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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

LESSONS IN CIVICS FOR THE  
THREE PRIMARY GRADES  
OF CITY SCHOOLS

BY

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, July 1, 1920.*

TO LEADERS AND SCHOOL OFFICERS:

These Lessons in Civics for the Three Primary Grades of City Schools have been prepared at my request by Hannah Margaret Harris, instructor in History, Civics, and English, at the State Normal School, Hyannis, Massachusetts, and under the direction of Arthur W. Dunn, the Bureau's Specialist in Civic Education. The purpose of the Lessons is to enable teachers of children of the first, second, and third grades in city schools to make a good practical beginning in instruction in civics on the basis of experience and induction.

I believe educators and citizens generally have never been more conscious of the need of instruction of this kind than now. If the masses of the people are to be informed and trained in regard to their civic rights, duties, and obligations, it is necessary that children be reached in the lower grades. As yet, only about thirty per cent of American children enter high school.

This edition of the Leaflet has been printed for the Bureau of Education by the Junior Red Cross in order to make it possible to get it into the hands of superintendents and teachers immediately.

The Junior Red Cross is cooperating with the Bureau of Education in promoting instruction in civics in the schools, and is ready, through its Chapter School Committees and Divisional Headquarters and other agencies, to assist school officers and teachers in many ways.

The outline for the three primary grades contained in this leaflet, together with a continuation of the outline for the three intermediate grades, will be published as a bulletin of the Bureau of Education under the title "Lessons in Civics for the Six Elementary Grades of City Schools" in time for use in the schools in September, 1920. This bulletin may be obtained from the Superintendent of Documents, Government Printing Office, Washington, at actual cost of printing with special rates for quantity purchases.

Yours sincerely,

P. P. CLAXTON,  
*Commissioner.*

# Lessons in Civics for the Three Primary Grades of City Schools

TO THE TEACHER

*Children's experience the basis of instruction.* Instruction in civics must be based on the children's experiences and should result not only in giving clearer and fuller information, but also in creating the mental attitudes and habitual acts that characterize good citizenship at the given age. It is to small purpose, for instance, that a child learns of the organization and work of the Street Cleaning Department if at the same time he continues to be careless about throwing banana skins around.

*Materials that have place in an elementary civics course.* In planning a course in civics for young children there is a temptation to overload it with facts which will be forgotten before they are ever used. We have repeatedly to remind ourselves that any material which has a legitimate place in the course holds that place because it is related to some "civic situation" in which a child is normally to be found, and his reaction to which is capable of being modified by a "civics lesson." Of this sort of material there is no lack. The children of our city schools have many experiences of civic significance upon which instruction can be based; and there are many opportunities for instruction to be immediately applied, greatly to the advantage of themselves, of the city, and of the nation. For example, all city children, even the youngest in school, have had their interest and curiosity aroused by the sight of a burning building and of a fire engine and crew dashing to the rescue. Here is an experience which can be so interpreted and enlarged upon that children still too young for the study of municipal organization may be led to refrain from playing with fire and to regard firemen as heroes to be obeyed and to be emulated in coolness and courage. If these effects are produced upon the habits of thought and action of a large number of small children, who can doubt that the result will be not only a considerable safe-guard to these individual children, but also an actual decrease in fire loss, and, in the long run, an appreciable gain to the resources of the nation in property and lives?

*Situations typical of the children's experience.* Since lessons must be based on children's experiences, any course of study in civics must attempt first to indicate the situations of civic significance in which teachers are likely to find the children placed from time to time. Such an attempt can, evidently, only approximate the actual facts in any real school. Each teacher must select those situations which best correspond to the realities in the lives of the children she is teaching and must so modify the instruction which the outline suggests as to fit their needs in concrete instances.

*Lessons based on these situations.* The following course cites typical situations for each of the first three years of school life.<sup>1</sup> Following each enumeration of a series of situations in which a group of city children may find themselves in the course of the given year, certain lessons in civics are indicated which may be based upon these situations *as they arise*, together with suggestion of the direction which it will probably be useful for the teacher's instruction to take and of the methods which are likely to be suitable. Finally, certain results are noted which may be hoped for in each case and by which the teacher can, to a certain extent, test the efficacy of the instruction. Interspersed here and there among these brief *sketches of typical lessons* are appropriate *illustrative lessons*, which, by assuming concrete circumstances and using direct discourse, give more vivid and detailed suggestion for working out lessons of the general character previously sketched.

*The spirit, and not the letter, is important.* It will be readily understood that a course of study constructed on these principles cannot be followed literally or exactly day by day, or month by month. It must be read as a whole, and, if adopted at all, must be adopted in its spirit, not by its letter. It will then be kept on hand for constant reference and will furnish *suggestion* of material for every day of every month, but the *order* in which the lessons shall be given will be determined in each case by the needs of the particular class as seen by the individual teacher.

*Continuous and cumulative instruction.* Although it is impossible to determine in advance the time when a given situation will occur in the life of a class and to write a course of study which shall be followed page by page as the leaves of a calendar are turned, it is nevertheless true that the following series of lessons is planned with a view to

<sup>1</sup> A course for Grades IV-VI in continuation of the course here presented, is in preparation for later publication. (See pp. 63, 64.)

securing continuous and cumulative instruction. Certain situations of civic significance may be expected to recur from year to year in children's lives. In this course of study such situations are repeated from grade to grade, and it is suggested that lessons taught in the preceding grades be reviewed, and new lessons appropriate to the children's advance in age be added. (See I, under each grade, for example.) Certain other situations are full of interest and suggestiveness at a certain age in the experience of children, but later are outgrown or in losing their novelty lose their educative value as a basis for instruction. In the following pages situations of this sort are not repeated in successive grades, but are replaced by situations typical of older children's experiences. (See II, under each grade, for example.)

*Acknowledgments.* The author of this outline is greatly indebted to Miss Mary Woodlock for permission to use freely material from a course in civics published by her in *Teachers' Monographs* for January and March, 1919. The *illustrative* lessons are taken almost unchanged from Miss Woodlock's course with the exception of those on pages 16, 17, and that relating to games on page 43. So too are the general suggestions on the subject of impromptu dramatizing on page 32 and the material under "Teacher's interpretation and enlargement" on page 42. Bits here and there in other places also are borrowed from her pages. Both Miss Woodlock's course and the *Course of Study and Syllabus in Civics for the Elementary Schools of the City of New York* on which her course is based have been helpful in selecting the "Situations of Civic Significance" for each grade, although neither of these courses is organized around such situations, but rather on the "topical plan." Partly because of this different plan of organization, some of the material borrowed from Miss Woodlock's course appears here in a grade above that in which it was originally placed.

## Situations of Civic Significance

### *Typical of the First Year of School Life*

- I. The daily walk to and from school.
- II. Entering the school building and leaving it by assigned doors, hallways, and stairways, according to prescribed rules for filing, etc.
- III. Becoming familiar with schoolroom surroundings: furnishings, decorations, materials for work.
- IV. Playing on the school playground with many playfellows.
- V. Using coat closets, toilet rooms, drinking fountains, etc.
- VI. Taking part in fire drills.
- VII. Coming into contact with certain persons who represent the authority and the service of organized society.
- VIII. Taking part in patriotic ceremonies.
- IX. Providing entertainment or gifts for persons who need good cheer.

# Lessons in Civics

BASED ON THE FOREGOING SITUATIONS

## GRADE I

### I. THE DAILY WALK TO AND FROM SCHOOL

#### 1. *Children's experiences and observations*

- a. Walking or running on sidewalk or street.
- b. Having attention diverted.
- c. Stopping to play on sidewalk or street.
- d. Meeting other persons.
- e. Crossing the street.
- f. Seeing street cars and other vehicles and the policeman at the corner.
- g. Losing the way, or seeing a lost child or a stranger seeking direction.

#### 2. *Teacher's interpretation and enlargement*<sup>1</sup>

- a. Sidewalk for walking; street for traffic; why.
- b. Look where you are going; why.
- c. Danger of running or playing in the street; inconvenience to others of playing on the sidewalk.
- d. Keep to the right; why.
- e. Cross the street at the crossing; why.
- f. Look both ways before crossing the street; why.
- g. Cross when there is little traffic, or if there is a traffic policeman, when he gives the signal.
- h. Kinds of help a policeman gives; if in any trouble, ask him.

<sup>1</sup> It is not intended that the "interpretations" and "enlargements" designated alphabetically in this and following lessons should apply strictly in every case to the "experiences" and "observations" designated above by the corresponding letters. Often a given "experience" or "observation" suggests several "interpretations," and sometimes the same "interpretation" applies to more than one "experience." The series of "interpretations" and "enlargements" is intended to suggest some of the lessons that may be derived from the group of "experiences and observations." The lettering is chiefly for convenience of reference. The same comment applies to the lettering under "Methods of Teaching" and "Results to be Worked For."

3. *Methods of teaching*

- a. Conversational lessons including stories of true incidents told by teacher and by pupils.
- b. A plan of neighboring streets with crossings and sidewalks drawn with chalk on basement floor or school yard pavement.
- c. Dramatization with aid of that plan and without such aid.
- d. Sentence making by pupils (oral language lesson).

*To illustrate "c" and "d"*

Assign children to act as policemen, street cars, wagons, automobiles, foot passengers, children playing games, etc. Before beginning the dramatization have each little actor state his part and his work:

I am a motorman. I drive the car along the street. I sound my gong when people get in the way.

I am a policeman. I take care of the people who cross the street.

I am a chauffeur. I sound my horn to let people know my car is near them.

I walk along the sidewalk. I am going to work (to the store, on an errand).

I am going to play a game. Rachel and Jennie will play with me.

When the action starts, call upon the onlookers to tell what happens:

What is the motorman doing? He is driving a car. Why does he sound the gong? Jennie is in front of the car. What is she doing there? She is playing with Agnes. She forgot and ran across the street. She did not see the car.

4. *Results to be worked for*

- a. Knowledge of common dangers from street accidents and of elementary arrangements and regulations designed to prevent such.
- b. Attitude of caution regarding one's own safety.
- c. Attitude of consideration regarding the safety and convenience of others.
- d. Feeling that the policeman is powerful, helpful, and friendly.

## II. ENTERING THE SCHOOL BUILDING AND LEAVING IT BY ASSIGNED DOORS, HALLWAYS, AND STAIRWAYS, ACCORDING TO PRESCRIBED RULES FOR FILING, ETC.

1. *Children's experiences and observations*

- a. Waiting for the doors to open and for signals.
- b. Being marshaled in line.

- c. Being forbidden to talk while "filing."
  - d. Using prescribed entrances and exits, stairways, and hallways.
  - e. Meeting other persons.
2. *Teacher's interpretation and enlargement*
- a. Hour for opening the doors.
  - b. Where it is best to wait and why (*i. e.*, not in the street).
  - c. Where the line should be formed. Who can help.
  - d. Convenience of prescribed entrances.
  - e. Why we walk quietly without talking.
  - f. What is meant by single file, double file.
  - g. The word EXIT, recognition of it, and meaning; where our exits are; why we use these particular ones.
  - h. Keep to the right on the stairs, in the halls, passing through doorways and gateways; why.
3. *Methods of teaching*
- a. Conversational lessons during which the children are encouraged to ask questions and to illustrate in action the right way of passing through doorways, meeting and passing by other persons, etc.
  - b. Oral sentence making, as in I, 3, d (p. 8).

*To illustrate*

The exit is the way we go out. There are many exits from this school. There are many children in school. We cannot all use one exit. Some of us would be hurt. We might be killed.

Our class uses EXIT ONE. The number of the exit is over the door. It is the exit nearest our room. We go down the stairs. We cross the basement (or the playground.) We go into the street.

We walk quickly to save time. We go in single file to save room. Two classes can pass on the stairs if they are in single file.

We must keep to the right on the stairs. We must keep to the right in the halls. Yesterday Rose was late. She was on the left side of the stairs. A class came down stairs. Rose got mixed up. She lost her own class. She was late.

4. *Results to be worked for*
- a. Clear understanding of the rules for entering the building, moving about it, and leaving it.
  - b. Willing obedience to these rules and to all signals and orders.

