

MUSCOGEE COUNTY

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Columbus, Georgia

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Tomo-chi-chi

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**THIS ISSUE
IS DEDICATED TO THE
ELEMENTARY TEACHERS
OF GEORGIA**

**In the near future an issue for high school
and college teachers will be released.**

SP.

The Economic Contributions—

Economic plants domesticated by the Indians before the advent of the white man to the United States are numerous and impressive:

"The basic food plants of the American origin include but one cereal, but this is a very important one, maize or Indian corn; in addition, there are such vegetables as the potato, sweet potato, lima bean, our common garden and field beans, tomato, pepper, Jerusalem artichoke, squash, pumpkin, quinoa, peanut.

"These are the basic agricultural products upon which the (aboriginal) American civilizations were based, and none of them were known in Europe or Asia previous to 1492."

The enormous economic value of the products coming from these basic economic plants are difficult to conceive, but the following facts give some suggestion. A recent estimation of the value of the Indian corn crop of the world for one year is \$2,542,178,000; for tobacco, \$950,000,000; and for potatoes, \$557,222,000. These are only three of the products mentioned above.

Of course the Indians of Georgia could not be given credit for all this alone, but they were a part and parcel of the human resources of the New World which produced these vast economic potentialities. Any domesticated plant represents a great contribution to the progress of civilization in that it represents a great saving in time, labor and thought which must be applied to this domestication.

Cultural Implications—

Anyone familiar with the modern terminology of Social Science will realize immediately what we mean when we say that any great economic product like Indian corn, for example, represents the development of a "culture complex" within the group which uses it. "Around it" (Indian corn) is gathered a complex of mechanical appliances and techniques as well as social and biological activities of considerable complexity (3).

When we go into a detailed study of Indian corn, we find that the American white man adopted some of the social customs that the Indians developed around the use of this product. The white people, of course, have made many inventions of their own and developed social institutions around corn. An example of the latter being the "corn husking bees."

In the modern use of tobacco at social gatherings of men, we find an adaptation of the use of the "Peace pipe" by the Indians to welcome guests and to suggest harmony and good-will. One of the first things that happens at a modern "stag" party is the passing of the cigars.

Indian Inventions—

It is not customary for us to think of the Georgia Indian, or any other Indian, as an inventor. This is probably due, in part, to the fact that the Indians were not individualists enough to develop a patent system whereby individuals could not only receive credit but profit from their inventions. However, the Indians of Georgia, along with the others in various regions, did invent things and processes of great importance. The invention of the process of making lye hominy is just as valuable and might have produced a millionaire in Georgia among the Indians just as well as Coca-Cola has among contemporary white persons but for the fact that the Indians had no patent system and were not organized as we are

for economic exploitation. Other inventions of the Indian are the tobacco pipe, the hammock, and the game of Lacrosse. These inventions have added to our recreational facilities and helped to form our culture in the sociological sense.

Geographical News and Folklore

It is maintained by sociologists that geographical names are an important part of the culture which uses them. It is well known and obvious that many of the geographical names used in the United States came from the Georgia Indians. These geographical names add considerable color and fascination to our vocabulary. Some of the Indian names are not only more musical in sound but more poetically suggestive than the words in the English language, and have made possible the giving of names to roads, and trains—for example, "The Seminole "Limited" for a "crack" train from the North to the South. It is interesting to know that of the states of the United States, twenty-three have Indian names. There has come into general use in our language such expressions as "bury the hatchet," "on the war path," "smoking the pipe of peace," and "pow wow," that suggest much in our daily language.

In the literature and folklore of America, the Indian is, of course, obviously present in a very striking way. The Indians inspired the characters in many of our poems, novels, and magazine articles dealing with the West and in the movies of the present. Even European literature has been influenced by the Indian folklore, etc.

1. Brown and Roucek—Our Racial and National Minority, pp. 37-55.

2. Merrill, E. D.—"The Pytogeography of Cultivated Plants in Relation to Assumed Pre-Columbian Euroasian—*American Anthropologist*, July-September, 1931, Vol. 33, No. 3, p. 379.

