years, children will continue to seek ways of quenching that thirst for the rest of their years.

"Human values are not developed by chance; they must be considered as integral elements of the total school program and every teacher must play a positive role in their development."

"What Is Communication?"19

What Is Communication? Clara M. Olson, Professor of Education, University of Florida, Gainesville, has for us a most complete definition:

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18 Ibid., p. 19.
"COMMUNICATION IS THE WAYS BY WHICH HUMAN BEINGS COME TO UNDERSTAND EACH OTHER.

At its best it is a kind of communing, marked by insights and understanding. In a sense, communication is the magic path to understanding between two selves—in some situations between selves. It is a path that has to be created and tended carefully by the selves involved. To create and tend the path one must accept one's self and others, and believe in the dignity and worth of humankind everywhere, have faith in life, be willing to listen to others, strive to understand others.

My experience with Larry, whom I came to think of as a poet in rags will illustrate what communication means to me. Perhaps his story will help you to discover and communicate with many another Larry or Poj or late or Nuan.

I first met Larry in a fourth-grade class in a country school. His thin sallow face, emaciated body, torn dirty clothes spoke to me of poverty and neglect. The joy in his shy brown eyes when he 'made a hundred' on spelling or excelled in arithmetic spoke to me of a self-seeking fulfillment in the meager offerings of the school. One afternoon while the storm brewed in the Gulf, we painted the reading table—just the two of us. Grave and calm he painted dexterously while outside the soughing of the pines grew heavier and louder.

'Listen' he commanded me. 'The wind is talking today.' He painted on.

'Listen!' His voice was vibrant. 'The wind is talking today.'

'Softly I spoke, almost whispering, 'What is the wind saying?'

'It's singing to the little seeds in the warm earth waiting for the Spring. It's calling to the butterflies asleep in the cocoons. It's telling them that soon the rain will come and Spring . . . '

His language was exquisite. He had communicated to me the heart of a poet! - - "
Suggested Language Arts Activities

Grades 5 - 6
Suggested Language Arts Activities, Grades 5-6

"Spiritual values developed at these levels include a respect for individuals, an understanding of the fact that each person has a unique contribution to make, and an appreciation of the importance of fair and just analysis of the work of others. Through group discussions, reports, and informal conversations, boys and girls are helped to acquire an appreciation for individuality and for the responsibility of individuals to contribute to the welfare of the group. Boys and girls also learn that effective communication of ideas can be achieved only by mastery of basic skills, and so they develop a respect for honest effort. An appreciation for the aesthetic comes through intimate and friendly association with fine literature as the teacher introduces such materials into the program. Recognition of the creative power of individuals develops as unique and effective word pictures are brought to the attention of the class." 20

I. Oral Language Suggestions.

A. Listening and Speaking.

Continue to maintain, develop and refine the social and communication skills needed to carry on the activities in the area of moral and spiritual values as listed in previous levels; continue to develop careful listening and to sharpen powers of observation in first-hand experiences and through visual media. Provide opportunities for talking to and with others in situations involving the activities listed in the earlier grades. Refer to activities for oral language suggestions in Grades 3-4. These may be enlarged upon and successfully used in Grades 5-6.

1. Develop classroom atmosphere, morale, and social amenities by providing opportunities for courteous listening and speaking through the following

—bid., p. 84.
suggestive activities:

a. Desirable conversation; informal, spontaneous, and lively conversing has rich values if pupils are taught to be mindful of the common courtesies.

Topics:
- a weekend visit
- a book
- a radio or television program
- a neighborhood event
- a visit to a place of interest

(For other topics see Grades 3-4)

Also participation in discussions during sharing-time, which brings out experiences of attendance at religious services, should be encouraged.

- Summer Bible Camps
- Daily Vacation Bible School
- Young Peoples' Conference
- Young Peoples' Vesper Services

b. Everyday courtesies; emphasize that listening and speaking are naturally interacting experiences and that neither can be accomplished satisfactorily without the other.

Make two lists for showing courtesies of conversation:

<table>
<thead>
<tr>
<th>Conversation Ruled Out</th>
<th>Conversation Subdued</th>
</tr>
</thead>
<tbody>
<tr>
<td>- in a church</td>
<td>- in a public bus</td>
</tr>
<tr>
<td>- at vesper services</td>
<td>- during class talks</td>
</tr>
<tr>
<td>- at a concert</td>
<td>- during a study period</td>
</tr>
<tr>
<td>- at a museum</td>
<td>- in school halls</td>
</tr>
</tbody>
</table>

In discussions of specific occasions when children have observed definite courtesy or discourtesy be
careful and do not let personalities creep in, but stress the courtesy of consideration of others at all times. Caution the pupils to refrain from name-calling.

c. Classroom hospitality; common courtesies practiced through the following activities will carry over into the home, the church, and other places of social contact.

- Responsibilities to visitors; hospitality committee
- Voice and speech; qualities of a good voice
- Dramatization; dramatize ways of receiving visitors

(See Sociodramas for Grades 3-4)

d. Courtesy guides; when an atmosphere of informality and comradeship has been established in the schoolroom conversation can flourish and be made to conform to high standards.

Pupil-made guides:

- Be correct and careful about stating facts
- Listen courteously to what others say and be fair in judging what they say
- Talk only your share of the time
- If you question what someone has said do so politely
- If someone does not agree with what you say do not get angry

Children are guided to respect other people's ideas without the necessity of accepting these ideas.

2. Develop social poise through practice in appearing before others and working cooperatively.
a. Making announcements.

Plan activities that will necessitate the making of announcements in other classrooms and before teacher groups and administrators.

Assume that you are at church, your church school, or your young people's meetings and tell the class how you would make a certain announcement.

b. Giving reports and book reviews.

(1) Reports:

- Work of a noted American, etc.
- An itinerary of a missionary or an evangelist: Using interest features; showing a map; giving a demonstration; making a motion picture.

Report graphically, using crayons, paint, clay, papier mache, metal, wood, chalk talk, etc.

(2) Book reviews:

Books with moral and spiritual values implications:

(a) Books that help children learn to choose a code of behavior in human relations.

- "Lightening, a Cowboy's Gold" - Martin
- "Little House in the Big Woods" - Wilder

(b) Books that help children develop world-mindedness.

- "Little Island" - MacDonald
- "One God" - Fitch

(c) Books that help children to identify themselves and develop their own personalities.

- "Dot for Short" - Friedman
- "Sensible Kate" - Gates

c. Telling an inspiring story—valuable in helping pupils gain poise and confidence in telling stories and sharing experiences with others.
- Bible stories  
- Christian fiction stories  
- Stories of great men and women in both the commercial and religious field

d. Participating in panel or round-table discussions, if kept in modified form and with an open-forum spirit, serves to stimulate quick and clear thinking and promotes satisfying experiences in respecting other people's point of view, also agreeing or disagreeing in a courteous manner.

Suggested Topics:

What makes a good citizen?

- Honesty
- Truthfulness
- Working Together
- Accepting Responsibility
- Understanding of Others
- Loyalty

e. Simulated Radio Broadcasts—set up a make-believe mike and a fictitious station call letters.

This activity should follow a study of judging radio, television, and moving pictures and an excursion to a broadcasting station. This study will help promote a developing sense of judgement and appreciation concerning programs for leisure hours.