### III. BECOMING FAMILIAR WITH THE SCHOOLROOM SURROUNDINGS: FURNISHINGS, DECORATIONS, MATERIALS FOR WORK

#### 1. *Children's experiences and observations*

- a. Sharing responsibility with others for the appearance of the floor, the blackboards, the windowsills, etc.
- b. Noticing the pictures on the walls, the plants, and other decorations of the room.
- c. Being furnished with material for school work.
- d. Having a desk to take care of (in some first-grade rooms).

#### 2. *Teacher's interpretation and enlargement*

- a. This is *our* room. Is it not a pleasant room?
- b. What are some of the things that make it pleasant? From the children's answers, generalize: It is *clean*. It is *orderly*. It has *pretty* things in it.
- c. How can we keep it pleasant? Be careful not to bring in dirt. Leave at home things we do not need. Use the waste basket for things to be thrown away. Remember, "A place for everything, and everything in its place." Mark with chalk only on blackboards. Mark with pencil only on paper. Take good care of the pretty things.
- d. These books, pencils, cards, etc., etc., were lent us by the city. They cost much money. We need them to help us to do our work. We must be very careful of them.
- e. Each child has a desk all his own to hold the things he works with. He is the one to keep it *clean* and *orderly*.

#### 3. *Methods of teaching*

- a. Conversational lessons in which the teacher's part is largely well planned questions that lead to the foregoing conclusions.
- b. Appointment of monitors to give out books and materials. These monitors should be frequently changed that all may have the practice.
- c. Encouragement of friendly rivalry in neatness and orderliness among different groups or "rows" of children.
- d. Appointment of a little housekeeper in each group or row to be the leader in keeping the immediate surroundings clean and orderly.

- e. Letting all the little housekeepers help the teacher to keep the room at its best.
- f. Oral sentence making, as in I, 3, d (p. 8).

*To illustrate*

The Readers are on the first shelf. I give them out in my row. There are six children in the row. I take six Readers. Each child gets a Reader.

We all try to keep the floor clean. Sometimes a girl forgets. She drops a paper on the floor. I remind her. Then she puts it in the waste basket.

4. *Results to be worked for*

- a. Recognition and enjoyment of cleanliness, order, and beauty in surroundings.
- b. Feeling of responsibility for appearance of surroundings.
- c. Attitude of helpfulness.
- d. Notions of thrift and respect for public property.

IV. PLAYING ON THE SCHOOL PLAYGROUND WITH MANY PLAY-FELLOWS

1. *Children's experiences and observations*

- a. Falling down, getting jostled or hurt.
- b. Jostling or hurting others carelessly.
- c. Playing games involving simple rules or general understandings.
- d. Disliking the game proposed or the one who proposes it.
- e. Meeting newcomers on the playground.

2. *Teacher's interpretation and enlargement*

- a. When you run, look where you are going; why.
- b. Running or walking, keep to the right, on the playground, as on the street and everywhere.
- c. If anyone falls or is hurt, all near him stop playing till you find out whether it is a "big hurt."
- d. If you get "a little hurt," never mind; don't spoil the game.
- e. Play fair; don't spoil the game.
- f. If anyone asks you to play, play a little while anyway.
- g. Be sure to ask a visitor or new pupil to play and show him how we play.
- h. Ask a visitor or new pupil to propose a game and to teach us how to play it.

3. *Methods of teaching*

- a. Frequent, though not invariable, participation by the teacher in the playground activities.
- b. Informal class discussion of playground events and activities.
- c. Oral sentence making as in I, 3, *d* (p. 8).

4. *Results to be worked for*

- a. Due care for one's own safety in play and for that of others.
- b. Attitude of physical courage.
- c. Practice of "playing fair," and holding "the game" in respect.
- d. Habit of being obliging.
- e. Attitude of hospitality toward newcomers.

## V. USING COAT CLOSETS, TOILET ROOMS, DRINKING FOUNTAINS, ETC.

1. *Children's experiences and observations*

- a. Being required to put away clothing and find it again promptly.
- b. Using conveniences of toilet room, different, perhaps, from those at home.
- c. Having to wait for a "turn to drink," missing the use of a glass, etc.

2. *Teacher's interpretation and enlargement*

- a. Because there are so many of us, when we are dismissed, each one must find his outer garments quickly. *One* who is slow delays *all*.
- b. Each one's mother can help us by marking his name in his hat, coat, overshoes, etc.
- c. Each one of us can help by having "a place for everything and everything in its place."
- d. We must take good care of our clothes, for they cost our parents money and labor. If we see clothing on the floor, we pick it up and give it to the owner or put it in a safe place.

- e. The bowls in the toilet room are placed there in order that we may never have dirty faces or hands in the schoolroom. We must never wash in a dirty bowl or leave one dirty for others. The toilet room should be the *cleanest* room in the building.
- f. The pipes in the toilet room are for drainage. They will not carry away hair or other waste. When the pipes get clogged, it costs a great deal of money and labor to clean them. Throw all waste into the *waste basket*.
- g. We must not drink from the same glass that is used by anyone else. Someone may be sick and not yet know it. If we drink from the same glass, we may get his sickness. Someone may have canker or other sores in his mouth, and not know it. If we drink from the same glass, we may have the sores. We may all drink from the fountain, if our lips touch only the water.

### 3. *Methods of teaching*

- a. Careful explanation and demonstration by the teacher, repeated frequently for several days at first.
- b. Appointment of those who learn first to help others.
- c. See III, 3, c (p. 10).

### 4. *Results to be worked for*

- a. Understanding that the fact of large numbers being involved must affect the action of each individual.
- b. Knowledge that articles of the commonest use cost money and labor.
- c. Habits of carefulness and thrift.
- d. Appreciation of order and neatness.
- e. Habits of orderliness and cleanliness

## VI. TAKING PART IN FIRE DRILLS

### 1. *Children's experiences and observations*

- a. Seeing fires in the neighborhood or hearing of them.
- b. Being obliged to go through the school fire drill.

### 2. *Teacher's interpretation and enlargement*

- a. Sometimes when a building burns down, people cannot get out, because they have not learned how to do so in

the best way. In school we have a fire drill so that, if this building ever catches on fire, we can all get out without being hurt.

- b. Statement and demonstration of the rules for the drill.

*To illustrate*

The big gong sounds three times.

That means fire drill.

We go out EXIT ONE.

We walk along Cross Street to Bank Street.

We walk quickly and do not speak.

3. *Methods of teaching*

- a. Explanation by the teacher, with emphasis on importance of the drill, but without appeal to fear.
- b. Careful pointing out of the way, so that no child is merely following the others.
- c. Questioning on the rules.
- d. Frequent drills at unexpected times.
- e. Frequent use of the topic for oral language lessons, in order that familiarity with it shall diminish the danger of panic in case of actual fire.

*To illustrate*

Three gongs mean a fire drill. We stop work and sit still. Our teacher says, "Stand." We stand at once. She says, "Pass out." We go out very quickly. We use EXIT ONE. We walk along Cross Street to Bank Street. We stand there. When the bell rings, we return to our room.

We walk quickly in a fire drill. We keep close together. We do not run. We do not talk. If a child falls, we stop and raise our right hands. The children behind see that, and they stop too.

Sometimes we have a silent drill. A messenger opens the door. She shows us a red card. That means a fire drill. We go out as if we had heard the gongs.

Lillian came to school today. It was her first day in the school. Rachel showed her where to hang her wraps. I showed her the exit we use. I told her about our fire drills.

Sometimes we go to room seven. We have our singing lessons there. If we have a fire drill from room seven, we use EXIT FOUR. We stand on Green Street in front of the butcher's store.

4. *Results to be worked for*

- a. In case of preparatory drill: the highest efficiency and a feeling of satisfaction in the success of cooperative effort.

- b. In case of actual fire: the highest efficiency and a feeling of confidence in the outcome.

## VII. COMING INTO CONTACT WITH CERTAIN PERSONS WHO REPRESENT THE AUTHORITY AND THE SERVICE OF ORGANIZED SOCIETY

### 1. *Children's experiences and observations*

- a. Contact with policeman at the corner. See I, 1, *f* and *g* (p. 7).
- b. Receiving directions and service from the janitor of the school building.
- c. Receiving from the teacher constant suggestion, instruction, sympathy, encouragement, occasional special "treats," strict commands, reproof, correction.
- d. Hearing important matters referred to the principal.
- e. Seeing the postman bring letters to others; perhaps notes or valentines to themselves. Mailing letters in the post box and seeing the postman take them from the box.

### 2. *Teacher's interpretation and enlargement*

- a. The policeman. See I, 2, *g* and *h* (p. 7).
- b. The janitor. What he does for us: Keeps the school building clean, orderly, safe, and warm in the winter. Keeps the playground in order. Helps us if we have an accident, or need to move something heavy, or want a Christmas tree in our room, etc. What we can do for him: Wipe shoes and bring no dirt into the school building; put waste into the waste baskets in the building and into the trash boxes on the playground, etc.
- c. The teacher. All suggestions of how to cooperate in work and in play (*e. g.*, see III, 2; IV, 2, pp. 10, 11), all indication of sympathy with children's feelings and desires, all explanation of the need for commands and obedience (*e. g.*, see II, 2; VI, 2, 3, pp. 9, 13, 14) are interpretations of the relationship which exists between teacher and children.
- d. The principal. Some of the things the principal will be glad to see on visiting our room or the playground, or will be sorry to see. Why glad, or sorry.
- e. The postman. We like to get letters, invitations, valentines, presents. The postman brings these to us. He takes

these from us to our friends. He works hard to do this. He is very careful of the mail. We too must be very careful when we are given letters to put into the mail box.

### 3. *Methods of teaching*

- a. Informal conversational lessons.
- b. Dramatization.

#### *To illustrate*

#### A Visit from the Principal

Let one child be chosen to play the part of the teacher in charge of this class room. Let the part of the principal be played by another child, or better still, by the real teacher. Let all the other pupils play the part of the class being visited.

There is a knock on the door. The principal is cordially received by the teacher, greets the children, and receives a polite response. The principal expresses pleasure in some satisfactory condition of the room, or of the class, which has been brought about by the children's efforts. He, or she, then asks to see drawing, construction work, or the like, which the children have recently finished. Each child chooses from his own work what he would like to show the principal, and the little teacher selects a few which he, or she, thinks most worthy to be shown. He further offers to let certain children, or the class as a whole, show the principal how well they can do some bit of oral work, or of physical exercise, for instance. In taking his leave the principal commends the work he has seen and suggests something that he hopes to see upon his next visit.

- c. Oral composition based on *a* and *b*.

### 4. *Results to be worked for*

- a. The policeman. See I, 4, *d* (p. 8).
- b. The janitor. Feeling that he takes care of the school building and grounds and the comfort of teachers and pupils. Cooperation with him.
- c. The teacher. Feeling that she is a friend and the best leader in work and play. Cooperation with her.
- d. The principal. Feeling that he or she has an interest in every pupil and in all that goes on in each class. Cooperation with him or her.
- e. The postman. Feeling that he does an important service. Carefulness concerning mail.

## VIII. TAKING PART IN PATRIOTIC CEREMONIES

1. *Children's experiences and observations*

- a. Learning to sing children's patriotic songs.
- b. Standing when *America* or *The Star-Spangled Banner* is sung or played.
- c. Seeing the flag displayed and being taught to salute it.

2. *Teacher's interpretation and enlargement*

- a. To sing songs about our country shows that we are glad we are Americans.
- b. Whenever *America* or *The Star-Spangled Banner* is sung or played, we all stand, and if we cannot sing, we stand quietly till the music is finished, for these two are the best songs of all about America. We call them our *National Anthems*. We stand to show that we like to listen to music about America, which we love and revere. If we listen quietly, we shall all learn to know these airs whenever we hear them, and soon we may learn to sing them.
- c. To salute the flag is to show that we know what the flag stands for. It stands for the country we love; our country, the United States of America.

3. *Methods of teaching*

- a. Explanation of the meaning of the words of such patriotic songs as the children are to sing.
- b. Conversational lessons with demonstration.