3. Brown and Roucek, Ch. 4, pp 728-729.

The Indian in American Art—

I once heard a portrait painter remark that the ultimate test of a people's greatness is their achievement in the field of fine arts. It is true that quite a number of American artists have achieved prominence through inspiration from the Indians. Critics may say that inspiring someone to achieve in art is not producing art. It may be replied that Indians have produced art of their own and it is this art which has inspired others as well as the Indian himself. If one goes through the halls of any great American museum he will see that there is much that is original and moving in the Indian beadwork, rawhide paintings, quiltwork, textiles, baskets and pottery. The motives of these Indian productions are more and more finding their way into our art.

At least one great American, Frederick Turner, has become recognized as a great historian dealing with the "Frontier In American History." Turner, as we all know, took the position that the frontier made a great contribution to the evolution of democracy in America. What Turner perhaps failed to make clear is that the Indian was greatly responsible for the development of those traits which he associated with the physical frontier. The Indian helped to make the spiritual frontier, and as long as he is still present, we need have no fear of the disappearance of the influence of the frontier in the further development of American democracy.

The Work of the Country School

Look for future articles giving suggestions and directions concerning their improvement as educational institutions.

The country school is an educational institution that has immense possibilities and great responsibilities. It is an institution that is unlike the graded school as to its aim because it is on a natural basis rather than an artificial one. Its children have nature first hand and are acquainted with multitudes of things that the city child has never had a chance to know. Its work as an organized effort in society is built upon the foundation that country life gives. It has greater latitude as to course of study, as to abundance of information, and as to arousing the interest and capabilities of the pupils than any other kind of school. This special institutional character of the country school must be thoroughly appreciated by the teacher if advantage is to be taken of the opportunities that are offered.

Being close to nature gives large privileges as to the illustrative instruction in all practical matters. The country school boy and girl may be ignorant and inexperienced in conventional matters that are practiced in the cities and towns; they may be lacking in certain social training that is common in more thickly settled communities; but they are remarkably well informed on the practical aspects of living which crowd their daily experiences. They are as long in information of a most practical and useful character concerning the farm as they are short in the information that the business and manufacturing environment might afford.

There are no disadvantages in being brought up in the country that cannot be balanced by disadvantages that come from being brought up in the town. Everything depends, in either case, upon the uses that each child makes of his opportunities. Learning in a practical every-day way the facts of agriculture and of country life is a very valuable education in itself. Its benefits will be recognized in after-life in whatever vocation the individual may enter and follow.

The country school should be organized to suit the children that are enrolled in the term being conducted and not on some arbitrary plan that may be recommended by some book or outlined by some expert. Every school should be managed for the best interests of the pupils and for no other purposes. The number and kind of classes, the size of classes, the program of study and recitation, and the plan of conducting the work, must be such that the best results are regularly obtained. If the school is large and the classes numerous, it may be necessary to have a combined system of instruction and study, whereby more than one grade of pupils is reciting at the same time. Much time is lost in country schools by teachers who quit action waiting for problems to be solved, for answers to be written, or for work to be outlined. The hours are so short and the teaching so diversified that it is absolutely necessary for every minute of the day to be used.

The teacher should make every possible use of the people of the community. They should be encouraged and solicited to teach their children what they know about work and business. By so doing, agriculture, home economics, stock raising, with all their large quantities of informa-

tion, become a reality. In fact, many of the practical parents in the community can furnish the teacher with a large amount of the most useful instruction which can be used very beneficially in school. Where a family is successful in stock raising, much information is attainable. Where a family is noted for success in any special respect, there is the place to get help and assistance in many practical ways. Most teachers fail to do as well as they could because they neglect to take advantage of the great opportunities around them. They forget that they must be learners and students of nature and life as well as their pupils, and that new information and new ways of doing can always be found in the most humble environment.

The community and the school must be combined into one active organization for the uplift and the improvement of the factors concerned. The school house should be the center of all activity, social, educational, industrial, and moral, as education and progress are associate elements in determining success and happiness. Every individual should be a contributor in some real sense to the public good. Every interest should be centered in securing co-operation, sympathy and helpfulness. Every factor should be so combined with other factors that the beneficial, the worthy, and the notable are always desirable and usable. The teacher must bring into fellowship with the school, the moral and religious sentiment found in the community, and should give opportunity through public meetings and interesting occasions to allow this sentiment full expression. Social service—how to build up the public welfare, how to make every human soul a contributor to the success of others—is one ultimate end to be sought in a democracy. Until every man, woman and child is a contributor to the public good and feels the importance of this relationship, progress and improvement will not be realized.