The values received from their own radio program may serve a duo-fold purpose:

(1) to develop an appreciation for the cooperative work of our radio workers

(2) to promote practice in selecting, choosing, and evaluating programs in a simulated fashion.
Suggested topics:

- The Blessing of the Radio Ministry (Its part in serving the religious cause)
- What Shall We Read
- Bible Lands and Customs

f. Quiz Programs (These may or may not be done in radio fashion).

- "Guess My Name"

Use characters of noble men and women, whom pupils have studied, and historical or Bible characters. Include characters of the religious world who overcame their handicaps.

- Fannie Crosby
- Florence Nightingale
- David Livingstone
- William Carey
- John Bunyan
- Helen Keller

State facts about the characters ending with the words, "Guess My Name."

- "Hymns or Gospel Songs": valuable in learning the great hymns of the Christian faith; inspires a study of composers and how they came to write particular songs.

g. The history of my church.

Group children together according to the church of their faith. Have them make a study of the history of the church of their faith and give reports.

(If some child is not affiliated with some church have him learn from his family the name of the church of their choice).

Emphasize courtesy rules in previous activities.

3. Provide means of releasing tension and overcoming self-consciousness through dramatization and role-playing.
a. Pantomiming, with or without words, a type of
dramatization which may be done with few or no props
and may arise from a group experience.

The following topics may be chosen for dramatiza-
tion:
- Bible stories
- Incidents from the lives of noted men and women

b. Puppet or Marionette Performances; puppetry activities
provide for individual differences and sometimes a
child is given a new status through these experiences.
Hand puppets made of paper bags, socks, or papier mache
can be easily manipulated and readily lend themselves
to dramatic expression.

Puppeteers may dramatize the following:
- David and the Giant
- Daniel in the Lion's Den
- Ruth and Naomi
- Esther and others
- Uncle Remus Tales

c. Shadow Play; a type of play where either stick puppets
or the children themselves may be used. Figures are
silhouetted behind a sheet hung across an open door
of a closet with a flashlight or electric bulb used
for the light.

4. Promote delightful classroom socializing experiences with
choral reading and verse-speaking choir activities:
a. Original Wonder Psalm composed for choral reading
experiences.
b. Litanies composed for the class verse-speaking choir.
   (See Grades 3-6 for specific suggestions).
Copies
May Not
Film
Well!
Puppetry activities promote team work, provide for individual differences, and develop self-control and consideration for others in the pursuit of a common purpose.
5. Use Magic talks and experiments; these are experiences that are appealing to the child's mind through the sense of curiosity; at the same time they may be used as a real value in teaching a moral and religious truth.

- The New Year
- Overcoming Handicaps
- Our Flag and Our Country

B. Reading - Grade Five.

"1. Stories, poems, and biographies to read to the class for appreciation and enjoyment

'The Secret Garden' - Burnett
'Biographies of great people'

"2. Stories from the basic readers which are especially helpful in teaching moral and spiritual values.

"a. Stories that develop a spirit of courage and resourcefulness:

- 'The Silver Penny' Days and Deeds p. 8
- 'Rules or Nor Rules' Days and Deeds p. 61
- 'The Hurricane' Days and Deeds p. 108
- 'Hands Across the Sky' Days and Deeds p. 17
- 'SOS! by Wire' Days and Deeds p. 146
- 'William Tell' Trails to Treasure p. 325
- 'Courage Leads the Way' Trails to Treasure p. 430

"3. Poems:

Silver Pennies - Thompson
More Silver Pennies - Thompson
Time For Poetry - Arbuthnot

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"a. Stories that develop a spirit of sacrifice and loyalty:
- 'A Man's Best Friend'
- 'Courage Leads the Way'

"b. Stories that develop a spirit of kindness, love and devotion:
- 'Up the Hill'
- 'Thanksgiving Day'
- 'For Christmas'

C. Reading - Grade Six.

"l. Stories from the basic readers which are especially helpful in teaching moral and spiritual values:

"a. Stories that develop a spirit of courage and resourcefulness:
- 'Ronnie and the Mystery House'
- 'High Water in Arkansas'
- 'The Night Express'
- 'David and Goliath'
- 'Snow Treasurer'
- 'The Bridge Swings Free'

"b. Stories that develop a spirit of sacrifice and loyalty:
- 'The Junior Team's Bargain'
- 'All Aboard'

22 Flora A. Adams, op. cit.
- 'Thomas Jefferson'
- 'Lafayette Meets His Hero'
- 'First Lady of China'
- 'Blue Willow'
- 'Rivers for Washington'

"c. Stories that develop a spirit of kindness, love, and devotion:

- 'Yankee Clipper Ship'
- 'A Look at the Grand Champion'
- 'Water and the Lands'
- 'The Picture in the Window'
- 'Psalm 121'
- 'Prayers of Steel'
- 'Return of Silver Chief'
- 'Master of the Wings'
- 'The Girl of the Ukraine'

II. Written Language Suggestions.

It is agreed upon that writing must be a significant part of the curriculum. Within the curriculum area for the development of moral and spiritual values it is doubly important.

A. Writing Experiences that are Real and Purposeful:

Writings that are actually received, read, and enjoyed as purposeful communicated lines may not only prove a joy to the recipient and an inspiration to the child, but will
stimulate a further desire for the satisfying experiences
of a job well done.

1. Creating original poems and stories under the influence
of satisfying enriched experiences:
   a. May be read, used, shared, and enjoyed by classmates
      and peers.
   b. May be given as an appreciation reading before a
      group of friends.
   c. May be written for the sheer enjoyment of expression
      and never shared with anyone.

2. Writing original plays and discussions:
   a. May be transcribed from tape recordings and edited
      as copies to be read by others.
   b. May be written as a simulated radio script for class-
      room performances.

3. Writing up experiments, demonstrations or magic illustra-
tions to be given at a "Morning Devotion" for assembly.

4. Writing a play for the culmination of a resource unit.

5. Letter-writing.
   a. Writing and sending letters to business houses for
      free materials and letters of appreciation for their
      responses.
   b. Writing letters to resource people for pertinent
      information concerning a particular unit of study.
   c. Writing letters to parents or friends inviting them
      to visit exhibits and assembly programs.
   d. Writing and mailing special letters of cheer to
convalescents, shut-ins, and old people.

e. Writing letters of thanks for having received
gifts or after having visited a friend.

f. Writing letters to "pen-pals" for the exchange of
ideas and customs.

g. Writing notes of invitation, acceptance and regrets.

h. Writing letters of congratulatory on various occasions.

B. Imaginative or Creative writing:

"This form of writing may serve as a pressure valve in
releasing tensions thereby affording rare insights into the
feelings and fears of the writers. For many children their
creative writing has not only enabled the teacher to under-
stand them better, but it has contributed materially to
their own self-understanding." 24

Therapeutic help is afforded through this form of
writing and should be provided for in every classroom.

1. Stories, poems, and experiences.

2. Autobiographies.

3. Individual diaries.

4. Make-believe stories

5. The writing of a Wonder Psalm.

6. The writing of a litany.

(See Grades 3-4 for other suggestions).

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24 Ibid., p. 19.
A Wonder Psalm might read like this:

"Oh give thanks unto the Lord; for He is good;
For His loving kindness endureth forever.

"He makes flowers all colors from little brown seeds;
For His loving kindness endureth forever.

"He helps caterpillars become butterflies;
For His loving kindness endureth forever.