*To illustrate*

Who knows what flag this is? (Showing a flag, new or well preserved, and large enough to be conspicuous, but not too large for a child to hold.) Yes, it is the United States flag, the American flag, our flag. All these answers are right, for we are Americans, and the country we live in is the United States of America. Isn't it a beautiful flag with so many stars and such bright colors? We love it because it is beautiful, but there is another reason. We love the flag, because whenever we see it, it *speaks* to us; it says, "Our country!" You say, "How can a flag speak?" I will tell you. When I asked, just now, what flag this was, did not Jack say, "The American flag?" He knew by just looking at it, and so did Tony and Manuel and Lars, yes, and you and you; nearly everyone knew by just looking that this flag is the flag of *America*, of *our country*. How did you know, Vincent?

Yes, by the stars and the red and white stripes. The stars and the stripes did not need to speak out loud; they could tell you silently. Just as though they spoke, they could make you think, "Our Country, America!" So the flag really does speak to us, doesn't it? And we should like to *answer* the flag when it speaks to us of our country that we love, shouldn't we?

Now, if one boy will hold the flag up high where we can all see it, and it can speak clearly to us; I will show you how we can *answer* it. We shall need a good citizen to hold the flag, one of those who has tried hardest this morning to help us all. Yes, Tom may be the one today, and another good citizen to-morrow. Now, Tom, let the flag speak to us. What does it say, children? (All together) "Our Country, America!" Now we will all answer it *this way* (teaching the flag salute).

- c. Frequent practice of the flag salute, but not as a matter of daily routine. If, after the salute has been learned, through daily practice, the ceremony is observed whenever the flag is carried by on parade, and on special occasions, or as a special privilege, it will impress the children more deeply than if it is made a daily requirement.

#### 4. *Results to be worked for*

- a. Actual, intelligent, not mechanical, participation in singing a few simple patriotic songs appropriate for children.
- b. Participation, in a child's measure, in the sentiment with which older people stand at the sound of the national anthems.
- c. Feeling of real respect and affection for the flag and for that which it represents. The conception, "our country" cannot be otherwise than vague at first, but can be made more definite and fuller of meaning each year.

### IX. PROVIDING ENTERTAINMENT OR GIFTS FOR PERSONS WHO NEED GOOD CHEER

#### 1. *Children's experiences and observations*

- a. Knowing of the misfortune of some classmate or acquaintance.
- b. Seeing the deprivations of a class of people; *e. g.*, crippled children, blind soldiers.

## 2. *Teacher's interpretation and enlargement*

- a. When we are sorry for our friends, we try to find some way to help, at least a little. Imagine this misfortune had happened to you. What would you like to have us do for you? Can *we* not do the same in this case?
- b. What is it that these new acquaintances of ours (orphans, cripples, blind people, aged people or the like) cannot do, or cannot have, which gives us pleasure to do or to have? Why can they not do or have these things? (Discover the underlying *condition* of normal, happy life that is lacking. It is, probably, home care and affection, soundness of limbs or keenness of senses, health or strength, or sufficient means of support.) Since this condition (health, for instance) is not lacking for us, what chances does it give us? (The chance to come to school, to make the trimmings for our Christmas tree, for instance.) Shall we not share this pleasure with those who cannot get it for themselves? Will it not be great fun to enjoy this with them? Now let us plan how we can carry out this idea all together, giving every single one a chance to help.

## 3. *Methods of teaching*

- a. Providing opportunity (if acquaintance does not already exist) for the children to come into some sort of personal touch with those in whose welfare it is desired to interest them. This as an initial step, in order that the children shall understand the real conditions which create the need for some bit of cheer that they can contribute, and moreover, shall make their contribution from motives of simple, natural friendliness, without any tinge of condescension. For example, if it is planned that the class shall give an entertainment to the children of a home for cripples, it is well for the teacher and class first to pay a visit to the home and see some of the things which the little invalids cannot do or cannot have, also some of the things that they can do in spite of their limitations. These latter achievements often show such qualities as ingenuity and persistence, for instance, and enlist the respect of the visiting children. This respect, added to the interest and

sympathy excited by misfortune, makes an excellent basis for sincere and lasting good will.

- b. Informal conversational lessons in which an understanding of conditions is given, and the interest, sympathy, and respect mentioned above find expression and stimulation; also those in which plans are laid for carrying out the project that the teacher has in mind.
  - c. Class work in paper cutting, drawing, water colors, spool work, weaving—any handwork in the art or the industrial course or the list of Junior Red Cross activities, the product of which is appropriate for a gift.
  - d. Class or group work in dramatization of rhymes and stories, constituting literature and language lessons, and correlated with reading, at the same time culminating in an entertainment which will give pleasure to others.
  - e. The practicing of songs, folk dances, marches, drills, pantomimes, and games which are educational to participants and interesting to the onlooker, as well.
4. *Results to be worked for*
- a. Desire to understand the conditions under which others live.
  - b. Feeling of comradeship and good will toward those whose opportunities are especially limited.
  - c. Practice of cooperation in making and carrying out plans of a social character.
  - d. Actual increase of happiness to all concerned.

## Situations of Civic Significance

*Typical of the Second Year of School Life*

- I. The daily walk to and from school.
- II. Visiting a fire-engine house.
- III. Choosing places in which to play.
- IV. Choosing games to play and implements or materials to play with.
- V. Helping to care for surroundings at school and at home.
- VI. Taking part in fire drills.
- VII. Contact with certain persons who represent the authority and the service of organized society.
- VIII. Taking part in patriotic ceremonies.
- IX. Providing entertainments or gifts for persons who need good cheer.
- X. Gardening in school yard, or open lot, or in window box.

# Lessons in Civics

BASED ON THE FOREGOING SITUATIONS

## GRADE II

### I. THE DAILY WALK TO AND FROM SCHOOL

#### 1. *Children's experiences and observations*

- a. See under First Grade, I, 1, *a* to *g* (p. 7).
- b. Running accidentally against another, or across his pathway.

#### 2. *Teacher's interpretation and enlargement*

- a. See under First Grade, I, 2, *a* to *h* (p. 7), for necessary review as occasions arise.
- b. If we forget and inconvenience others on the street by not keeping to the right and looking where we are going or by pushing against them in a crowd or by any other mistake, we say, "I'm sorry," "Excuse me," or "I beg your pardon," just as we would do at home or in school.

#### 3. *Methods of teaching*

- a. See under First Grade, I, 3, *a* to *d* (p. 8).
- b. The dramatization lessons may take the form of letting the children show in action their answers to the teacher's questions about street incidents.

#### *To illustrate*

What would you do if you could not find your way? If you met a lost baby? If you saw a person drop a bag or a handkerchief? If an old lady were trying to pick up a bundle? If a blind man were waiting to cross the street? If some one should push you against another person? If several people were trying to get through a door that had a turnstile? That did not have a turnstile?

- c. The sentence making by the children may grow from the oral work of the first grade into written language and reading lessons. At first the teacher writes on the blackboard the sentences which the children compose, and lets the class read them. Later she lets them copy these sentences with their letter cards or "sentence builders," and finally

they are ready to use pencil and paper. The children have much interest in reading one another's brief compositions.

*To illustrate*

My baby was sitting on the stoop. A girl came out of the house. Her mother called her. She turned to answer. She did not look where she was going. She stepped on my baby's hand.

Dick was going into a store. Tom called him. Dick turned round. He kept on walking. He did not see the step at the door. He fell and hurt his foot. Always look where you are going.

Kate got run over by a car. She was not looking. She did not see the policeman tell the car to go.

4. *Results to be worked for*

- a. See under First Grade, I, 4, *a* to *d* (p. 8).

## II. VISITING A FIRE-ENGINE HOUSE

### 1. *Children's experiences and observations*

- a. Having at some time seen a fire-engine dash through the street.
- b. Seeing the fire-alarm boxes and the hydrants on the street.
- c. Seeing the firemen, the engine, and all the apparatus in readiness for an instantaneous start.
- d. Noticing the appearance of the men.

### 2. *Teacher's interpretation and enlargement*

- a. How the alarm is sent in.
- b. How quickly the men act at the sound of the alarm.
- c. Why there is need for such quick action.
- d. What the men do when they reach the fire.
- e. True stories to illustrate the quickness, strength, coolness, courage, and self-forgetfulness of firemen at work.
- f. In spite of the hard work and heroism of these men, at every fire, property (something someone needs or wants) is destroyed, and at some fires people are badly hurt or even lose their lives.
- g. What we can all do to help to prevent fires:

Help to make sure that the matches at home are kept in a tin box out of reach of small children and of mice; that no burnt matches are thrown away while there is still the

least spark on them. When we see the end of a cigar or cigarette thrown away, watch to see if every spark is out; if not, step on it. Help to make sure that no curtain, or other thing which will catch fire, is near enough to a lighted gas jet or lamp to blow into it. Help to put all rubbish into cans, so that no piles of it collect anywhere. If there is a smell of gas, be sure that no light, not even a match, is brought into the room until the leak is found.

*h.* What children especially can do:

The moment a smell of gas or of anything burning is noticed tell some older person. Keep away yourselves, and keep younger children away from lighted gas jets, stoves, ranges, heaters, and lamps. Do not play with toy pistols. Do not set off firecrackers or go near fireworks or bonfires except in care of a grown person and with permission of father or mother.

*i.* What to do if a fire starts:

If your own clothing is on fire, lie down and roll till the fire is out. See that a smaller child does the same, or wrap him in a rug or any heavy woolen thing. If your clothing is *not* on fire, but the house is, leave it as quickly as you leave the school building in a fire drill. Unless you know the alarm has been sent in, ask the first older person you can find to send it. Be able to tell him just where the nearest box is and just how to ring in the alarm; he may not know. Obey promptly all orders of firemen and police.

3. *Methods of teaching*

- a.* Actually taking the children to a fire-engine house, if this is practicable; if not, taking them in imagination by telling a vivid story of such a visit and showing pictures.
- b.* Informal conversational lessons with many opportunities for the children to ask questions.
- c.* Story-telling and reading.
- d.* Dramatization of incidents to show what the firemen do, what we can do to prevent fire, and what we should do if a fire should break out. (Emphasize carefulness rather than carelessness.)

- e. Frequent questioning to make sure that the children have understood and are remembering the information and directions given.
- f. See I, 3, c (p. 22).

4. *Results to be worked for*

- a. Such interest in the subject of fires as will impress its importance without creating undue fear.
- b. Desire to imitate the firemen in their quickness, coolness, and resourcefulness.
- c. Such intelligence as to the causes of fire and such habits of taking precautions as will actually enable the small children of the city to prevent many of its fires.
- d. Knowledge and confidence with which to meet the commonest emergencies which fire brings.

### III. CHOOSING PLACES IN WHICH TO PLAY

1. *Children's experiences and observations*

- a. Playing on the school playground.
- b. Playing or seeing others play on a city or neighborhood playground or "common," or in a park.
- c. Playing or seeing others play in the street, in cellars, in hallways, on stairways, on roofs, etc.
- d. Being coaxed or dared by other children to play in certain places.
- e. Being forbidden by elders to play in certain places or re-proved for having done so.

2. *Teacher's interpretation and enlargement*

- a. What is true of a place if it is a *very* good place to play? We are sure to find four things there: a chance to "do things," fresh air, light, and safety. If one of these is lacking, there is something the matter with the place, and we don't want to play there, if we can find a better place.
- b. Why we want each of these four things in order to have a good time and not be sorry for it afterwards.
- c. A comparison of the specific places actually within the experience and observation of the members of the class as possible places for play.

- d. What is probably true of any place which is forbidden as a place to play? How do older people know?
- e. How do teachers sometimes increase the chance to "do things" in the school yard? How do they sometimes increase the safety? The same questions for the play leaders on the public playground, the policemen on the common or in the park.

### 3. *Methods of teaching*

- a. Conversation lessons in which the teacher's part is largely questioning to draw out the children's experiences and cause them to think clearly, without prejudice.
- b. Visiting with the children, as a class or in groups, the play places of the neighborhood.
- c. See I, 3, c (p. 22).

### 4. *Results to be worked for*

- a. Better independent judgment of places in which to play.
- b. Greater willingness to accept advice or direction in the matter.