The best program for daily work gives opportunity for everybody to be fully occupied with interesting and attractive duties. This program should be relative and flexible rather than absolute and fixed. In a general way, a program should be constructed in large divisions rather than small ones, allowing teacher and pupils much latitude. The length of hours for study and recitation should depend upon the amount of work to be done, the number of pupils involved in each kind of study and recitation, and the needs of the work for the individual day. It is not necessary that every branch of study be given the equivalent attention as to the number of recitations per week. The most important, however, must be given the more frequent and continuous attention.

Another thing about the program that must be recognized is that primary children should read, write, and draw every day. The reading recitations should occur more than once a day. A drawing lesson of fair length, once or twice a week, in the upper grades might be the best plan of management; and a reading lesson for advanced pupils might be satisfactory when given three times a week. In all these problems, good judgment, common sense, good reason, and the needs of the children should be considered proper requisites for the attainments desired.

After all these formal matters are decided and arranged, there remains still the development of an excellent atmosphere in the school governing the work and

the feeling of the pupils. This atmosphere is highly important and is of remarkable advantage. This condition depends upon the teacher's humaneness, attractiveness, good will, heartiness of manner and geniality of conduct. This situation is essential to guarantee good order, responsive attitudes and a willing co-operation. To obtain this relationship one must sacrifice, must be sympathetic and sincere to a high degree. Such elements emphasize the influence, enlarge the personality, increase the capability and develop the character of the teacher. It is the spirit of good work, helpful fellowship, and generous appreciation that permits the school to be popular, the teacher to be effective, the pupils to be successful, and the parents to be well pleased and gratified at the results obtained.

An Answer to the Prayers of Teachers

No group knows more about the answering of prayer than the American Negro. For many years his fathers and mothers have seen their prayers answered. Whether in matters of religion, education, or economics, prayer has wrought more than any other means. The past few years have marked the realization of one of the prayers of school teachers in Georgia and other parts of the South. Free textbooks have become a reality. It is too soon to predict what such a provision will ultimately mean to the thousands of boys and girls in rural and urban schools, but the hearts of teachers who have lived through the past decade are already bubbling with joy.

Very often one has heard some of the older people state that when the object for which one has prayed comes, the beseecher does not know what to do with it. In too many instances this has been true. One wonders what is happening to pupils and the teachers who have been given textbooks. To be sure, whenever prayer has been answered, there are new problems to be faced, and new prayers. For the majority of teachers in our state there must be many problems in the new setting. Habits of caring for books properly must be developed; methods of studying must be taught; reading abilities must be developed; teaching and learning must be improved.

The Care of Books. Unfortunately there were many children in the schools of Georgia who had never had a new book before this fall. Many had seldom used a textbook that contained all of the pages. New books for these students is certainly a novelty, but the proper handling of these books will not be passed on to the children as easily as the books. For the first time many teachers have sufficient materials to give instruction in the handling of books. When one considers the growth of libraries and the increase in books on all phases of the social order, the importance of this group of habits is perfectly obvious. Children must be taught how to open a book, what use to make of the various parts of the book, how to increase the life of a book, and how to hold a book when using it.

The citizens of the state have a big problem providing textbooks for the children. The financial outlay has been so great that it would be impossible to continue such a practice if these first books are not properly handled. Teachers must remember that the surest way of protecting these books is through the development of the proper practice in the care of books. It will not be possible to guard or police every child while he is using a

book. To learn to care for and to use books properly must come through training and not telling or guarding. The use of books is to be encouraged. They must not become a part of the school museum.

Methods of Study. To many students today in our schools the word *study* is synonymous with *read*. While the two are intimately related, there is quite a distinction between the two. A pupil may read over a page assignment and yet be unable to use the material for the solution of his problem. Many teachers in the past have complained because their pupils had no books to study. It is not altogether easy to secure the best results simply by handing a child a book and a page or chapter assignment. Whether books are left at the school or taken home, it is the duty of the school to see that every pupil learns how to make independent use of the books.