"His snowflakes make patterns more dainty than lace;
For His loving kindness endureth forever.

"His rainbow's a ribbon across the wet skies;
For His loving kindness endureth forever.

"Frost pictures on windows make fairy designs;
For His loving kindness endureth forever.

"Oh give thanks unto the God of heaven;
For His loving kindness endureth forever."

— Anonymous

A litany might read like this:

Leader: Think of George Washington Carver, a partner with God as he makes important and useful things out of the common peanut. Think of all the wonderful and useful things that may be made from weeds and flowers and roots and common clay.

Response: Stand still, and think of the wonders of God.

Leader: Think of Helen Keller, deaf and dumb and blind, and yet finding wonderful ways of living a happy useful life. Thank of learning to read without seeing, and learning to talk without hearing.

Response: Stand still, and think of the wonders of God.
LANGUAGE ARTS

Specific Examples From Current Practices

Grades 5 - 6
"There Must Be Time for Imaginative Writing" 25

With a knowledge and understanding of child growth and development, the effective teacher is able to let pupils use communication, both oral and written, as a kind of safety valve as they meet personal problems.

Joan's entrance into the classroom produced a negligible effect on her classmates since she chose from the beginning to sit as far from her classmates as possible and to avoid them completely during their play periods. Except for an occasional comment concerning her rather extreme facial tic or invitation to join them in their play the children left her alone. It was not until Joan began to share her stories with the group that she began to receive their admiration and approval. As her animal characters (for they were always animals) continued to caper mischievously from one intriguing situation to another, she likewise began to grow in her own feelings of self-esteem. 'Gee Joan, that was exciting,' or 'Let Joan read her story first' served as an invigorating tonic to add to the self-confidence and self-assurance she so sorely needed.

When the teacher inquired why she liked especially to write about animals she replied that animals were more interesting than people because they could get themselves in and out of 'fixes' more easily than human beings. This information, coupled with the teacher's conferences with the father, helped to explain how the child was projecting herself into her story characters by making them do and say the things she wanted to say and do but did not dare.

... the little Mexican boy who wrote that he wished that his teacher would speak to him and his mother when she met them on the street.

... a sixth-grade girl wrote that if she could have one Christmas wish she would like to learn how to tell her parents that she really did appreciate them despite the fact that they thought her ungrateful.

"Young Candidates for Citizenship" 26

A panel discussion of sixth-grade pupils, together with their reading and English teachers as leaders, was held before a parent-teacher group. The topics discussed related to problems of young citizens of today.

Prior to this panel, the pupils had become aware of the importance

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26 Ibid., p. 23.
of using class discussions and teacher-pupil conferences as means of solving problems that perplexed them. Rehearsal for the parent-teacher meeting included only points to note regarding proper panel form. Therefore, the ideas expressed by the pupils on the panel were entirely original. Various types of questions were asked the pupils, such as:

1. What are some of the privileges given children, by parents, that are most genuinely appreciated?

2. Do you think that parents permit children too much freedom on the streets at night?

3. Do you think some children get into trouble because they actually don't know right from wrong?

4. Does a child usually lie because he is afraid to tell the truth?

5. Do you think that money has much to do with delinquency?

6. Are children of today under too much pressure because of school activities such as band and athletics?

"The pupils, through their answers and discussion, very adequately arrived at reasonable, common-sense decisions. They showed a willingness to accept personal responsibility for their actions, but pointed out that young people need the counsel, guidance, understanding, and help of adults. They seemed to clearly realize the importance of the home, school, church, and character-building community organizations in their lives."

Dignifying Poetry Writing

Mary Browning, Supervisor of Kindergarten-Primary Education, Louisville, Kentucky, gives an account of how she made some very interesting discoveries with a class she once supervised. First she read some twenty poems to the class and not once did they fail to interpret these poems according to the qualities which seemed to be most outstanding. Then she asked them immediately to take their pencils and papers and give her something from their own experiences. She instructed them that no one HAD to write in the classroom that day. Perhaps some were interested in doing something else. But many she knew did have rich experiences to draw upon, deep emotional experiences, and possibly they
would like very much to tell about these experiences. If they had no experiences, they could write about some of the pretty pictures which were mounted and put on a ledge for them. "Put it down just for fun of expressing it, and if you don't want me or any member of the class to see it, rest assured that we won't ask you to show it to us," she told them.

She instructed them they would probably "strike a snag." But she would help them by suggesting a new trend of thought if possible.

The forty members of the class wrote without exception. About one-half went to the pictures for inspiration. Some wrote as many as three poems. Every child wrote at least one poem. One little lad of eleven selected a picture of Christ in the attitude of prayer and this is what he wrote:

"Every night I pray to God,
To keep me all night long;
I pray to God to help me
And let me do no wrong."

"This boy had reached that spiritual time in his life when he felt a need for a stronger power and this picture had opened for him an outlet for a definite expression that would enable him to gain a new sense of spiritual security," Miss Browning commented.

"The boy who asked to go to the table wrote this:

"One day when I was very tired
I lay upon the ground;
I saw a tiny little ant,
The ant was homeward bound.

"I raised my foot to crush the ant
As most all people do,
But God was kind and saved the ant
By a crevice in my shoe."

"He called me to him and said, 'I struck that snag that you mentioned a few minutes ago. I cannot seem to go on.'

"For a moment I didn't know exactly what to do. The poem seemed very complete and I said to the boy, 'Why, this is great. It is complete. Haven't you finished it? You have told of this very deep emotional experience which you had and how God saved the little insect. Isn't that enough?'"
"He said, 'No, I think I want to teach a lesson to other boys.'

'I didn't want him to moralize but children sometimes persist in moralizing and he said, 'Now, give me a suggestion.'

'How was one to meet such persistence but to suggest some way out of it? So I said, 'Well, you might let a tiny little voice talk to you, as you must be greatly troubled over the fact that you tried to kill something and God interfered; and so he wrote this:

"I heard a tiny little voice
A-speaking soft and calm
'Why should you try to kill an ant
That would do you no harm?"

'The girls wrote verse that day, too. I shall never forget one girl's beautiful poem suggested by a lovely picture of a baby playing with his mother:

"Our Baby

"Your dear blue eyes
Sparkle like sapphires;
Your lips so red,
Are like the tulips' bed.

"Your darling little dress
Makes you look your very best;
Your little hands so dear
Make us know you are here."
Excerpt from

"THE GIFTED CHILD IN THE DECADE AHEAD"  

"... there are children whose abilities in art, music, or writing, though rare and distinctive, can be recognized only by performance. Frequently these abilities do go along with high IQ's. But not always. I want to read to you a letter that came to me some time ago in connection with a contest to pick out fine teachers in America, for it illustrates one of the crucial things in the making of better schools for all children and for the gifted as well. This letter was about a teacher from a little Indian girl:

"My English teacher, Mrs. C., has helped me more than any teacher I have ever had. You see, I am an Apache Indian girl and all of my people speak Apache. Mrs. C. is teaching me to make my thoughts in English. This is not easy, because most of the time I think in Apache.

"She helps me most, too, because she understands me. Any time she sees me she says, 'hello,' and I say 'hello' to her. Then both of us will smile. When Mrs. C. smiles she has happy brown eyes, and I think of her as my mother. You see, I have no mother. She went away with a soft green wind long time ago.