## IV. CHOOSING GAMES TO PLAY AND IMPLEMENTS OR MATERIALS TO PLAY WITH

### 1. *Children's experiences and observations*

- a. Playing the game which the season and the age of the child seem automatically to determine.
- b. Playing new games taught by teacher or play leader.
- c. Being tempted to play with things that are combustible, have sharp edges, or are apt to be used destructively, like stones, hard balls, pea shooters, etc.
- d. Being tempted to a wasteful use of material in play or to "teasing" for expensive playthings and not taking care of those which they have.

### 2. *Teacher's interpretation and enlargement*

- a. The best way to play the prevailing games to get the most fun from them and avoid any unpleasantness or risk (either physical or moral) of which the teacher may see a chance.
- b. Why it is a good thing to know a large variety of games.

- c. Why matches should never be played with. What to do with one which someone has carelessly left around. Why there should be rules about buying and using firecrackers, and what these rules are. Why cuts from ragged edges of tin and broken glass are worse than cuts from knives. How to hold a knife for whittling. What precautions the big boys who play with hard balls have to take. In what circumstances it is safe to throw stones, etc. (Only the dangers that the particular children in question are involved in by their play need be dwelt upon. These enumerated above are examples of rather common ones.)
- d. What certain materials are good for or needed for besides play. What substitutes could be used in play. How a smaller quantity of material could be made enough. How we can invent and imagine things and get more fun out of them than out of any finished toy. In what ways playthings can be so taken care of that they will last well. What other children would like them after their present owners have ceased to care for them. What fun it is to have things of our very own with which to play Santa Claus or fairy godmother.

### 3. *Methods of teaching*

- a. Interest shown by the teacher at recess and other times in the children's play, both in their games and in their playthings or the material which they attempt to shape for their play.
- b. Teaching new games, folk dances, and constructive play which add variety to the children's recreational activity and may in some cases take the place of undesirable plays.
- c. See First Grade, IV, 3, *a* and *b* (p. 12).
- d. See Second Grade, I, 3, *c* (p. 22).
- e. Telling or reading stories from real life or fiction, of play that is interesting, inventive, beneficial.
- f. Making positive suggestions in every way possible instead of prohibiting what the children are doing or may wish to do.

### 4. *Results to be worked for*

- a. Practice of playing the prevailing games in the best way.

- b. See First Grade, IV, 4, *a* to *c* (p. 12).
- c. Knowledge of a variety of desirable games and recreational activities.
- d. Pleasure in the exercise of ingenuity and growth in the power of imagination.
- e. Habits of carefulness and thrift in the use of materials and playthings.
- f. Pleasure in planning ahead to make generosity possible.

## V. HELPING TO CARE FOR SURROUNDINGS AT SCHOOL AND AT HOME

### 1. *Children's experiences and observations*

- a. See under First Grade, III, 1, *a* to *d* (p. 10).
- b. Visiting other schoolrooms than their own.
- c. Sharing with others the responsibility for the appearance of the school playground.
- d. Finishing play at home with playthings scattered about, garments thrown down, "trash" on the floor or in the yard.

### 2. *Teacher's interpretation and enlargement*

- a. See under First Grade, III, 2, *a* to *e* (p. 10), for necessary review as occasions arise.
- b. Who has the most use of the playground? Who then should do most to keep it neat? How can this be done?
- c. Home rooms, as well as schoolrooms, pleasant places when there is "a place for everthing and everything in its place." Who puts away the playthings at your home? Why? Who hangs up hats and coats to keep them from getting spoiled and also to make the room look tidy? Why? Has your mother other work to do? If she should do all the "picking up" would she get very tired? What is meant by "trash"? Do you like to see any of it on your front steps, on the sidewalk, in your backyard? Suppose you didn't put it there, what could you do about it?

### 3. *Methods of teaching*

- a. See under First Grade, III, 3, *a* to *f* (pp. 10-11).  
See also I, 3, *c* (p. 22).

- b. Some of the conversational lessons may be based on visits to other attractive rooms.

*To illustrate*

What room did we visit today? Why do we like to visit it? What did you like best about the room itself? How do you know there are careful children in that room? Would you like to have them visit us? What do you think we should do to get ready for them?

- c. Inspection of desks, aisles, books, window-sills, blackboards and trays, etc.

*To illustrate*

Desk inspection: All the pupils at a given signal clear out their desks and place the contents on top. Desk monitors or housekeepers for each row pass rapidly down the aisles to see that no mistake has been made, nothing left in any desk. Two minutes are given for each one to arrange his possessions in order upon his desk. The teacher then glances over the collections displayed and asks questions calculated to lead the children to reject the useless willingly and to see that certain "treasures," more useful in play than in work, are better left at home or kept in a "treasure box" under the teacher's care; *e. g.*, Why does this desk look not quite neat? There are pieces of paper and of cord on it. Can this paper be used? No, it is torn, not clean, written on. Can this cord be used? No, it is too short, not clean. Jennie, do you want to keep these things in your desk? Where is the best place to put them? When will you have time to play with that doll, that pretty piece of ribbon, those beads, to eat that candy or offer it to others? Until then, where shall we keep these things so that they will not get soiled or lost or be in our way? The children, having acted upon their answers, rearrange their possessions in their desks, and the monitors pass down the rows again to see if there are any further improvements needed. Desk inspection, after it has been held a few times, need not take more than three minutes in a class of average size, though more time may be given to it if it is used as a basis for oral and written language work.

4. *Results to be worked for*

See under First Grade, III, 4, *a* to *d* (p. 11).

## VI. TAKING PART IN FIRE DRILLS

### I. *Children's experiences and observations*

- a. See First Grade, VI, 1, *a*, *b* (p. 13).
- b. Having seen the readiness of the firemen for an alarm.
- c. Having observed the fire escapes on a school building.

*d.* Noticing that some homes are provided with fire escapes and others not.

2. *Teacher's interpretation and enlargement*

*a.* See First Grade, VI, 2, *a, b* (pp. 13-14), for necessary review.

*b.* Comparison of our readiness for a fire alarm with that of the firemen. How our readiness would help the firemen if our school building should be on fire. How their readiness would help us. How the readiness of both helps the city.

*c.* Location of the fire escapes on the school building. Their use, if the stairways were cut off by fire. How the firemen would save us, even if we could not reach a fire escape, if we should show ourselves at the window and obey their orders.

*d.* Questions as to location of fire escapes at the children's homes. Necessity that fire escapes both at school and at home be kept absolutely clear.

3. *Methods of teaching*

See First Grade, VI, 3, *a to e* (p. 14).

4. *Results to be worked for*

See First Grade, VI, 4, *a, b* (pp. 14-15).

VII. CONTACT WITH CERTAIN PERSONS WHO REPRESENT THE AUTHORITY AND THE SERVICE OF ORGANIZED SOCIETY

1. *Children's experiences and observations*

*a.* Receiving help from policemen. Being forbidden certain acts by policemen. Seeing policemen give orders to others.

*b.* See First Grade, VII, 1, *b* (p. 15). Also being sent with messages to the janitor.

*c.* See First Grade, VII, 1, *c* (p. 15).

*d.* See First Grade, VII, 1, *d* (p. 15). Also having to meet certain requirements of the principal.

*e.* See First Grade, VII, 1, *e* (p. 15). Also having seen the post office in passing. Learning to write little letters of their own.

*f.* Undergoing examination of eyes, nose, throat, etc., by the school doctor.

- g. Having some hurt or illness of oneself or one's companions relieved at school by the school nurse. Receiving some service from her at one's home or knowing those who have done so.
- h. See II, I, *a, c, d* (p. 23).

2. *Teacher's interpretation and enlargement*

- a. Why do chauffeurs, motormen, truckmen, and all other drivers obey the policeman when he merely lifts his hand or points his finger? Because he is an officer of the city, and is carrying out city rules (laws). City laws and city officers must be obeyed by everyone, no matter how big or strong or rich or old he may be. Is that a good thing? Could the policeman help you across a dangerous crossing if the motormen or chauffeurs did not obey him? Why does he stop children from running in the street, boys from climbing lamp posts or playing ball on the sidewalk? Would he help those same boys, if they should get hurt, lose something, find themselves in any danger?
- b. See First Grade, VII, 2, *b* (p. 15) for review. How we should ask for the janitor's help.
- c. See First Grade, VII, 2, *c* (p. 15).
- d. See First Grade, VII, 2, *d* (p. 15). Some of the things the principal has allowed this class to have or to do. Some of the things he or she expects of us.
- e. See First Grade, VII, 2, *e* (p. 15). Where the postman gets the letters that he brings to us from far away. The United States mail clerks bring them to the city on trains. The postman finds them at the post office. That big building belongs to the United States. The postman is a United States mail carrier. The United States takes good care of our mail, brings us letters and parcels and takes ours to our friends. We must learn to write plain addresses so that the mail carriers will know where to take our mail.
- f. What *good* eyes, ears, etc., can help us to do (concrete illustrations). Some of the inconveniences and discomforts caused by having poor eyes, ears, etc. (concrete illustrations). The impossibility of our finding out for

ourselves all defects or beginnings of disease. The one who can find out—a doctor. A doctor's knowledge is expensive. The city pays one to come to our school and give us his knowledge. He is coming to-morrow. If he finds any one of you needs help to have the best possible eyes, ears, etc., he will let your parents know what they can do for you.

- g. Some of the ways a nurse knows to make us comfortable. A nurse's skill costs much money. This nurse is kind and likes to help us, and she can give us her skill, because the city pays her. You will each tell your mother some of the kind and skillful things she does, and if she visits you at home, your mother will be very glad to see her and to have her help.
- h. See II, 2, *b, c, d, e, i* (pp. 23, 24); VI, 2, *b, c* (p. 30).

### 3. *Methods of teaching*

- a. Dramatization is the easiest way of helping the children to enter into a sympathetic understanding of the service and the authority of each of the above persons, and it may be very effectually used to test the extent to which a child has grasped the idea presented by story, picture, or explanation. After you have talked about the policeman at the crossing and the help he gives the citizen, you cannot well present an examination paper on the subject to a second grade child, but you can say to one, "You are a policeman. This is your crossing. Here are some citizens coming along the street. We will all watch to see what kind of a policeman you are." The conduct of the "policeman" will show clearly whether or not the meaning of the previous conversation was grasped.

It may be further added that dramatizations seem to lose their value about the time that teachers become unduly anxious about properties. The little plays most valuable for classroom use have a pre-Elizabethan flavor. The teacher indicates her chair and says, "This is a tree." She puts a blackboard eraser into the arms of a seven-year-old and says, "This is a woman carrying a baby," and straightway the chair is a tree for the children, and little Jennie is a proud parent. So why bother getting ruffly

green paper for a tree, and giving Jennie a long skirt and a doll? She will not look any more like a mother than the paper will look like a tree. No! Away with properties! Let us be simple, and we can break into drama any time, anywhere. Let us allow the imagination room to develop.

- b. Informal conversation with the class, often developing into formal oral composition.

*To illustrate*

There has been an accident which requires that a message be sent to the janitor. If it is not a case of emergency, the teacher may take time for the class to discuss the facts and allow them to decide upon the form of the message and who shall be the messenger. This gives an opportunity for a lesson in courtesy and clear speaking, as well as in careful thinking and clear English. Left to themselves, children often say to a janitor something like this: "Now Miss Blank says you should clean the ink up off the stairses." Working together the class may be led to see that this is better: "Good morning, Mr. Smith. Ink has been spilled in EXIT TWO on the stairs, near the second floor. Miss Blank sent me to tell you." Before the messenger goes on her way the delivering of the message may be rehearsed and suggestions from the class encouraged. The reasons for the final selection of the messenger should be given. "Sara should not be a messenger. She did not listen to the answer." "Mabel should not give our message for us. She speaks too rapidly." "I think Rose should be the messenger, because she speaks clearly."

- c. In the case of the doctor and the nurse, stories of what they, or persons like them, did for the soldiers in war time and are still doing.

4. *Results to be worked for*

- a. The policeman. Feeling that he is friendly and helpful. Understanding that he, representing the city, possesses authority. Understanding that a law is likely to have behind it a perfectly good reason.
- b. The janitor. See First Grade, VII, 4, *b* (p. 16).
- c. The teacher. See First Grade, VII, 4, *c* (p. 16).
- d. The principal. See First Grade, VII, 4, *d* (p. 16).
- e. The postman. See First Grade, VII, 4, *e* (p. 16). Knowledge that the mail service is a service of the United States. Desire to write addresses plainly, a bit of cooperation with the government.