There is a possibility that teaching in some places may become poorer because the children have books to study. The enrichment of the curriculum with outside materials, demonstrations, excursions and the like should not be allowed to disappear. In fact pupils should be more able to discover and to relate the materials of books to local features than ever before. The lack of books in many instances in the past has prevented the sole dependence on the textbook. Although free books are a reality, the teacher should seek to supplement and to enrich the work. It is easy for the teacher to feel that now all of our education is in the books, and that the mastery of the book is the end or aim of teaching. Textbooks should not be worshipped by teachers and pupils, but their value should be measured by the uses to which they may be put.

Learning to Read. Reading has been one of the greatest problems faced by the modern student whether in the elementary school or the college. The high school and college teachers who complain of the absence of reading abilities in their students have given little thought to the few opportunities these students have had to read books. The increasing dependence of modern education and life on the abilities of reading indicates their importance. The shifting of the emphasis from oral to silent reading denotes the significance of reading as a tool for gaining experience and training.

Before the thousands of pupils who have had textbooks placed in their hands overnight can enjoy their gift, they must first learn to read. In reading tests which have been given the past few years, the majority of Negro children made scores considerably below the average or media. When reading is considered as one of the main tools of education, one need not wonder why scholarship is poor in our high schools and colleges. There is no attempt to place the blame or deficiency on any division of our school system. The children must learn to read if they are to get the training and development needed for present and future living. There is no time to argue about whose fault it is. The situation is a challenge alike to teachers and pupils at all levels of development.

In this brief article it is impossible to suggest methods and materials for the three problems raised by free textbooks. But the teachers of Negro youth should realize that they are pertinent to improved teaching and learning. This answer to their prayer for a book in the hands of every child opens for greater achievement in all phases of life.

1937-38
FREE TEXTBOOK
GEORGIA PUBLIC SCHOOL

PUBLISHER	NAME OF BOOK	Basic Price
Readers		
American Book Company	Friendly Hour Readers	
	Pre-Primer	.12
	Primer	.39
	Book One	.42
Johnson Publishing Co.	Happy Hour Readers	
	Spot—Pre-Primer	.15
	Jo-Boy—Primer	.42
	Good Friends—Book One	.48
Lyons & Carnahan	Guidance in Reading	
	Nip & Tuck—Pre-Primer	.15
	Bob & Judy—Primer	.42
	Good Times Together—Bk. One	.45
MacMillan Company	Work-Play Books	
	The Little Chart—Pre-Primer	.06
	Peter & Peggy—Primer	.39
	Round the Year—Book One	.42
Scott-Foresman	Elson Gray Basic	
	Dick & Jane—Pre-Primer	.09
	Elson-Gray Primer	.42
	Elson-Gray Book One	.45
Webster Publishing Co.	Webster Reader Series	
	Top & Jap—Pre-Primer	.12
	Tom, Jip & Jane—Primer	.39
	Easy New Stories—Book One	.45
Wheeler Publishing Co.	Child's Own Way Series	
	The Little Book—Pre-Primer	.09
	Wagg & Puff—Primer	.29
	Surprise Stories	.29
Winston, John C. Co.	Everyday Life Series	
	Everyday Life—Pre-Primer	.12
	Everyday Life—Primer	.36
	Everyday Life—Book One	.39
American Book Company	Fact & Story Series	
	Pre-Primer	.11
	Primer	.20
	First Reader	.20
Health		
Laidlaw Brothers	Road to Health	.36
Rand McNally	My Health Habits	.45
World Book Company	Safety Hill of Health	.27
Writing		
Benson, W. S. Co.	Progressive Handwriting	.48
Palmer, A. N.	Palmer Writing	.03

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GRADE TWO

Readers

American Book Company	Friendly Hour—Book Two48
Johnson Pub. Co.	Wheels & Wings—Book Two54
Lyons & Carnahan	Friends About Us—Book Two .....	.54
MacMillan Company	Friendly Stories—Book Two .....	.48
Scott Foresman	Elson-Gray—Book Two .....	.51
Webster Publishing Co.	Joyful Reading—Book Two .....	.48
Wheeler Publishing Co.	New Stories—Book Two .....	.38
Winston, John C. Co.	New Friends—Book Two .....	.47
American Book Co.	Fact & Story—Book Two .....	.20