"Last year I ran away from school. We have to be punished for that. Mrs. C. was very sad about it. She said that I must tell exactly why I did it. When I told her how the 'run-away' thought had hit my brain and made such a loud noise it just bounced me right down the road she laughed and said her thoughts bounced her around at times, too. But she punished me just the same, because she had to be fair.

"When I have thoughts running around inside me, I write them for her. When they are nice and beautiful we make poems out of them. We did this with the thoughts I wrote about our superintendent when he died. We named the poem 'In Memoriam' and it was published by the Arizona Highways magazine. It will be in The Path to the Blue Skies, a book of creative writings by Indian children. Mrs. C. is having it published. I am sending a copy of this poem to you, because it is my best poem. I didn't know I could write poems until Mrs. C. came.

"Our English room is the prettiest room we have. When we go in there we know we must work. Mrs. C. thinks we must learn to work and think like all American children. She knows we are Apache Indians, but she wants us to understand we are American citizens, too.

"Can't you see now how Mrs. C. is helping me?"

"In Memoriam

"He is gone, friend of the Apache.
He sailed away on the deep blue waters of the wide, wide river.
The low notes of the soft green wind called to him.
The song singing of the deep blue waters put him to sleep.
I saw him, this friend of the Apache, across the big, wide desk.
He said to me, 'Do you like school little Apache girl?
My tongue stuck and would not say 'yes.'
He smiled at me, and I heard him go home with the leaves sounding
as he walked.
Now he is gone, friend of my people.
He sailed away with a soft green wind on the deep blue waters of
the wide, wide river."
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May Not

Film

Well!
The social studies emphasize many aspects of living which promote the spiritual growth of pupils.
CHAPTER 17

THE SOCIAL STUDIES

Introduction

"The social studies emphasize many aspects of living which promote spiritual growth of pupils. Major objectives of the program include the following:

"Helping pupils understand, appreciate, and respect the fact that all peoples have a basic need for beliefs in a power higher than their own and in a set of spiritual values which shape the pattern of their way of life.

"Helping pupils to realize that democracy is an attempt to achieve spiritual values in civil life through emphasis upon respect for individual worth.

"Imbuing pupils with the zeal to perpetuate and improve the American way of life through dedicating themselves to the spiritual values inherent in American democracy.

"Challenging pupils to strive for extension of the principles of a good life for all peoples of the world.

"In guiding pupils in social studies experiences, the point of departure used by teachers is that pupils do not merely learn about democracy but that they must practice democracy in school life. The learning process is an introduction to social techniques of democratic group living. Appraisal of achievement in social studies becomes more than an evaluation of mastery of information. It encompasses the total growth of pupils in understanding, in skills, in attitudes, in behavior, and in personality. The enduring values which contribute to pupil growth may be stated in relation to the program for realization of spiritual values in education." 1

In the suggestive activities that follow through Grades K-6 in the social studies as in all other subject areas no attempt has been made to develop a new and different curriculum for the teaching of moral and spiritual values. This would defeat our purpose and hinder our Kentucky

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1 Spiritual Values, Summarizing Present Practices and Suggestive Activities for the Development of Spiritual Values in Education (San Diego, California, Office of Superintendent of City Schools, 1948), p. 82.
program of emphasis. Rather an endeavor has been made to follow the sequence of any regular or well-planned curriculum but to focus attention upon opportunities for emphasizing these values in natural and true-to-life situations.
Suggested Social Studies Activities

Grades K - 2
Suggested Social Studies Activities, Grades K-2

The units or areas of interest for the social studies in Grades K-2 center around the school, the home and the community. The purpose of providing experiences related to these units involves group living under skilled teacher-guidance to help children acquire knowledge, habits, and attitudes, that result in an understanding of how people live and work together. A grade-by-grade pattern of social studies problems is used, but it is one that is flexible and optional. You will note that beginning with kindergarten through second grade there is a follow-through with the development of areas of interest and their problems in the usual order as they are presented in the modern primary curriculum. In providing experiences related to these areas, children are being helped to adjust to their environment. At the same time opportunities to use these as a foundation upon which to build rich and lasting values of a moral and spiritual nature are not excelled in any other subject field.

Kindergarten Level

I. Living and Working Together in the School.

A. Getting acquainted with school living.

1. Develop desirable attitudes by orienting the pupils to their new world of experiences.

Problems:

- What's new?
  School building, playground, personnel, activities, friends, responsibilities

- Are we careful?
  Safety, conservation, consideration for others

- Let's get ready for winter!
  Birds, animals, plants, people
-What can we do together?
  Plan, construct, build, take trips

-How can we have fun?
  In school, on the playground, in our yard, on trips with others

-Let's take turns
  Character building

-What signs of spring can we find?
  Nature study

-Let's grow
  Health

2. Increase the child's interest by emphasizing the joyful days ahead when they will be observing the holidays and seasons in the classroom.

-Thanksgiving
-Christmas
-Valentine's Day
-Washington's Birthday
-Mother's Day

-Autumn
-Winter
-Spring
-Summer

(For suggested activities see Art Activities for Grades K-2).

B. Becoming familiar with centers of interest.

1. Develop an awareness and appreciation for the school environment.

a. Work and play centers.

  -the library
  -the science areas
  -the bulletin boards
  -the collector's table
  -the aquarium, the plants
  -the game and puzzle center
  -the housekeeping center
-places for work materials, crayons, scissors, paints, and other equipment
-the space reserved for an additional center of the children's own choice

b. Classroom conveniences.
-cloakroom or areas for clothes
-the use of name labels
-cupboard space for each child's possessions, unfinished work, etc.

2. Develop an awareness of safety, courtesy, and cooperation.

a. A general tour of the school plant.
-the buildings, the grounds, the gym, the music room, the nurse's room, etc.
-the heating, lighting, and playground equipment, the flag position on the building
-the school helpers

b. A follow-up tour.
-discussions
-reports
-experimental charts

II. Working and Playing Together in the School.

A. Stimulating further interest in school life by introducing materials and activities.

1. Increase the child's awareness that school is a place where he may find and enjoy various media of expression.

a. Creative activities:
-block building
-drawing with crayons, large chalk
-painting pictures at the easel
-clay modeling
-making booklets
-painting friezes cooperatively

(For other suggestions see Art Activities for Grades K-2).
b. Dramatic play activities.

- Dramatizing a story
- Giving a puppet play
- Interpreting rhythm
- Engaging in play activities

c. Musical activities.

- Listening experiences
- Singing games
- Rhythmical experiences

2. Lead the child to realize that the school is also a place where he will work and play independently.

a. Independent work centers.

- Library
- Science
- Art
- Unit of work
- Etc.

b. Independent play centers.

- Music
- Block building
- Games
- Etc.

B. Developing standards for work and for play.

Increase the child's awareness and appreciation for the spirit of cooperation at work and at play.

a. Desirable work standards.

- Work without disturbing others
- Be polite
- Use only what you need
- Share the materials

b. Desirable play standards.

- Take turns
- Observe safety rules
- Cooperate
- Do unto others as you would have them do unto you.
2. Provide situations for the child to learn to share responsibility and to develop the ability to help or wait quietly.
   a. Clean up after work and play.
      - responding to signal to stop work
      - organizing for cleaning up, putting work and play materials back in proper places
      - leaving work and play areas orderly
      - allocations of responsibilities
   b. Prepare the work center places for the next day's work.
      - counting out the art paper
      - grouping the number blocks
      - dusting the erasers
      - placing the paint jars
      - etc.