- f. The school doctor (medical inspector). Freedom from nervousness at undergoing physical examination. Eagerness to have the doctor's opinion accepted and acted upon by parents. This may affect the attitude of those parents who, through misunderstanding, are indifferent or hostile to free medical advice.
- g. Confidence in the skill and kindness of the nurse, which may influence feeling at home and extend the benefits of her work, especially in "home visiting."
- h. See II, 4, *b* (p. 25). Also absolute respect for firemen's orders.

## VIII. TAKING PART IN PATRIOTIC CEREMONIES

### 1. *Children's experiences and observations*

- a. See First Grade, VIII, 1, *a* to *c* (p. 17).
- b. Seeing parades and being taught marches and flag drills.
- c. Celebrating birthdays of national heroes and anniversaries of national events in which heroes took part.

### 2. *Teacher's interpretation and enlargement*

- a. See First Grade, VIII, 2, *a* to *c* (p. 17) for necessary review.
- b. To march well and carry the flag well is to show that we admire it and are proud of it and wish others to honor it. We must be able to tell others what the number of stars and of stripes means (explanation of the design of the flag), as well as what the whole flag says to us.
- c. True stories of heroes which, though suited to childish understanding, yet illustrate traits and ideals of the best American character and life. Such stories are afforded by the boyhood of Washington or of Lincoln, for instance, or by deeds of men or women of the local community who became heroes or worthy helpers in The World War.

### 3. *Methods of teaching*

- a. See First Grade, VIII, 3, *a* to *c* (pp. 17-18), omitting the illustration given.
- b. Preparing flag drills for special occasions.
- c. American hero stories told by the teacher and dramatized by the children.

4. *Results to be worked for*

- a. See First Grade, VIII, 4, *a* to *c* (p. 18).
- b. Beginnings of the idea of "a true American."

IX. PROVIDING ENTERTAINMENT OR GIFTS FOR PERSONS WHO NEED GOOD CHEER

See First Grade, under IX (pp. 18-20).

X. GARDENING IN SCHOOL YARD, OR OPEN LOT, OR IN WINDOW BOX

1. *Children's experiences and observations*

- a. Choosing the flowers which they wish to raise.
- b. Seeing the heavy work of breaking up and fertilizing the soil done by others.
- c. Helping in the lighter work of making the soil fine and smooth.
- d. Measuring and staking out the garden plots according to the teacher's plan.
- e. Planting, watering, weeding, thinning, protecting from pests.
- f. Seeing earthworms, toads, insects, birds living in the garden or visiting it.
- g. Noticing growth of plants and unfolding of blossoms or their wilting and dying.
- h. Noticing beauties of color and form.
- i. Picking flowers.
- j. Arranging flowers in vases.
- k. Giving flowers to others.

2. *Teacher's interpretation and enlargement*

- a. First let us imagine what our flower garden will be like, and how we can plan it to make our yard (room or roof) more beautiful.
- b. As we choose and decide, I will draw the plan on the floor, and you may be thinking what the real garden will look like.
- c. This hard little seed must become softened so that the tiny plant packed away inside can tear open this brown covering and force its way out. Then the little plant must push up through the earth and grow, with strong stem and

healthy green leaves, before it can bear the lovely blossoms for us. To do this the seed, hidden away in the earth, must have warmth and moisture; the growing plant must have food and water, light and air. How shall these things be supplied? (Simple explanation of Nature's work through soil, rain, air, dew, and sunlight; then of the aid which we may give.)

- d. Now each one of us has his part to do in making our garden. The better each one's bit is done, the more beautiful the whole garden. If any one forgets or does poor work, either the rest of us must do the neglected work, or the whole garden must miss some of its beauty.
- e. We are about to pick some of the flowers for which we have been waiting and working. Are they not lovely? If we pick the blossoms that are just ready for us, the more we pick, the more will come. The plant is generous with its blossoms.
- f. How shall we arrange these flowers to show their beauty to best advantage and to add most to the attractiveness of the room? Which one of these three or four vases shall we use? (Tall vases for the long stemmed ones, flat dishes for the low growing ones, vases of glass to show the stems, or of a color pretty with the color of the flowers, etc.) How many in a vase? (Not crowded together so that we cannot see the pretty shapes.) Where shall we place the bouquet to show best its beautiful color and most delightfully brighten up our room?
- g. What shall we do with the flowers that we are going to pick to-morrow? Do you know other people that would like them as well as we do? (Children of a class in a school that has no garden, sick people at home or in hospital, older people who have not time or strength to work in gardens, etc.). Our garden has made us rich in beautiful things to give away.

### 3. *Methods of teaching*

- a. Making teacher's plans (at least a month before planting time).

(1) If for a garden in school yard or open lot: Plan of beds and paths drawn to scale; choice of flowers adapted

to conditions of soil, of exposure, etc., and from among these such as carry out a simple color scheme.

- (2) If for flowers in window boxes: Number of boxes; measurements of each; choice of flowers adapted to indoor conditions, and also harmonious with the coloring of the room and attractive from outside the building.
- b. Showing colored pictures from seed catalogues and garden magazines and sketching rough plan of garden on the floor with crayon, while talking over what teacher and children wish the garden to be like, and allowing the children to choose, under guidance and within limits, what flowers they shall plant.
  - c. Observation lessons on processes of preparing the ground; on seed germination; on garden pests (cutworms, injurious insects, weeds) and gardeners' assistants (earthworms, bees, toads, birds); on growth of plants, swelling of buds, and unfolding of blossoms.
  - d. Teacher and children working together in the garden (or window boxes), each child, if practicable, cultivating a small flower bed of his own and also contributing some work to a common plot or border, the teacher supervising and helping.
  - e. Dividing each day's work into individual or group tasks, explaining the reason for each task, assigning it definitely, and giving clear and specific directions for its performance—all this, while the children are in the class room or in class formation, before "breaking ranks" for work.
  - f. Calling for definite oral reports of work done, conditions noted, results produced.
  - g. Conversational lessons in which the children talk over informally their experiences and observations, their wishes and hopes, their disappointments and satisfactions, and the teacher gives, by suggestion, some such trend to their thinking as is indicated under X, 2 (pp, 35-36), for the sake of the civic values involved.
  - h. Correlation with other studies:
    - (1) Language work: spelling; oral and written sentence making; brief notes to accompany gifts of flowers.

(2) Reading: sentences written on the blackboard; appropriate selections from "reading books."

(3) Literature: nature myths and modern stories and poems about flowers and about children's gardens.

(4) Number work: Practice in use of foot rule, yardstick, ten-foot pole, first indoors, then outdoors; measurement of beds and paths; calculation of number of stakes needed for laying out garden.

(5) Drawing or art work: recognition and naming of colors; recognition of color harmonies, without technical discussion; simple lessons on flower forms and vase forms.

4. *Results to be worked for*

- a. Pleasure in watching growing things and in aiding nature's processes.
- b. Some notion of division of labor and a feeling of responsibility for one's own share of the whole enterprise.
- c. Desire to make one's own surroundings more attractive.
- d. Satisfaction in producing that which gives pleasure not only to oneself but also to all one's companions in the undertaking and to others who did not share in the labor.

## Situations of Civic Significance

### *Typical of the Third Year of School Life*

- I. The walk to and from school.
- II. Riding in street cars, unaccompanied by adults.
- III. Visiting the library, the park, and other public places.
- IV. Choosing places in which to play, games to play, and implements or materials to play with.
- V. Helping to care for surroundings: at school, at home, and in neighborhood of each.
- VI. Taking part in fire drills.
- VII. Contact with certain persons who represent the authority and the service of organized society.
- VIII. Taking part in patriotic ceremonies.
- IX. Providing entertainments or gifts for persons who need good cheer.
- X. Gardening work in the fall.
- XI. Accidents and narrow escapes from accidents at home and on the street.
- XII. Arrival of new pupils at school.
- XIII. Arrival of newcomers in the neighborhood.

# Lessons in Civics

BASED ON THE FOREGOING SITUATIONS

## GRADE III

### I. THE DAILY WALK TO AND FROM SCHOOL

#### 1. *Children's experiences and observations*

- a. See First and Second Grades (pp. 7, 22) for mention of experiences and observations on which lessons of caution and of courtesy must still in this grade be based, as the need is shown.
- b. Seeing rubbish on the sidewalk and in the street.
- c. Seeing some streets, and some blocks of the same street, cleaner and more attractive than others.
- d. Noticing rubbish cans on the sidewalk and street cleaners at work.
- e. Dropping rubbish on the sidewalk or street, or putting it into one of the rubbish cans.

#### 2. *Teacher's interpretation and enlargement*

- a. See First Grade and Second Grade (pp. 7, 22) for lessons of caution and courtesy which occasions will show are still needed in this grade.
- b. Comparison of "the pleasantest block you have ever seen" with less attractive ones. What makes the block you have chosen so pleasant? Is it clean (among other things)? Who keeps it so? What is done with the rubbish? What have you noticed unpleasant about the appearance of the street or sidewalk on some other blocks? Does any street cleaner work there? Just what does he do? What then is the trouble? Could *we* do anything about it? (In the school building and on the playground the children not only are required to dispose properly of their own rubbish but are encouraged to pick up what others carelessly drop. On the street, it seems, for sanitary reasons, wiser to leave the latter work to the man who is prepared to do it properly and safely. No doubt if the need arises for such

remedy, older children, *efficiently organized under the leadership of a careful and competent grown person*, can "clean up" a neighborhood, and both give and receive benefit in the doing. With little children, however, the emphasis should be placed on refraining from littering the streets with things which they wish to rid themselves of: specifically, papers that they are carrying away from school, nut shells, banana skins, orange skins, old hair ribbons, etc. They can be taught to poke fruit skins dropped by others out of the way, for the safety of passers-by, and to use a pointed stick to pick up papers in the immediate vicinity of their own houses.)

### 3. *Methods of teaching*

- a. See First Grade and Second Grade (pp. 8, 22) for suggestion of methods to be followed, to be adapted in details, of course, to the greater age of the children. Both dramatizations and written compositions become more elaborate.

#### *To illustrate dramatization*

Characters: Two street cleaners. Scene: Corner of Spotless Street and Careless Street. The two street cleaners exchange views. The Careless Street cleaner tells how tired he is; no one seems to care whether the street is clean or not; people throw things out of windows; boys scatter the street litter after it is piled up; people put garbage and rubbish on the sidewalk at all hours of the day; he is going to give up, and get another job. Spotless Street cleaner offers sympathy and tells what a nice time he has. Every one helps; rubbish is placed in the waste cans; no one ever throws anything out of the window; etc.

#### *To illustrate composition work*

##### A Clean Street

We went for a walk this morning. We walked along Broad Street. I like the street because it is clean.

There were no papers on the sidewalk. There were no boxes, nor toys, nor baby carriages on the stoops.

Jennie Jones lives on Broad Street. She likes to live there. She says the people try to keep the street clean.

##### A Street Cleaner

We saw a street cleaner. He had a broom and a big shovel. He brushes the dirt on to the shovel. He places it in little piles. The cart comes and takes the piles of dirt away.

He wears a white uniform. He works at taking away dirt. He wants to keep clean. He has to have a uniform that will wash.

He likes to work on Broad Street. He says it is easy. The people there help him. They do not throw rubbish out of the windows. They put paper and fruit skins in the rubbish cans. All streets are not like that. All people do not help him.

4. *Results to be worked for*

- a. See First Grade (p. 8), for results that still need to be worked for in this grade.
- b. Appreciation of neatness and attractiveness in a street as well as in the more limited areas of house and yard.
- c. Appreciation of the street cleaner's labor.
- d. Feeling of sharing responsibility for the care of the street.

## II. RIDING IN STREET CARS, UNACCOMPANIED BY ADULTS

1. *Children's experiences and observations*

- a. Boarding a car.
- b. Leaving a car.
- c. Riding in a crowded car.