Health

Laidlaw Brothers	Road to Health—Book Two .....	.39
Rand McNally	My Health Habits—Book Two .....	.48
Sanborn & Company	Health & Growing Up—Book Two .....	.30
World Book Company	Building My House of Health—Two.....	.30

English

Smith, Turner E.	The Little Citizen48
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Speller

Smith, Turner E.	Spelling for Everyday Use—Book Two.....	.185
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Arithmetic

American Book Co.	Upton Number Primer20
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Writing

W. S. Benson	Progressive Handwriting—Book Two075
A. N. Palmer	Palmer Method—Book Two03

GRADE THREE

Readers

American Book Company	Friendly Hour—Book Three.....	.51
Johnson Publishing Co.	Wide Windows .....	.60
Lyons & Carnahan	Neighbors & Helpers .....	.60
Macmillan Company	Make & Make Believe .....	.51
Scott Foresman	Elson-Gray—Book Three .....	.57
Webster Publishing Co.	New Trails in Reading.....	.54
Wheeler Publishing Co.	Best Stories .....	.42
Winston, John C. Co.	Wonder World .....	.54
American Book Company	Fact & Story—Book Three .....	.20

Health

Lyons & Carnahan.....	Health Stories and Practice .....	.57
Nelson, Thomas	Now We Are Growing .....	.45
Rand McNally	Happy Living .....	.48
Winston, John C. Co.....	Healthy Bodies .....	.48
World Book Company	Road of Health to Grownup Town .....	.20

English

Bobbs-Merrill	Guide Book for Language .....	.333
Lyons & Carnahan	New Language Goals .....	.45
Ginn & Co.	Better English25

Spelling

Smith, Turner E.	Spelling for Everyday Use195
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Arithmetic

Lyons & Carnahan	Child Life Arithmetic48
American Book Company.....	Strayer Upton Arithmetic20

Writing

Benson, W. S. Co.	Progressive Handwriting .....	.075
Palmer, A. N.	Palmer Method .....	.03

THE HERALD

GRADE FOUR

Readers	
American Book Company	Friendly Hour—Book Four ..... .57
Johnson Publishing Co.	Pioneers—Book Four ..... .60
Lyons & Carnahan	Facts and Fun—Book Four ..... .66
Singer Company	Prose and Poetry—Book Four..... .72
Webster Publishing Co.	Joyful Adventures—Book Four ..... .63
Winston, John C. Co.....	Facts and Fancies—Book Four ..... .39
American Book Company	Fact and Story—Book Four ..... .20
Health	
Lyons & Carnahan	Health by Doing ..... .57
Nelson, Thomas	Many Ways of Living ..... .45
Rand McNally	Everyday Living ..... .51
Winston, John C. Co.....	Healthy Growing ..... .48
Heath, and Company	In Training for Health ..... .45
Health	
Bobbs-Merrill	Guide Book for Language ..... .351
Lyons & Carnahan	New English Goals ..... .45
Ginn & Company	Better English ..... .25
Spelling	
Smith, Turner E.	Spelling for Everyday Use ..... .205
Arithmetic	
Lyons & Carnahan.....	Child Life Arithmetic ..... .48
American Book Company	Strayer-Upton Arithmetic ..... .20
Writing	
Benson, W. S.	Benson Progressive Handwriting ..... .075
A. N. Palmer	Palmer Methods ..... .03
Geography	
Allyn & Bacon	Journeys Through Many Lands ..... .71
Rand McNally	Living In Different Lands ..... .72
Dictionary	A Dictionary for Boys and Girls..... .90