First and Second Grade Levels

   A. Develop an awareness that happiness in the home is based upon love and understanding and the sharing of work and play.

Problems:
   - How can the members of our family help each other?
   - How does our family have fun together?
   - Do we go visiting? (Farm or city, friends, shops, travel)
   - Is company coming? (Courtesy, hospitality)
   - Do we play safe? (Health, safety)
   - Do we help each other every day? (Character, sharing, cooperation, sympathy, kindness)
   - How can we show our love for our parents and
grandparents? (Include how animals show their love for each other)

Care should be taken to develop a sense of security in the pupils whose homes are incomplete or inadequate.

1. Work of the family.
   - father's work
   - mother's work
   - children's work
   - the family working cooperatively
     and happily together

2. Recreation of the family.
   - sports
   - games
   - swimming

3. Worship of the family.
   - Bible reading
   - Scripture memorization
   - Bible stories
   - Psalms
   - hymn singing
   - "quiet time" and prayers

B. Develop a keen interest in the observances of special holidays and seasons so as to provide opportunity for the expression of religious impulses.

1. Observing our different holidays.
   See Grade K.

2. Having fun at different seasons of the year.
   See Grade K.


A. Cultivate understandings of the need for living (working and playing) together in groups helpfully, peacefully, and happily.
Problems:

- How do families work together to make a neighborhood?
- How are our neighborhood needs supplied?
- How do workers in our neighborhood help to make it a good place to live?
  Those who guard our safety (traffic officers, fireman, weatherman, etc.)
  Those who help to keep us well (doctors, nurses, dentists, etc.)
  Those who supply some of our daily needs (groceryman, baker, butcher, farmer)
  Those who help us enjoy our free time (playground leader, librarian, scout leader)
- How can we help to make our neighborhood a better place in which to live, work, and play together?
- How do neighborhoods work together in a community? (farm neighborhoods, business districts, factory districts, residential neighborhoods, etc.)

B. Develop an appreciation for the work of others and our dependence upon them.

1. Excursions into work areas for observation.
   - the farm
   - the post office
   - the grocery
   - the fire station
   - the dairy
   - the library
   - the florist shop
   - the harbor
   - the railroad station
   - the airport
   - the hospital

2. Activities for enriching these experiences in social living.
   - stories and poems which particularly appeal
   - reports on visits to the public buildings
   - experience charts
   - dramatization (our mail system and other features of community life)
   - visual aids
   - letters of thanks sent to parents and the people visited
   - games involving pantomiming the work of father and
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Well!
First Grade Visits the Post Office

Excursions into work areas for observation develop an appreciation for the work of others and our dependence upon them.
mother and other people
painting a mural showing buildings

C. Increase the child's awareness of and respect for all types of homes and other areas of interest.

1. Observations of the kinds of homes.

Field trips noting materials from which homes are made.
- lumber
- brick
- stone
- concrete

2. Observations of other areas of interest.

- The various churches, kinds of building materials, types of structure and beautiful windows
Make an effort to pass all the various churches.
Each church may be designated as "Mary's church" or David's church." (Reference as to the name of the denomination should be avoided)
Convey pleasant associations with other churches and imply that people in general attend some church.
- Parks
- Libraries
- Agencies which serve the religious, aesthetic, or recreational needs of the community

3. Discussions previous to and following the excursions.

- Points of safety and courtesy during the excursion
- Comments on the specific points
- Attractive displays of various building materials
- Bulletin boards with original drawings of homes, families, churches, parks, etc.
- Booklets made to take home

D. Develop an appreciation for our community workers.

1. Observe their friendliness, patience, skill, courage, alertness, courtesy, service, and safety.

2. Hear poems and stories about community workers.

E. Learning experiences through social studies help children in the following ways:

1. Build good habits of working together cooperatively.
2. Learn to keep the room and desks orderly and neat.

3. Practice the "Golden Rule."

4. Have respect for God, the church, or the synagogue, and the Bible.

5. Learn to distinguish right from wrong.

6. Learn good courtesy habits!
SOCIAL STUDIES

Specific Examples From Current Practices

Grades K - 2
"Social Studies Construction and Block Play"  

"Here are opportunities to emphasize sharing, helpfulness, responsibility, habits of dependability, giving and accepting criticism, courtesy, cooperation, perseverance, respect for work and for ideas of others."

"Teacher report such things as these:"

"The kindergarten child sometimes brings to school a history of solitary play. It is possible for the kindergarten teacher to accept and request this history and still have the child contribute to a social group. This is done through activities where the child's solo performance contribute to the success of a whole project, such things as gardening, block work, dramatic play."

"In kindergarten we learn much about cooperation:"

"We learn how to work together."
"We learn to share."
"We learn to help clean up."
"We learn to be obedient."

"I Did It This Way:"  

"Before starting my pupil-teacher-planning, I like to create an atmosphere of friendliness, filled with ideas that:"

"1. Our classroom and all people in it are members and belong to our 'family'."

"2. Each is necessary to the growing powers, well being and happiness of all."

"3. To help teach another is to help and teach oneself."

"4. Subjects have no definite line of separation, but fuse together to help us grow as individuals and as members of the social group."

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3 I Did It This Way, Curriculum Bulletin No. 114 (Madison, Wisconsin, Office of State Superintendent of Schools, May 1952), p. 18.
"Let's Visit the Farm"*4

"After vacation, children told wonderful tales about a summer on the farm. As a result of these, a film was shown to give boys and girls an idea of the farmer's work from early morning until evening. The various farm animals were seen, too. The children who had never been on a farm expressed a desire to visit one. Therefore, cooperative plans were made for the excursion.

"In planning the trip, the children felt that they needed to decide these things:

1. Where can we go?
2. How shall we go?
3. What are the things we want to know?
4. What can we do to show that we are courteous?
5. How can we practice safety?

"In this group activity, children listened to suggestions made by others, made choices, and came out with decisions that represented the best thinking of the group."

"A Core Program Revolving Around the Family"*5

A project for a First Grade Group, by Katherine G. McCann, Sharon Center School, Sharon, Connecticut.

"My unit designed for first grade develops a core program revolving around the most important institution in human society--namely the family. As the world of first graders consists of the home, the neighbors, and the school, it is necessary for teachers to help children relate their personal backgrounds and experiences. Teachers must provide a relaxed, friendly atmosphere at school so that children may plan, work and live together in order to form habits and attitudes whereby they may deal intelligently and fairly with racial and cultural conflicts as they meet them in life.

"The primary objective of my unit is to help children recognize the importance of the family and the fact that all members must work together to make a happy home. It is necessary for children to realize that although families follow a universal pattern, there are similarities and differences within a family group and among families which create conflicts and problems. In order to solve conflicts and problems, there must

*4 Ibid., p. 19.

be understanding, love, and consideration on the part of each member of the family group.

"There are many possibilities within a school program for developing basic human values. Children must be given the opportunity to experience and practice behavior that is in accord with these values. One of the most important procedures which can be followed in carrying out the development of human values is teacher-pupil planning. The teacher must provide many occasions for human relation situations and then help children analyze, make decisions, and carry out these decisions. Through this type of exchange, they will have the feeling of belonging, an opportunity to build self-respect, and a chance to face problems in a logical, rational manner.