2. *Teacher's interpretation and enlargement*

- a. Before you try to board a car, find out where it stops. Cars usually stop at the near side of a cross street which has another car line. They stop wherever there is a sign, *Trolley Car Station*, or *Cars Stop Here*.
- b. To signal a car to stop, walk toward the track as the car comes near, and raise your hand.
- c. To board a car, take hold of the grip handle with your right hand, and step on board the car quickly. The conductor will then ring two bells, and the car will go on.
- d. Do not run for a car. You may trip, fall, and be run over. It is better to wait for the next car.
- e. Watch out for automobiles and wagons when signaling or boarding a car.
- f. When you wish to get off, signal the conductor. He will ring one bell, and the car will stop.
- g. To get off a car, face the way the car is going, take hold of the grip handle with the left hand, and step off quickly. If the conductor rings two bells before you are off, stand

still. Two bells is the signal for the car to start. If it starts while you are getting off, you will fall and be hurt.

- h. Watch out for automobiles and wagons while getting off a car and crossing to the sidewalk.
- i. Watch out for other cars and automobiles when crossing behind the car you have left.
- j. The polite, kind person will take up no more space in a car than is necessary, will move up to make room for a newcomer, and will neither sit sideways nor kneel on the seat to look out of the window.
- k. It is not polite for a child to remain seated while any woman, or any man who is elderly or not well and strong, has to stand.

### 3. *Methods of teaching*

#### a. Conversational lessons.

##### *To illustrate*

Call upon the children to tell about instances which they know of street car accidents. In commenting on these stories supply any of the information outlined above (2, a to k) which the children are unable to give. Lead them to formulate safety rules, each beginning with "Never." The resulting list of rules may be similar to that published by the street car company or companies of the city in which the school is situated; for example, the one published by the Brooklyn Rapid Transit Company:

- Never jump on or off a moving car.
- Never stand on the car step.
- Never put your head or hands out of the car window.
- Never get off a car facing the rear.
- Never fail, on leaving a car, to look out for passing wagons and automobiles.
- Never run in front of a passing car.
- Never "hitch on" or steal rides behind street cars or wagons.
- Never play on the car tracks.
- Never forget to look out for other cars, automobiles, or wagons when you pass behind a car.
- Never take chances.

#### b. Games (involving reading and language lessons).

##### *To illustrate*

Let the children copy, from the blackboard the brief safety rules that have been formulated by the class. One rule only should be written on each slip of paper, though the same rule may be written on several slips. Only slips which are easily legible can be used. Col-

lect the slips in a box. Let each child draw one. Let the children stand about the room in a circle, and each in turn read aloud the rule he has drawn and add to it a reason; *e. g.*, Never get off a car facing the rear, *because if the car starts, it will throw you on your back.* If a child is unable either to read the rule or to add the reason, he should pass the slip to the one who stands on his right, who then has two rules to read and give reasons for. Whenever a child is able to read a rule and give a sensible reason for it, he earns the right to hold the slip on which the rule is written. When everyone in the circle has had a turn, let the children count the slips which they hold. The one who holds the largest number is the winner, or there may be several winners.

c. Dramatization.

*To illustrate*

Two rows of chairs facing each other may do duty for the car. Have two scenes, the first showing the car on the way to No Manners Town and the second showing the car on the way to Courtesy Center. In the No Manners Town car the passengers sit spread out and sideways, and one kneels on the seat with feet sticking out into the middle of the car. Passengers enter: a woman with a baby, an old man, a lame person with a crutch. No one pays any attention. The newcomers remain standing; one of them trips over the projecting feet and says, "I beg your pardon," but receives no answer.

Call for volunteers to fill the Courtesy Center car. They sit straight with feet flat on the floor. A woman enters, and every one moves up to make room for her. A woman with a baby enters. A boy rises, lifts his cap, and says, "Take my seat." The woman says, "Thank you," and sits down. A lame man enters; a girl gives him her seat. An old man enters; a boy gives up his seat. No one forgets to thank another for a courtesy done him or to apologize for an inconvenience caused by him. The audience may be called upon for comments upon the behavior of the two sets of passengers, and for a comparison of one with the other.

4. *Results to be worked for*

- a. Knowledge of the precautions which are necessary to prevent street car accidents.
- b. Attitude of carefulness, but not of timidity, in riding in street cars.
- c. Ability to read signs displayed on cars and in stations to caution the public.
- d. Interest in reading such signs and in thinking of the reasons behind them.
- e. Knowledge of what is courteous behavior in a street car.
- f. Desire to practice such behavior.

## III. VISTING THE PARK AND THE LIBRARY

1. *Children's experiences and observations*

- a. Noticing the trees, grass, flowers, etc., in the park without fully realizing their beauty or knowing the care needed to preserve this beauty.
- b. Wishing to do things prohibited by the rules of the park.
- c. Seeing a building filled with many books which appear not accessible and perhaps not even desirable.

2. *Teacher's interpretation and enlargement*

- a. We enjoy the park for many reasons; among them for its beauty.
- b. To make and keep the park beautiful requires much work and care.
- c. The park belongs in part to us, and we must help to keep it beautiful.
- d. The library is for our use and enjoyment, that we may read interesting books there and take them home, more books than we can afford to buy.
- e. If we are to use and enjoy the library, we must learn and must follow its rules for being quiet, for taking out books, for returning them, etc.

3. *Methods of teaching*

- a. Visiting the park and the library, as a class, or in smaller groups, accompanied by the teacher.
- b. Informal conversational lessons based upon the observations of all the class.

*To illustrate*

Do you like the park? Why do you like it? Do you think it is a pretty place? What part did you think the most beautiful? What makes it beautiful? Which trees look better, the trees on our street or the ones in the park? Why do the park trees look better than the street trees? They have more room to grow. The air and sunlight are not shut out from them by city buildings. They are not injured, as street trees are. How are street trees injured? Wagons rub against their bark. Children climb them and break their branches. Horses tear off leaves and break twigs. How can we help to keep the park trees looking healthy and give the street trees too a little better chance? We can remember never to break off twigs or branches, never to cut the trees with knives, never to scatter rubbish around the roots.

Do you like to look at a field or lawn covered with grass? Why does not grass grow on pathways? People walk on the pathways and tramp down the grass. Have you seen signs on the grass in some places in the park? What was on these signs? "Keep Off the Grass." Why are we asked to keep off the grass? We are asked to keep off so as to give the grass a chance to grow.

Why should people not throw papers or rubbish on the walks or the lawns in the park? Which looks better, a green field with only grass and trees in it, or a field sprinkled with lunch papers, boxes, fruit skins, etc.? Where should all these things be placed?

How many like the lake in the park? Why does it remind you of a mirror? What can you see in it? Would you like a mirror with spots all over it? When we saw the lake, there were spots on it. What were they? Papers, an orange skin, the cover of a box, etc. Would the lake have looked prettier had they not been there? Were the people who threw these things into the lake good Americans? Why not? Good Americans try to keep the park beautiful. They remember it does not belong to one of them, but to all of them. We own the park. We were there today. To-morrow some other owners will be there. We must keep the park beautiful for them. They must leave the park beautiful for others.

What work must be done in the park? Trees and flowers must be planted and cared for. Paths must be swept, and lawns mowed and raked. All these must be protected from injury by the careless. Men must collect rubbish scattered by bad citizens. Policemen must be there to help citizens who need help. Sometimes there is a runaway horse and a mounted policeman must stop it. Often there are children lost, and the policeman must help them to find their parents. The park needs the work of a great many people. How can we help all these workers?

- c. Questioning those children who are already in the habit of visiting the park or the library in order (1) to inform the others and (2) to clarify the ideas of all.

*To illustrate*

(1) How are the wild animals in the park kept from getting away? Is it a wise thing to stand close to the animal cages? Why not? Do the animal keepers want you to feed the animals? Why not?

(2) Ask several children to bring to school their library cards. Call upon them to read the information upon the cards, and to tell a little about some books they have borrowed and liked. Let the cards be passed around, and ask such questions as: Where is the nearest public library? Between what hours are children admitted? What must you do to get a card? What is the card for? How long can you keep a book? Why must you take great care of the book? Is there a place at home where you can safely leave the library book while you are in school? Is the library clean? Is it quiet? Why

must it be kept clean and quiet? How many who have not been to the library would like to go? How many would like to take out books?

*d.* Oral and written lessons in sentence making.

*e.* Dramatization.

4. *Results to be worked for*

*a.* Appreciation of the beauties to be enjoyed in well-kept grounds.

*b.* Respect for public property.

*c.* Respect for the caretakers of public property, appreciation of their work, and desire to cooperate with them.

*d.* Desire to use the public library and knowledge of how to do so.

IV. CHOOSING PLACES IN WHICH TO PLAY, GAMES TO PLAY, AND IMPLEMENTS OR MATERIALS TO PLAY WITH

See Second Grade, under III and IV (pp. 25, 26-28).

V. HELPING TO CARE FOR SURROUNDINGS: AT SCHOOL, AT HOME, AND IN NEIGHBORHOOD OF EACH

*I. Children's experiences and observations*

*a.* At school: (1) Noticing the appearance of different class rooms in the school building and of the coat rooms, toilet rooms, stairways, hallways, basement, and playground.

(2) Sharing with others the responsibility for the appearance of their own class room and the other parts of the building which they use. (3) Having the use of city property: books, materials for work, furnishings, water, and artificial light.

*b.* At home: (1) See Second Grade, V, 1, *d* (p. 28). (2) Noticing the appearance of door steps, stairways, and fire escapes in the neighborhood and using those of their own house for various purposes. (3) Seeing rubbish, ashes, and garbage collected.

*c.* In the neighborhood: (1) Cluttering the sidewalk or seeing it cluttered by others. (2) Being careless of neighborhood property or seeing the results of others' carelessness.

2. *Teacher's interpretation and enlargement*

a. (1) Care of class room, coat room, toilet room. See First Grade, III, 2, *a* to *e* (p. 10), and V, 2, *a* to *g* (p. 12), for necessary review as occasions arise. (2) The best citizens are the ones who are the most careful not to litter public places (stairways, hallways, basement or playground), and who are the most willing to clear away anything left by others who have been careless. (3) The city lends us these books, materials, furnishings. The better condition we keep them in, the less money the city will have to spend in renewing them, and the more money it will be able to spend for other things that we need or want, and that other people need or want. If we waste water, gas, or electricity in this building, we waste the city's money; that is, we throw away chances to have things that we and other people want and need. Always report water running or light burning unnecessarily at school or at home.

b. (1) We all like to live in comfortable and beautiful houses and rooms. No room can be comfortable or beautiful till it is first *clean*, next *orderly*, and finally *arranged by someone to give others pleasure*. The children of a family can do almost as much as the grown people toward making every room in the house (apartment, flat) comfortable and even beautiful. (2) Why houses are not beautiful, why they are not safe, unless doorsteps, stairways, and fire escapes are clear and clean. What *one* purpose these should serve. What other places we can find for other purposes. (3) What three kinds of things have to be thrown away in each of our houses (ashes, rubbish, garbage). Why each family cannot rid itself of this waste. How the city helps each family to get rid of it. Why we must have the waste ready for the collectors, each kind in a separate container. (The different use or disposition made by the city of each kind of waste and the consequent work of each collector will show the harm done by mixing kinds.) Why garbage cans must be kept covered. How all of us can help; in families where the grown people are very busy, the children most of all.

c. A neighborhood, like a house, can be clean and orderly or so dirty and cluttered that no careful person likes to live there. We like good neighbors. Kind people? Yes. Also careful people who have good taste and good manners. To *have* good neighbors we must *be* good neighbors. Good neighbors try to keep the sidewalks of the neighborhood clean and clear of everything; to keep the buildings and the walls, the electric light poles, etc., free of marks and in good condition, just as we try to keep our school building and yard in good condition.

### 3. *Methods of teaching*

a. Appointment of "housekeepers" to help in keeping class room, coat room, and toilet room clean and orderly; of "commissioners" to do the same in case of hallways, stairways, basement, and playground; and of monitors to distribute and collect books and materials for work, also occasionally to inspect them and report upon their condition.

b. Informal conversational lessons.

c. Oral and written lessons in sentence making.

d. Dramatization.