GRADE FIVE

Spelling	
American Book Company	Friendly Hour Reader—Book Five..... .63
Johnson Publishing Co.	New Paths ..... .63
Lyons & Carnahan	World at Work ..... .66
Singer Company	Prose and Poetry ..... .80
Webster Publishing Co.	Treasure Chests ..... .66
Winston, John C. Co.....	Whys and Wherefores ..... .62
American Book Co.	Fact and Story ..... .20
Health	
Lyons & Carnahan	Building for Health ..... .57
Nelson, Thomas	Keeping Fit ..... .54
Rand McNally	Helpful Living ..... .54
Winston, John C. Co.....	Keeping Well ..... .60
Spelling	
Smith, Turner E.	Spelling for Everyday Use ..... .205
Arithmetic	
Lyons & Carnahan	Child Life Arithmetic ..... .48
American Book Company	Strayer-Upton Arithmetic ..... .20
Writing	
W. S. Benson Co.	Benson Progressive Handwriting ..... .075
A. N. Palmer	Palmer Methods ..... .03
Geography	
Allyn & Bacon	Journeys Through North America ..... .101
Rand McNally	Living in the Americas ..... .111
History	
Row Peterson	Story of Our Nation ..... .85
World Book Company	Story of Our Republic ..... .51
American Book Company	First Lessons in Georgia History ..... .45
American Book Company	A Dictionary for Boys and Girls ..... .90

(Continued on Page 19)

❧ PAGING NEW BOOKS AND MATERIALS ❧

Now, Where Is That Article?

After twelve long months of writing "1937" it is a little difficult—at least during this month—to change that "7" to "8" and write merrily on. It's hard to change a habit. That's why I find it odd to change from "books and materials" to "ways and means." But it does seem a little inconsistent to write on and on about the new books and material that you might buy at reasonable prices and never once mention what methods are best for keeping track of your newly acquired possessions. So for January—perhaps because it lacks important dates and we find nothing better to write on—we'll go back and put what we have in order.

I know some of your desks are heaped high with pamphlets ordered from the November Bulletin. And "heaped" is the word, for without some system when you deal in pamphlets, clippings, pictures, etc., you can get nothing more. If you want to be able to find that pamphlet on HOW TO MAKE A COURSE OF STUDY IN READING next June, better start in January and—

1. Purchase a Closed Top file, some individual Tab Folders and Index Cards—all will cost not more than two dollars. Or if you have a large number of pamphlets and clippings, a very serviceable file can be made from an orange crate.

2. Write or type on the folders the inclusive letters that each folder will hold; i.e., first folder might contain materials with subject headings beginning with "A" and ending with "C". Or if you have a number of pamphlets, charts, etc. on READING, then reserve one folder in the file for that subject. In other words, the number and kinds of pamphlets you have will determine how minute the classification should be.

3. Arrange these folders alphabetically in the File.

4. Type or write a card entry for the pamphlet. This step may be omitted unless you think your collection will soon grow to enormous proportions.

5. File the pamphlet in its alphabetical place in front of the folder marked "R" or the one lettered "Reading"; also file the card alphabetically in a small handy box or drawer.

It's as easy as that to have an orderly file. The secret lies in not allowing the materials to accumulate before sorting and filing. All you need remember is that the classification of clippings and pamphlets involves the grouping of like materials under definite heads according to some form of logical arrangement. And for most purposes an alphabetical subject arrangement is con-

venient and effective. You can make up your list of subject headings as you accumulate the material.

Before beginning your file—whether it's for your own personal use or for the use of the school in general—write for the illustrated pamphlets: "A Vertical File in Every Library"; "How to Organize a Library"; and "A Catalogue of Library Supplies and Equipment"—all are free on request to Library Bureau, 104 Luckie Street, Atlanta, Georgia. Directions for making the orange crate file and a suggestive list of Subject Headings will be sent on request to the Association's office.

Now, the books. One card—the title card—for each book is sufficient. Except, of course, the paper pads you keep for jotting down—just as a reminder—your friend's name and the book he borrowed.

If you are seriously interested in organizing a library, in being a teacher-librarian, then it will be well for you to get some information on the summer school courses offered in Library Science at the various colleges in the State. But if you have no particular interest besides getting a few personal books in order, then by following the procedure outlined in the well-written and profusely illustrated pamphlet "How to Organize a Library" there will never be any cause for you to say "I did have something on Reading, but where is it now?"

Here and There in the Field

(Continued from page 14)

The late Mr. C. O. Davis, who was for many years principal of one of our best elementary schools at Valdosta, died during the past month. Mr. Davis was a graduate of the Georgia State College, and a most faithful worker.

His fine upstanding example will be seen in the lives of the boys and girls of Valdosta.

His associates throughout Georgia will miss his fine comradeship, but will be inspired by the life he lived.