"Other techniques which I stressed in my unit are excursions, music, projective techniques, committee work, parties, role playing, pet show, construction of a play house, film strips, and evaluations. These activities will promote better understanding and relations among children."
First Grade Takes Over the Home Economics Department

We had made a tour of the school plant. The children became interested in the Home Economics kitchen. At the close of a unit on "The Bakery" the Home Economics teacher invited us down to her department. There the little girls rolled out dough for cookies and the little boys stirred the cocoa. When the cookies had been baked and the cocoa was made, they were taken to the dining room and the little folk had their first party.

A combination of real experiences made this an exciting adventure. There was opportunity for each child to experience a feeling of importance, and acceptance for his contribution to the group. There was much evidence that the class was conscious of good manners both during the activity and the party. As they took their leave, they expressed their appreciation, in a very gracious way, to Miss Jameson and her girls, for the good time.
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First Grade Takes Over the Home Ec. Department
There was much evidence that the class was conscious of the social graces during both the activity and the party.
Suggested Social Studies Activities

Grades 3 - 4
Suggested Social Studies Activities, Grades 3-4

"Beginning with the child's early experiences in the home, the school, and the neighborhood (as in Grades K-2) and gradually broadening to include the community, the home, state, and the larger world, the social studies program is designed to develop those understandings and competencies that create effective citizens of our democracy. Through the social studies program, children gain a background of knowledge for appreciating our American heritage, and for acquiring a deeper understanding of the interdependence of peoples. As children engage in activities of group living, they participate in democratic procedures and establish a basis for good human relations."\(^6\)

"In the social studies the teacher is constantly challenged to find the range of opportunity that makes it possible for each child to enjoy satisfaction at his own academic level, and at the same time make an honorable contribution to the group's need. Beyond the division of the class into groups and committees, the teacher needs to develop a program that exploits a variety of talents in the arts, dramatization, organization as well as in the academic skills."\(^7\)

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Suggested Social Studies Activities, Grades 3-4

I. Living Cooperatively with People in Our Community.

A. Promote understanding and appreciation of others in the community by helping children enjoy the day by day relationships in their study of their problems.

Problems:

- In what ways does our community tell us the story of its beginning and its growth?
- How do people communicate with each other today?
- What methods of transportation do people use today?
- How do other communities help us?
- In what ways can our community help our neighboring communities?

B. Develop respect and appreciation for the people who are our community workers.

1. Learn about the contribution to community welfare made by:

   - the policeman
   - the fireman
   - the postman
   - the garbage man
   - the life guard
   - the dairy man

2. Discuss how we are interdependent in regard to success and happiness.

3. Learn respect for our laws and discuss the laws which make our community safe.

   - traffic laws
   - fire regulations
   - health laws
4. Develop an appreciation of our postal service.
   - the work of the post office employees
   - the courage of the Pony Express riders
   - the protection our mails provide
   - friendly service of carriers

5. Develop compassion for those less fortunate and respect for those who are in charge of campaigns.
   - sale of T.B. Christmas seals
   - sale of Easter seals to help crippled children
   - March of Dimes
   - Heart Fund drive

6. Develop an appreciation for health laws. "Cleanliness is next to godliness."

II. Cultivating appreciation and respect through the study of how other peoples in our neighboring regions live, work, and worship.

A. Unit Living in Mexico.

"1. Learn about the lives of Mexico's great heroes and compare them with ours. Discuss such questions as:
   - Who was the George Washington of Mexico?
   - Who was their Lincoln?

"2. Discuss how the Mexican people observe All Saints Day and other religious holidays.

Teachers should be cautioned here that they are teaching about religion (from a cultural point of view) and not teaching religion (from a doctrinal point of view).

"3. Discuss how Christmas is celebrated in Mexico. Compare it with our Christmas festivities. Stress the significance of the Las Posadas, Nacimiento, Pinata, Christmas Eve service.

"4. Learn about the Three Kings coming on January 6 and the special celebrations at that time.

"5. Tell the story of Guadalupe and its significance in Mexican religious life.

B. Unit Living in Early California.
"1. Compare the plaza as a center of life of early California days with the common as a center of life of colonial New England days.

"2. Contrast the Christmas in early California with Christmas in Mexico.
   -Las Posadas
   -Pinata
   -Nacimiento
   -Christmas Eve procession to the church

"3. Discuss the daily activities at the mission, stressing:
   -Perseverance of Padres in face of great difficulties
   -Willingness of Indians to learn new way of life
   -How the missions influenced the rancho life

"4. Point out the strength of character which the Padres had to have to succeed.

"5. Review the daily life routine and discuss the question:
   What experiences did the Indians have which were of a religious nature?"

SOCIAL STUDIES

Specific Examples From Current Practices

Grades 3 - 4
Specific Examples from Current Practices, Grades 3-4:

The importance to children of working together to create something of value may be seen from this incident:

"Culminating our study of early Los Angeles, the third grade pupils wrote an original play. Every child contributed to the script and likewise was in the play. It was marvelous to see the pupils trying to help one another with lines and acting.

"The day that the play was given I was greatly touched by the following story from a mother. (Bonnie is a cerebral palsied pupil whose speech is limited and practically inaudible).

"When Bonnie got home from school the day before the play was to be given, she made known to her mother that she could not watch television that evening as it was necessary for her to practice for her play. Bonnie went straight to her room. An hour later her mother went in and found her in front of the mirror practicing a nice smile and making a great struggle to outstretch her crippled left arm; for in the play she was to put her arm on her child's shoulder and smile kindly at her."

"It's Good To Help Others"

"After hearing an adult speaker and a ten-year old boy who had himself been a polio patient at the Wisconsin General Hospital, thirty-two fourth graders and their teacher returned to their classroom from the assembly program that opened the March of Dimes campaign. They had been vitally touched by the boy's story and appearance.

"Capitalizing upon this interest, the teacher skillfully directed discussions of what they could do for this year's drive. They decided on a waste paper collection in the school community. Plans for the project provided for participation of every pupil on one of the committees for publicity, canvassing, collecting, selling, transportation, sorting, packaging and thanking outside workers.

"Pupil activity developed neighbor and parent cooperation. A father and a high school senior, together with the pupil sales committee, trucked the load to market and received the check for $16.65. The merit of the project was far greater than the check indicated in that individual and group effort had been a satisfying experience in cooperative planning, democratic procedure, and social service."

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10 Ibid., p. 52.
"Down Mexico Way"

"I use various methods like the anecdotal record, the attitude test, and teacher observation to locate pupil attitudes and beliefs involving prejudice. Then I make a conscious effort at correction.

"For example, if an undesirable attitude toward Mexicans of the community is to be broken down, many pleasurable contacts with Mexicans and such meaningful activity concerning Mexicans are utilized. A purely intellectual approach will be futile, but, if in addition, emotionlized activity is provided, effort may be successful. A visit with friendly Mexican field laborers, active friendliness toward Mexican children shown by a pupil's classmates, the fun that comes through dramatization of a Mexican fiesta, amazement at the workmaniship shown in Mexican articles on display, motion pictures, filmstrips, Mexican songs and dances, costuming, preparation and serving Mexican food—all these together bring understanding, appreciation, a change in attitude."
Suggested Social Studies Activities

Grades 5 - 6
Suggested Social Studies Activities, Grades 5-6

"Materials are available in great abundance to help the teacher stress moral and spiritual values in this subject field.