### 4. *Results to be worked for*

a. Appreciation of clean, orderly, and attractive surroundings.

b. Consideration for the comfort of all who work, play, and live in the same surroundings.

c. Habits of orderliness and cleanliness.

d. Knowledge that city property and supplies cost money, and that damaging or wasting such causes loss to every citizen.

e. Habits of carefulness and thrift.

## VI. TAKING PART IN FIRE DRILLS

See Second Grade, under II and VI (pp. 23-25, 29,30).

## VII. CONTACT WITH CERTAIN PERSONS WHO REPRESENT THE AUTHORITY AND THE SERVICE OF ORGANIZED SOCIETY

### 1. *Children's experiences and observations*

a. See Second Grade, VII, 1, a (p. 30). Also observing some

policemen standing, apparently unoccupied, on street corners or along the line of a parade; others on foot or on horseback patrolling the streets in a leisurely manner.

- b. Receiving help and directions from the janitor at school and from caretakers of other public buildings, parks, playgrounds, etc.
- c. See First Grade, VII, 1, c (p. 15).
- d. See VII, 1, d, under both First Grade and Second Grade (pp. 15, 30).
- e. See VII, 1, e, under both First Grade and Second Grade (pp. 15, 30).  
Also receiving and sending parcels by post.
- f. See Second Grade, VII, 1, f (p. 30). Also being sent home from school, or seeing fellow pupils sent home, after examination by the school doctor.
- g. See Second Grade, VII, 1, g (p. 31).
- h. See Second Grade, II, 1, a, c, d (p. 23). Also probably having at some time seen firemen at work on the outside of a burning building.
- i. Finding some one in charge of the books and of the enforcement of the rules at the public library.
- j. See I, 1, b to e (p. 40).
- k. See V, 1, b (3) (p. 47).

## 2. *Teacher's interpretation and enlargement*

- a. **Policemen.** See Second Grade, VII, 2, a (p. 31), for review. You have been talking of policemen who are hard at work directing traffic, etc. But you have seen some policemen who do not seem to be doing much. What is meant by "a patrolman's beat"? What is a patrolman *watching for* all the time that he is on his beat? Chances (1) to prevent accidents or other harm, like theft or setting of fires; (2) to give help wherever people need it; (3) to prevent or stop any sort of disorder, that is, the breaking of any of the laws that are made to keep the city clean and its people safe and comfortable. Policemen watch keenly, and when they see any chance to prevent trouble from coming or to help people escape from trouble, often run great risks and do great service by performing their

duty. They are repeatedly called upon to use good judgment, good temper, great strength and endurance, and unhesitating courage. They protect and help all citizens, except criminals. All citizens, except criminals, have every reason for respecting, obeying, and helping the policemen of the city.

- b.* Caretakers. Public buildings like schools, libraries, office buildings, or moving picture houses, and other public places like parks, playgrounds, or recreation piers, need many caretakers to keep them clean, orderly, and comfortable or pleasant for the use of the public. These caretakers can do the best work only when they are helped by the public for whom they work; that is, by each one of us who uses any public place. We can help them by paying attention to all requests which they make of us, by using politeness in all requests which we make of them, by reading and minding all signs posted for our guidance, and by thinking always what we should wish from the public if *we* were the caretakers.
- c.* Teachers. See First Grade, VII, 2, *c* (p. 15).
- d.* The principal of this school. See VII, 2, *d*, under both First Grade and Second Grade (pp. 15, 31).
- e.* Postmen. See Second Grade, VII, 2, *e* (p. 31), for review. Some of the ways in which postmen take great pains to keep our letters and parcels safe and deliver them promptly to the right persons: Make their rounds regularly; walk briskly; arrange letters in packages in order of delivery to save time; guard mail against being lost or stolen or injured by exposure to the weather or in any other way. Some of the ways in which we can work with the postman and the postmaster and his clerks at the office: Wrap and tie parcels securely; write addresses plainly; always put on a return address; always find out the number of stamps required; send Christmas presents and other holiday mail early; never delay the postman on his rounds.
- f.* Medical inspectors. See Second Grade, VII, 2, *f* (p. 31), for review. Are children ever sent home by the doctor when they don't feel very sick and would rather stay in school? Why is this? Because they have some disease

that might otherwise be given to the rest of us. Why must their brothers and sisters also stay at home and their house be placarded to keep people from going in and out? Because people who are not sick themselves can carry disease germs which are too tiny to be seen but give disease to other people. It is hard for one person to be sick; it is worse for many people to take the disease from him. Medical inspectors know better than we do how to prevent the spread of disease. We must all report sickness to them and obey their directions very carefully, else we may be guilty of causing others to be ill, perhaps even to die.

- g. School or city nurses. See Second Grade, VII, 2, g (p. 32).
- h. Firemen. See Second Grade, II, 2, a to i (p. 23), for review.
- i. Librarians. Among the many, many books in the public library we never could find the ones we wanted unless there was someone there to help us. The librarians know just where every book is and will find for us the one we want, or if we do not know exactly what book we do want, they will help us to find out that. They know what is in each book, as well as what books are on the shelves, and they can often show us some very interesting picture, or story that we know nothing about. They are glad to do this too, for they like to have us come to the library and enjoy the books. They try to make the reading room a pleasant place, quiet enough for people to read and study there. Of course only people who know how to behave in such a room can have the privilege of using it.
- j. Street cleaners. See I, 2, b (p. 40).
- k. City collectors of waste. See V, 2, b, (3) (p. 48). These men are doing hard work and useful work. We could not keep our houses fit to live in if it were not for the work they do. We must not make their work harder or cause the city more expense by any carelessness of ours in getting the waste ready for collection. We must do our job well if we expect them to do theirs well.

### 3. *Methods of teaching*

- a. See Second Grade, VII, 3, a to c (p. 32).

b. Making a class scrap book. The book may be made from heavy wrapping paper; the sheets fastened together with brass fasteners, and the cover made of cardboard or cartridge paper. It may be filled with stories and pictures which illustrate the work of any class of public servants being studied. A Fire Department Book with its pictures of fire fighting apparatus and its stories of heroic rescues by firemen will probably be the most popular. Children will bring a wealth of material cut from newspapers and magazines, and every child will regard it as a privilege to be allowed to use spare moments pasting the accepted cuttings into the book or examining the pages prepared by others. Such a book makes an attractive gift, acceptable to other children, or even to older people who are confined to the bed and need books that are not fatiguing to handle or to look at.

4. *Results to be worked for*

- a. Policemen. See Second Grade, VII, 4, a (p. 33). Also some appreciation of the variety of ways in which the police of the city are of use to its citizens.
- b. Caretakers. Appreciation of their work shown by a disposition to assist rather than to hinder it.
- c. Teachers. See First Grade, VII, 4, c (p. 16).
- d. Principal. See First Grade, VII, 4, d (p. 16).
- e. Postmen. See Second Grade, VII, 4, e (p. 33). Also other bits of cooperation with these representatives of the government.
- f. Medical inspectors. See Second Grade, VII, 4, f (p. 34). Also willingness to submit to regulations concerning contagious disease.
- g. School or city nurses. See Second Grade VII, 4, g (p. 34).
- h. Firemen. See Second Grade, II, 4, b (p. 25), and VII, 4, h (p. 34).
- i. Librarians. Desire to receive their help in matters pertaining to books and reading.
- j. Street cleaners. See I, 4, c, d (p. 42).
- k. Collectors of waste. Disposition not to hinder their work.

## VIII. TAKING PART IN PATRIOTIC CEREMONIES

1. *Children's experiences and observations*

See VIII, 1, *a* to *c*, under both First Grade and Second Grade (pp. 17, 34).

2. *Teacher's interpretation and enlargement*

*a.* See VIII, 2, *a* to *c*, under both First Grade and Second Grade (pp. 17, 34).

*b.* Could you have marched well without a leader? Did you need a leader to make the flag drill a success? What did the leader need to know? What did he have to do? What did all the rest have to do? Grown up people have leaders too. The soldiers in the parade had one. The whole army has a General who is its leader. The whole country—that is all the soldiers, all the sailors, all the people at home and at business places, all the children too—the whole country has a leader, the President of the United States. All the people of the country are never really marching together, of course, but they are doing many things together for which they have to have a leader. They choose their leader, as you often choose yours. Then loyal citizens follow their leader until it is time to choose another, and they try to help him make everything come out right, just as you do with your leader.

3. *Methods of teaching*

*a.* See First Grade, VIII, 3, *a* and *c* (p. 17); Second Grade, VIII, 3, *b*, *c* (p. 34).

*b.* Questions and comments on the parades which the children have watched and the marches and drills in which they have taken part.

4. *Results to be worked for*

*a.* See First Grade, VIII, 4, *a* to *c* (p. 18).

*b.* See Second Grade, VIII, 4, *b* (p. 35).

*c.* Beginnings of an understanding of what is involved in leadership and in loyal cooperation.

## IX. PROVIDING ENTERTAINMENT OR GIFTS FOR PERSONS WHO NEED GOOD CHEER

See First Grade, under IX (pp. 18–20). Also Third Grade, VII, 3, *b* (p. 53).

## X. GARDEN WORK IN THE FALL

1. *Children's experiences and observations*

- a. Finding the garden full of flowers on their return to school in the fall.
- b. Picking flowers for their schoolroom, to carry home, and to give away.
- c. Comparing plants to find the best.
- d. Marking the best flower heads.
- e. Making seed trays of heavy paper.
- f. Harvesting seeds.
- g. Drying seeds in trays.
- h. Cleaning seeds.
- i. Labeling seeds and storing them in bottles or tin boxes for planting the following spring in home gardens.

2. *Teacher's interpretation and enlargement*

- a. Have you noticed how beautiful our garden is this fall? Someone must have done much good work there since we left it in June. (If the care of the garden has been taken through the vacation by volunteer groups of children working with a garden supervisor, an interesting conversational lesson may consist of reports of their work from these children, with opportunities for questions from the other children.) Now we will visit the garden to see all the changes that have taken place there and to pick the flowers that are waiting for us.
- b. See Second Grade, X, 2, f and g (p. 36).
- c. Who would think that these flowers could come from those little hard, dry seeds that we planted last spring? Moreover, is it not wonderful that these plants are now making new seeds that in turn will produce new plants to bear new flowers another summer? Perhaps in your own home yard (roof or window box) there is some spot where you would like to plant a few of these seeds and have a little garden of your own. If you have the seeds ready to plant next spring, very likely your parents will let you try a little home gardening.
- d. Of course the best plants and the best flowers will make the best seeds. Let us select the flowers which are

prettiest and most nearly perfect, mark these, and leave them to do the work of producing seeds that we may have flowers like them in our gardens next summer.

- e.* The seeds are now ready for harvesting, we have made the trays in which to dry them, and each one who can, may bring from home small bottles or tin boxes in which to store them for the winter. We must clean them carefully and label them plainly in order that we may know next spring just what we are planting. When next spring comes, we can have gardens without spending any money for seeds—this year's garden has given us these.

### 3. *Methods of teaching*

- a.* Observation lessons on comparison of different plants and of different flower heads to determine points of excellence, also on seed formation.
- b.* Dictation exercises in paper folding for the construction of seed trays.
- c.* Lessons in cleaning seeds and in washing and drying the bottles or tin boxes to be used for storing; also on preparing and printing labels. For points in method see Second Grade, X, 3, *e* (p. 37).
- d.* Reports as in Second Grade, X, 3, *f* (p. 37).
- e.* Conversational lessons as in Second Grade, X, 3, *g* (p. 37).
- f.* Correlation with other studies as in Second Grade, X, 3, *h*, (1), (2), (3), (5) (p. 37). Also number work—measurements for seed trays.

### 4. *Results to be worked for*

- a.* See Second Grade, X, 4, *a* to *d* (p. 38).
- b.* Knowledge of the cycle of plant life.
- c.* Recognition of the opportunity to utilize natural resources by the exercise of foresight and thrift.

## XI. ACCIDENTS AND NARROW ESCAPES FROM ACCIDENTS AT HOME AND ON THE STREET

### I. *Children's experiences and observations*

- a.* Making narrow escapes themselves from accidents.
- b.* Knowing of accidents which have happened to members of their families, to acquaintances, and to strangers.