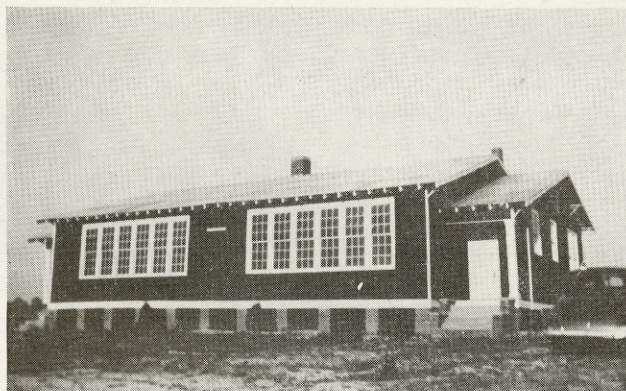
All of Georgia was shocked at the passing of the late J. M. Deas, principal of the school at Tifton. Mr. Deas was outstanding not only in school work, but he was a leader in every phase of civic and social life.

He had a fine, radiant personality. He was a good friend and was loved by thousands of people in all walks of life. Our association of teachers will miss him, but Georgia will be better because Mr. Deas lived and served as a teacher of men and women.

ASSOCIATION GOES TO COLUMBUS

The Georgia Teachers and Educational Association has been invited to Columbus, Georgia, for its annual meeting to be held April 7-8-9. The Executive Committee, at its meeting in Macon on January 15, accepted the invitation.

HERE AND THERE IN THE FIELD



Robert L. Cousins Community School—J. E. Briggs, Principal

JENKINS COUNTY

The Jeanes Worker will take her readers on an imaginary visit to points of interest in the Jenkins County Educational Program.

First, we will inform you that Jenkins is wholly rural, situated in the heart of one of Georgia's Agricultural districts.

Starting at Jenkins County Training School in Millen, the County seat, we observe the Senior High School, headed by R. T. Church, B.S., Vocational Agriculture, with eleven teachers. This school was placed on the accredited list two years ago with an accredited Home Economics Department. A Home Economics building is being planned for this school.

Going Northeast ten miles from the County seat, we come to Cousins Community School, (Junior High) of which John E. Briggs, B.S., Agriculture, is principal. He is assisted by J. C. Wright, B.S. and four other teachers. The school has a Home Economics department, and is now being placed on the accredited list.

Turning southward, a distance of fourteen miles from Millen, we come to Aaron Industrial School, also a vocational school on the Junior High level. J. N. Cox, B.S., Vocational Agriculture, is principal with five other teachers, including the Home Economics teacher. They are doing a splendid piece of work here.

The last two schools named above were established during the past year. We observe busses transporting pupils to and from school from the scattered areas.

Going westward from Millen fourteen miles we arrive at the site of a log cabin school project now under construction. This building when completed will, like the three above mentioned, be a community school and center.

Interesting still, will be the Rogers' two-teacher demonstration school, about eight miles from Millen, with Mrs. Essie M. Lash the energetic principal.

Five miles east, the little school known as Pikes Peak of which Miss Swymalee Knighten is principal, is being developed as a one-teacher demonstration school.

There are at present a total of 21 schools and 48 teachers in Jenkins County.

Efforts to use life situations as our teaching programs are being made and seem to be working out fine. With the fine cooperative work of teachers and patrons in the "Life Related" educational program, and with the spirit of good will being manifested by the white group for the improvement of Negro schools, we feel that our faces are now turned toward our goal—making a situation in Jenkins County that will bring fuller, richer, and a more satisfying *life*.

MONTGOMERY COUNTY

Montgomery County is a typical rural county—having all of the problems with which rural people must deal. The picture, at times, seems dark; but the people are gradually awakening to the idea that a new era in education is upon us. There is still much to be done to bring the standard of living to the point where life will be both satisfying and useful.

The County is cooperating enthusiastically with the Georgia Program for Improvement of Instruction. The Superintendent has made it possible for every school in the County to operate nine months. Some repairs have been made and some instructional materials have been added. At present a new school building is being erected at Mt. Vernon.

There are nineteen schools in the County with twenty-eight teachers. Improvement in qualification of teachers is noted over a period of two years. In 1936 there were only twelve teachers who had done any college work and held State certificates. This year there are twenty out of twenty-eight with State certificates, four of which hold degrees. It is our objective to have all teachers with State certificates during the 1938 terms.