"The use of the materials so as to 'set the stage' for experiences which children will enjoy and from which they may select evidences of worthy attitudes to be incorporated into their lives is the challenge for the modern teacher.

"We want children to see relationships. The past history of our country is important as it helps the child understand the present. The future will depend upon the values which the children of today accept and consider worthy of being passed on to their children's children." 12

A few of the objectives for this grade level expressed in terms of the specific goals of the social studies and in the light of the values we seek, are as follows:

To develop good human relationships.

To develop character, ethical and moral standards.

To acquire habits of critical but constructive judgment.

To develop the desire and ability to participate and work together in a democratic environment.

To develop the interests and attitudes fundamental to a faith in the ideals of American democracy.

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12 Report on the Workshop in the Discovery and Development of Moral and Spiritual Values in Education (University of Louisville, Louisville, Kentucky, June 11-12, 1951).
In the social studies of these grades children deal with important phases of group life on levels increasingly more mature. Through development of many units they learn that everywhere man has certain common needs.

I. How Can We Better Know and Understand Our Neighbors in The United States and Canada?

Children need to be familiar with their country as it is today and also to know how it has developed from its early beginnings. They need to understand that individuals and groups of people from many lands, with different backgrounds, abilities, and interests, have come to America for many varying reasons and that each has made a contribution to our American heritage.

A. Problems:

- Why did people from other continents come to North America and settle where they did? (Eastern Border, St. Lawrence Valley, Mississippi Valley, Southwest, Northwest)

- How did the pioneers meet their daily living problems? (Securing shelter, food, and clothing; keeping well and safe; living happily with other people; getting an education; having recreation)

- How did our American way of life have its beginning?

- How do the people of the United States and Canada live and work today? How does each work region depend upon and contribute to the others?

- How have great American leaders and their services contributed to our way of life?

- How may we help to make good living conditions possible for all people? (Include safety, health, recreation, conservation, cooperation, acceptable standard of living, and fairness to all)
B. Activities:

1. Awaken children to the urgent "need for interfaith and understanding; the right to be different."

   a. Recognize the importance of the Mayflower Compact as our first written law.
      - Why did it become necessary?
      - Dramatize the signing of the Mayflower Compact.

   b. Discuss the reasons why the Pilgrims came to a new land.
      - Were they tolerant of the religious views of other newcomers? Did they object to the God newcomers were to worship or the manner of worship?

      (Wonderful opportunity here to awaken children to the urgent need for interfaith and understanding; "the right to be different").

   c. Compare the religious tolerance of the New England colonists with the colonists of Maryland and Pennsylvania.

   d. Dramatize a typical day in a New England family (Grace at meals and daily Bible reading).

      (If an actual Bible passage is used, it must be chosen with great care—perhaps one of the simpler Psalms).

   e. Cook and serve a New England meal, showing the manners and customs of the times.

      - Why were children to be seen and not heard?
      - Should children today have the same respect and honor for their parents?
      - Develop an appreciation for the common need of the Pilgrims to serve each other as well as themselves.

   f. Contrast the Sunday customs in the early colonies.

      - New England with Virginia
      - New England with New York
f. Learn about the first Thanksgiving and its influences on our American way of life.

g. Contrast the place of the Bible in colonial homes with its place today.

h. Study the qualities of character of the Pilgrim fathers, such as courage, faith, trust in God; and explain why these character traits are important in our lives, too.

i. Make a scrapbook of samples of the New England primer.

j. Make a hornbook and compare it with the pre-primers of today.

k. Make a collection of wise sayings and proverbs of colonial times, presenting one to the class each day.

"If you do the best you can today you will do much better tomorrow."

"No one should help a man do what he is supposed to do himself."

"The more cheerfulness you give the more you receive."

"A stitch in time saves nine."

"No reward can bring back lost time."

"A thing worth doing at all is worth doing well."

"The only thing which can be achieved with no effort is failure."

2. Activities related to the units on pioneers and westward movement.

a. Compare Thanksgiving as observed in pioneer times with the colonial days and now.

b. Make a study of the life of a circuit rider
(Preacher) and his influence on pioneer life.

c. Discuss the qualities of character which made the pioneers succeed (courage, loyalty, industry, sacrifice).

d. Study the story of Marcus Whitman's life with the Indians of the northwest.

e. Emphasize the contribution Sacajawea made in early American explorations, discussing her courage, loyalty and determination.

3. Activities related to the unit Living in Our State.

a. Develop an appreciation for the various minority population groups within our state, such as Filipino, Chinese, Japanese, Negro, and Mexican, by telling what these people have done to help our state.13

II. How Can We and the People of Latin America, Africa, Australia, and the Pacific Islands Work Together for a Better World?

Appreciation for the cooperative efforts of the United States and the above nations for hemisphere solidarity.

A. Problems:

- Why must we in our state be concerned about world relationships?

  How does our past help us to understand other peoples?

  How do our present day needs make it imperative that we have friendly relationships with world neighbors?

13 This unit taken from A Guide to Moral and Spiritual Education in Elementary Schools, Part I (San Diego, City Schools, 1953).
What implications for our future have world inter-relationships?

In what respects may the present life in the following regions be traced to the interaction of the varying physical elements and the differing cultural backgrounds?

- Latin America
- Africa
- Australia and New Zealand

- How do these people meet their living problems today?
- What can be done to strengthen cooperation between these people and the United States in a shrinking world? 11

B. Activities related to the unit Living in Latin America.

1. Compare our celebration of Christmas with that in South American countries.
   a. How do the people of Buenos Aires celebrate Christmas as compared with New York City?
   b. How do people in a rural village in Peru celebrate Christmas as compared with a rural village in Kentucky?

   Teachers should be cautioned here that they are teaching about religion (from a cultural point of view) and not teaching religion (from a doctrinal point of view).

2. Compare our celebration of the Fourth of July with Independence Day celebrations in Latin American countries.

3. Discuss the reasons why the names of these men have lived on in the history of their countries.

- Miguel Hidalgo—Mexico
- Benito Juarez—Mexico
- Simon Bolivar—Peru
- San Martin—Argentina
- Bernardo O'Higgins—Chile
- Jose Bonifacio de Andrade e Silva, better known as Bonifacio—Brazil

III. Evaluation of the Social Studies.

"Social studies evaluation is an attempt to discover to what extent the experiences, content and techniques used are bringing about these growth processes in children.

"Instilling an insight into American life with concepts, understanding and appreciation of our American heritage—historical, civic, social and geographic—in order that each child may have those interests and attitudes fundamental to a faith in the ideals of American democracy.

"Laying a foundation for rich, useful moral and ethical living in our American society with an interest in the common welfare.

"Developing each child in personal growth and adjustment.

"Helping children to desire and attain worth while participation in group enterprises in a democratic environment in order that they may grow in good human relationships.

"Enabling children to acquire habits of critical judgment.

"In order to evaluate social relationships, the teacher may use tests; help children set up standards of acceptable social behavior; and observe the children in those experiences and activities related to every aspect of present-day living. The child should:

-Show by his actions that he is aware of his obligations and his freedoms
-Learn to work harmoniously with others
-Show courtesy and consideration for others
-Be friendly with schoolmates of different races, creeds or socio-economic status
-Work out problems of common concern
-Accept and abide by group decisions
-Carry out his part in group responsibilities
Listen politely to the opinions of others although they may differ from his own.
Participate in class, school and community activities.