2. *Teacher's interpretation and enlargement*

- a. Most accidents happen because somebody "didn't think."
- b. Every accident has a cause.
- c. In most cases we can prevent the accident by thinking beforehand about the cause.

3. *Methods of teaching*

- a. Informal conversational lessons whenever a serious accident of interest to any member of the class comes to the knowledge of the teacher.
- b. Composition lessons using material before discussed or stories furnished at the time by the children. In these lessons true stories of accidents are told by the children and written on the blackboard by the teacher. Beside each story the teacher writes a question. Individual answers to this question are written on paper by the children. These are read aloud, and the best one of them is selected to be written on the board at the close of the story.

*To illustrate*

A girl was looking for her best shoes. She kept them in a dark closet. She took some matches with her. She struck the matches while she was looking for the shoes. A skirt caught fire. The girl's clothes got on fire. She was badly burned.

What did she wish she had done?

One day my little sister was in the bedroom. She found a match. She lit it. Then she dropped it on her dress. The dress flamed up. Mother threw Jennie on the bed and wrapped the blankets round her. The fire was out in a minute. Mother spanked Jennie.

Why did mother spank Jennie?

A neighbor of mine was burned. They think she will die. She lit the gas range. She turned away to do something else. She was too near the range. Her dress took fire. She ran out into the hall to get help.

When she found her dress was on fire, what should she have done?

One day my aunt left my cousin Rebecca to cook the dinner. She was going to roast some meat. She lit the oven burners. In a few minutes there was an explosion. The oven door was blown off. Rebecca was knocked down.

What had Rebecca forgotten to do?

When I was a very little girl, I washed my doll's dresses. One day I hung a dress to dry on a line over the gas range. Mother did not see it. She lit the burner. The dress caught fire.

Who was to blame for this accident?

Tom was going to see his aunt. The car passed just as he got to the corner. He ran after it. He tried to jump on. His foot slipped off the step. His leg went under the car. The wheels crushed it.

What does Tom wish he had done?

A little girl on our block was killed last week. She was playing in the street with another little girl. She ran across the street. She did not see the car coming. The motorman tried to stop the car. He felt very sorry. He had children of his own.

Why could he not stop the car?

Kate is absent today. Yesterday she went to see her married sister. She came home in the car. She started to get off the car. She took hold of the grip handle with her right hand. She faced the back of the car. The car started just as she got off. She fell on her face. Her nose, forehead, and chin were cut. She was so frightened that she never wants to see a car again. She is in bed today.

What will Kate do the next time she gets off a car?

#### 4. *Results to be worked for*

- a. Intelligence in tracing cause from effect.
- b. Actual decrease in the number of avoidable accidents in the homes and on the streets of the city.

## XII. ARRIVAL OF NEW PUPILS AT SCHOOL

### 1. *Children's experiences and observations*

- a. Being conscious of possessing knowledge of surroundings, regulations, etc., not possessed by the newcomers.
- b. Noticing differences between themselves and the newcomers; in manners, perhaps; in habits of speech, perhaps; in playground practices, without doubt.

### 2. *Teacher's interpretation and enlargement*

- a. What do you know about this building and this school which these new pupils have not yet had a chance to learn?
  - (1) The plan of the building: situation of entrances, exits, halls, stairways, rooms, and uses of each.
  - (2) What the fire drill is for and its rules.

- (3) Rules for moving about the building, for using school furnishings, material, etc.
- (4) The name and the street address of our school. The name of its principal, of the teachers with whom the new pupils come in contact, of the janitor, of the school nurse. Some of the things that each of these does.
- (5) How we keep the building and playground clean and attractive.

All these things you are able to show or to tell the new pupils, and they are eager to learn. You shall have plenty of chances. Now let us see just what the chances will be, and who will make good teachers.

(See *Methods of teaching* enumerated below.)

- b. In different neighborhoods (cities, sections of the country, or countries) people have somewhat different ways of speaking, of playing, of being polite. It is pleasant to learn about their ways and to show them our ways. Then each of us knows of more ways than before to enjoy himself and make himself agreeable to others, and we can all choose some of the very best ways known anywhere. What games shall we choose first to show the new pupils at recess? Later we shall like to learn some new games from them.

### 3. *Methods of teaching*

- a. Class exercises in which the new pupils, aided by the teacher, ask questions, and the other pupils give the answers. The answers should be well framed sentences, and may be oral or may be written on the blackboard.
- b. Appointment of children, individually and in committees, to show the new pupils about the building, to explain the fire drill, acquaint them with certain rules, etc.
- c. A class review of the reasons for fire drills and the regulations governing them. (See VI under both First Grade and Second Grade, pp. 13-15, 29,30).

### 4. *Results to be worked for*

- a. On the part of the new pupils, a prompt and pleasant induction into the life and customs of the school.

- b. On the part of the other pupils:
  - (1) An increased interest and pride in the equipment, rules, and customs of the school, and a clearer knowledge of them.
  - (2) An attitude of hospitality and liberality toward new companions.

### XIII. ARRIVAL OF NEWCOMERS IN THE NEIGHBORHOOD

#### 1. *Children's experiences and observations*

- a. Being asked the way to near by places—buildings, streets, squares, the park, etc.
- b. Coming in contact with unfamiliar habits, standards, manners, in playing with the children of new neighbors.
- c. Noticing how new neighbors keep their premises—fire escapes, ash barrels, etc.

#### 2. *Teacher's interpretation and enlargement*

- a. If you were at the corner of——(mentioning a place in a part of the city unfamiliar to the class), should you know how to go to——(mentioning a well-known building)? Why not? What would you have to ask someone? (In which direction, how many blocks, which way to turn, how many blocks, which way the numbers run on that street, etc.) This information would help you very much, wouldn't it? How many could give such information to a stranger inquiring his way in *our* neighborhood? How many could do it so courteously that the stranger would think "There is no neighborhood in this city where children are better bred." Let us see who can. (Then follows a dramatized lesson.)
- b. Though we must always be polite to strangers, answering their questions pleasantly, we must never go ourselves or let younger children go *anywhere* with *any* stranger.
- c. Just as new pupils have some things to learn about our school and also bring some good ideas and habits of their own that we can learn from them, so children who have just "moved in" have some things to learn about our neighborhood, and also bring with them some suggestions worth while for us to take. We must be ready to explain

things they do not understand and to listen to the explanation of their ideas.

- d. Not all new neighbors know what we know about how the city helps us to prevent fires and to put them out and to keep our streets clean. They will wish to learn where the nearest fire alarm box is and how to ring in the alarm. They may like to know why we try to keep our fire escapes perfectly clear, where the ash collector will expect to find the ash barrel, why he does not collect the garbage also. There are other things they may like to know about the way the firemen and the street cleaners work for us and the rules they work by. If we see a chance to give this information politely, we may save them from making some mistakes. Who can think of other things new neighbors may like to know? (Then follows a review of information previously given the class when talking over with them a visit to a fire-engine house (see Second Grade, II, 2, a to i, p. 23) and our surroundings at home and in our neighborhood (see V, 2, b, c, p. 48).

### 3. *Methods of teaching*

- a. Representing the streets and buildings of the neighborhood on the sand table.
- b. Informal conversational lessons.
- c. Reviewing former lessons from a new point of view, because of a new purpose which lends new interest.
- d. Dramatization.

#### *To illustrate*

Let two groups of children represent respectively new neighbors and older residents. Let members of the former group ask questions to be answered by members of the latter group.

My brother climbed up on a street-light pole. The policeman made him get down. What harm was he doing? He might fall and hurt himself, and he might break the street lamp. The lamp belongs to the city. We need it to make our street well lighted.

I do not understand why we cannot keep the baby carriage on the sidewalk. Why is it? The sidewalk is not very wide. The baby carriage takes up room. That is why we have a rule that no one can keep a baby carriage on the sidewalk.

*A Dialogue between Tillie New Neighbor and Hattie  
Here Long*

*Hattie.* Your flowers are lovely, Tillie, but why don't you keep them on the window sill of the front room?

*Tillie.* Mother likes to look at them while she is working in the kitchen.

*Hattie.* The box is on the fire escape, isn't it?

*Tillie.* Yes, there is plenty of room there.

*Hattie.* There is plenty of room, but probably you don't know that there is a law in this city against keeping things on the fire escape.

*Tillie.* What is the reason for that?

*Hattie.* You may need to use the escape some night, and the box might cause you to trip and hurt yourself.

*Tillie.* That is a good reason. I will tell mother about it. Thank you, Hattie, for telling me.

*Hattie.* I am glad you will move the box. I should not like to see my neighbor fined.

*Tillie.* Fined? Who would fine us?

*Hattie.* The Fire Department inspectors come around to see that the fire escapes are clear. Those who keep things on the fire escapes are summoned to court. The judge usually fines them.

*Tillie.* Excuse me, Hattie, for leaving you. I'm going to put that box in the front room *now*. We can't afford to pay fines.

4. *Results to be worked for*

- a. Intelligent acquaintance with certain features of the section of the city in which the children live—direction of streets, chief places of interest, etc.
- b. Pride in neighborhood standards of courtesy, neatness, etc.
- c. Attitude of helpfulness toward all neighbors, especially new neighbors.
- d. Attitude of liberality and respect toward new acquaintances whose standards, though different from their own, are not necessarily lower.
- e. Actual improvement of neighborhood conditions through more neighborly relations and stricter regard for city regulations.

# Situations of Civic Significance

## TYPICAL OF THE INTERMEDIATE GRADES

A continuation of these lessons for the intermediate grades is in preparation for publication in a separate leaflet. As an indication of its development in relation to the course herein outlined, the following list of situations typical of the fourth, fifth, and sixth years of school life is given. The situations here given are subject to modification in the course of their development.

### *The Fourth Year of School Life*

1. Receiving school books and materials for school work as loans from the city.
2. Riding in public conveyances.
3. Visiting public places.
4. Choosing recreations and taking part in them.
5. Helping to care for surroundings: at school, at home, and in neighborhood of each.
6. Taking part in fire drills.
7. Seeing parades or reading headlines which give prominence to city officials.
8. Taking part in the celebration of a day dedicated to any American patriot or group of patriots.
9. Providing entertainment or gifts for persons who need good cheer or writing letters to them.
10. Gardening at school or at home.
11. Taking care of younger children.
12. Arrival of new pupils or of visitors to the school.
13. Having the opportunity to buy thrift stamps.

### *The Fifth Year of School Life*

1. Using water and artificial light.
2. Using car-line.
3. Visiting public places.
4. Choosing recreations and taking part in them.
5. Helping to care for surroundings: at school, at home, and in neighborhood.
6. Seeing fires, suffering from them, helping to prevent or check them.
7. Hindering or helping police, receiving help or correction from them.

8. Taking part in the celebration of a day which commemorates a national event.
9. Providing entertainment or gifts for persons who need good cheer or writing letters to them.
10. Gardening at school or at home.
11. Taking care of younger children.
12. Arrival of new pupils or of visitors to the school.
13. Having the opportunity to buy thrift stamps.
14. Suffering discomfort or inconvenience from illness.
15. Exchanging written messages, pictures, natural objects, and products of hand work with schools in other parts of this country and in other countries.

*The Sixth Year of School Life*

1. Having attention drawn, outside of school, to the payment of taxes, rent, license fees.
2. Using telephone and telegraph.
3. Occasion to show city conveniences and institutions to new arrivals in neighborhood or school.
4. Choosing recreations and taking part in them.
5. Helping to care for surroundings: at school, at home, and in neighborhood.
6. Seeing fires, suffering from them, helping to prevent or check them.
7. Approach of Election Day.
8. Contact of Americans with aliens, and of aliens with Americans.
9. Providing entertainment or gifts for persons who need good cheer, or writing letters to them.
10. Gardening at school or at home.
11. Taking care of younger children.
12. Arrival of new pupils or of visitors to the school.
13. Having opportunity to buy thrift or savings stamps.
14. Suffering inconvenience from contagion of disease or from unhealthful conditions.
15. Exchanging written messages, pictures, natural objects, and products of hand work with schools in other parts of this country and in other countries.
16. Taking part in governing and being governed at school, at home, and in the community.



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