There are several ways of observing, recording and evaluating children's attitudes. Their behavior inside and outside of school, in both formal and informal situations; reports from home; brief autobiographies; conversations—all throw light on children's attitudes. Among specific attitudes which the social studies foster are:

Deepening and strengthening of the love for our country and a realization of the blessings of living here.
Understanding of the meaning of American democracy through real situations and actual daily experiences.
Responsibility for the care of personal and public property.
Wise use of natural resources.
A sympathetic interest in the welfare of others at home and abroad.
Respect for the rights of others.
Realization that America today is the result of the efforts and energies of many different people through the years.
Respect for people of varied races, religions, nationalities and socio-economic groups.
Awareness of the varied ways of living both in different countries and in different parts of our own country.
Enjoyment of the contributions in the fields of art, literature, music, science, etc., that have helped us become a great nation.
Enjoyment of the contributions to world culture made by many nations.

SOCIAL STUDIES

Specific Examples From Current Practices

Grades 5 - 6
Specific Examples From Current Practices, Grades 5-6

"Respect for individual worth and dignity is inherent in American life. Children need to learn a dual role in this connection: first to be open-minded toward the honest opinions of others and, secondly, to have the courage to express their own views honestly.

"One teacher writes:

'I know a teacher who is careful to see that children are encouraged to express their own opinions. Once when the children were voting for something she noticed that one child voted alone for his own particular suggestion. After the voting was over, she praised him for showing courage in expressing his own opinion even though different from the rest. In this way she was trying to show the children to have no fear in expressing sincere opinions. Such a procedure, of course needs to be accompanied with help for children in basing opinions on accurate and adequate information.'

"Another teacher asks pupils to write about great historical leaders. A major part of the assignment is for pupils to think and to write about the qualities that made the leader great.

"Fifth and sixth grade social studies includes the whole range of experiences in studying first about our own country and later about the Western Hemisphere.

"As always in the study of our nation's history, the background of religious influence, freedom of religion, the importance of religion in the lives of individuals and of nations, and loyalty to the faith of one's choice are emphasized." 16

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16 Ibid.
"Taking the Program For Spiritual Values to the Pupils" 17

Many spiritual values were developed in a study of the United Nations organization in our fifth grade. It began when one child brought a doll and native costume of Norway and told how the way of living there was influenced by the country’s geography. Other pupils reported on other countries; we shared books, dolls, pictures, clippings, and other information. We made a world map and kept up a bulletin board.

The children initiated this study, and they accepted their responsibilities individually and collectively for making it of value. They brought materials of great value to the classroom, shared them and yet cared for them adequately. They showed great initiative and accepted their responsibilities in their activities. Interest in world affairs was aroused.

The spirit of cooperation was in evidence throughout this work. The children worked alone, in groups, and as one group as the occasion required.

This unit was rich in spiritual values of appreciation. The children learned of the many fine contributions made to the United States from some of the countries we studied. This helped them to understand the real meaning of democracy in our country. It is to be hoped that this understanding will be lasting and beneficial in our own community.

"Christmas and the Spirit of Joy" 18

The Christmas season is a wonderful opportunity for spiritual values in a school. Various means can be employed to enhance the feelings of reverence and joyful sharing. During the week preceding Christmas, the music classes took turns singing Christmas carols in the main hall. Two assemblies were held; each group enacted the "Christmas Story" with a large chorus supplying the music. It was arranged in this manner to accommodate parents who wished to come, as the auditorium is not large enough to receive all the patrons at one time.

On entering the lobby one observes a beautiful picture, with a caption to fit the picture. The picture is changed frequently. Usually the subject is a religious one and the significance of the picture is discussed in classes. Although the major emphasis is on the art value,


the religious value is also recognized in seeking to understand the true spiritual meaning of the picture currently on display.

"As the years roll on, the aim in the school is to develop in everyday activities and experiences the spirit of responsibility and cooperation that is expressed in the motto of unknown authorship lettered on one of the school bulletin boards:

"I believe in hands that work,
Brains that think
And hearts that love."

"Instances of Daily Social Living" 19

"We have had many opportunities for inter-visititation between our school and others in the community. One of the most worthwhile was a holiday treat prepared by our Singing Group, made up of boys and girls of the fifth and sixth years. They gave their program not only in our school but were asked to give it at neighboring elementary schools, high schools and at a local bank. Needless to say, this "concert" gave pleasure to hundreds of people. In return, the orchestra of the nearby high school came with the school band and gave us a wonderful treat. Any child having an ambition to play a musical instrument could not help but be encouraged."

19 Ibid.
CONCLUSIONS

Educators are agreed that a conviction is prevalent that there is a special need and community demand in our time for a stronger emphasis on moral and spiritual values in American education.

It is easy to say that moral and spiritual values are important in education, but it is not so easy to become articulate about what these values are and how they are developed. By way of personal experiences, observation, study of research, and actual classroom reports, representing the successful experiences of individual teachers, this study is a serious attempt to arrive at a fair representation of the kind of environment in which pupils achieve their highest potentialities as individuals, and learn to make worthy contributions to society.

The curriculum is an environmental situation which causes reactions from the pupils. These in turn become centers of activity around which the teacher can build opportunities to bring out moral and spiritual values. Subjects in the curriculum are areas where moral and ethical points can be raised. The writer has endeavored to indicate that when there is a good chance to hit upon a moral and spiritual aspect, one should do so. It is her sincere belief that, in order not to neglect opportunities, we must develop this environment which we call a curriculum, and supercharge it with problems and situations that will lead children to make decisions that are in line with the morals and values that we stress. The everyday activities as shown in this paper are possible sources for materials of this nature.
There is special significance in the fact that the field of moral and spiritual values is not the exclusive domain of any particular subject or teacher, but the joint responsibility and opportunity of all the school people. Therefore, the teacher cannot work alone successfully in this great endeavor. Thus when we speak of the specific responsibility of the school in developing men and women of sterling worth and high moral character, we have reference to the cooperative endeavor of not only the administrative staff, but everyone else concerned with the growth and development of children. If maximum results are obtained, there must be a united and continued effort on the part of the Board of Education, the superintendent and staff, the principal, the teacher, and every other school worker. Parents and lay people also must be oriented with an emphasis program of this nature.

In the nature of the situation, the school administrator is in a better position to take initial steps in these matters than the other personnel involved. He can encourage and stimulate interests in moral and spiritual values and can initiate such organizational arrangements as may be advisable to enable teachers and others to accomplish best results. Some specific recommendations growing out of this study follow:

1. Plans for the inauguration of a long range program and follow-up should be included in the early school planning, with emphasis toward improvement in this phase of our service to society.

2. Measures should be taken to sensitize the teacher to the abundant possibilities in this field.

3. In each school there should be three committees, representing the elementary, junior high, and senior high schools, appointed to suggest means and methods of further implement of the moral and spiritual values program within the boundaries of each grade level.
4. The colleges of our state should be encouraged by school people to include in their program courses that will acquaint teachers with the methods and techniques for effective integration of these principles in the subjects they teach.

5. Definite steps should be taken, not only to stimulate interest of the parents but to afford them opportunities for discussion and some instruction concerning the matters.
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