A LIFE-RELATED ENTERPRISE

One of the most interesting life-related enterprises attempted in Montgomery County was done at Higgston Prospective Demonstration School where Miss Mattie Johnson is the teacher. Miss Johnson is a native of the community in which she works and knows the needs of children and patrons.

Although the children live in the country, most of them know nothing of the wild life existing about them. By skillfully questioning the teacher caused the pupils to become interested in studying Georgia's Wild Life. All phases of subject matter were correlated to make the study effective. Excursions were made to the ponds and nearby thickets to get specimen; letters were written to get free material to add to textbook information; squirrels were caught and stuffed with meal; frogs, turtles and other water and land animals were effectively made from old innertubes then painted. Compositions were written, and arithmetic problems derived from these projects were worked by the children.

As a result of this work, Miss Johnson has been able to give her pupils a greater appreciation of the wild life in Georgia and how it aids human beings.

TELFAIR'S RENNAISSANCE

Since 1934 the rural schools in Telfair County have undergone a building renaissance surpassing any county in this section of the State.

During this period, 1934-1937 inclusive, the county has constructed ten one-teacher, four two-teacher schools, and one four-teacher brick structure, making a total of 15 entirely new buildings. Five buildings were remodeled to make very good modern comfortable buildings. Of this number, three were one-teacher and two were two-teacher buildings. All of these buildings have from 10 to 20 feet of blackboard space and a very good large Volcano heater.

This leaves only five old structures in the county, and one of this number is the McRae school. The continuance of the building plan through summer of 1938 will complete these four rural buildings. This the county plans to do.

All this building has been done entirely by the county with no funds raised by the Negro patrons.

Our teaching personnel has not improved quite as rapidly. In the same period of time it has been as follows: Out of the 39 teachers in 1934-35, 37 held county license. In 1937-38, school term, out of 45 teachers there are five four-year college graduates, twelve two-year college graduates, eight one-year college graduates, and twenty with county license. All of those holding county license, with the exception of nine, have diplomas from accredited high schools and have done summer school work above the high school.

The county, as a whole, is working wholeheartedly with the State Department of Education in the effort to revise our school curriculum to "Life Related" teaching. Through six regular monthly teacher study groups, the teachers are doing concentrated study of the material furnished. Progress will be negligible until the teachers understand the program. Our actual progress is slow, but sure, we hope. Our hopes for the future are bright; hence, we anxiously await results from our efforts.

LOWNDES COUNTY

The following is a report of our efforts to improve instruction in Lowndes county, and of the progress our teachers are making in the study of the Georgia Curriculum Improvement Program.

Our teachers are organized into the following study groups which meet alternately, Fridays and Saturdays once per month:

1. Teachers of the Primary Grades.
2. Teachers of the Intermediate Grades.
3. Teachers of the Upper and High School Grades.
4. Teachers of the One-Teacher Schools.

These groups met for their first time, Friday, November 5, 1937, at the County Training School for an all day meeting. Each group selected its leader, and from 9 o'clock to 11 o'clock discussed very informally "The Interpretation of the Georgia State Curriculum Program" using the material sent from the State Department of Education and THE HERALD. From 11 o'clock to 12:30 o'clock, group No. 1 observed a demonstration reading lesson which was taken from a life-related enterprise on the "home." The teacher used her second grade pupils, and those who observed used the observation guide No. 2. Group No. 2 had a demonstration lesson on the teaching of phonics using observation No. 9. Group No. 3 had a demonstration lesson in beginners reading using Guide No. 7. A discussion followed every lesson, and we should like to say here that pupils were used in all the demonstration lessons and that these lessons were based on the actual needs of each teacher-group as found during our observations from school to school. The afternoon was devoted to a general discussion and reports from various groups and P.-T. A.'s.

Health. Most of our schools have clean-up corners, individual drinking cups and sanitary water facilities. We are putting forth great efforts to build more sanitary units. In the classrooms, teachers are holding informal discussions with groups of boys and girls on sex education.

Reading. A follow-up to our study groups and demonstration lessons shows a marked improvement in both the teachers' methods of teaching reading and the children's ability to read. Sentence, phrase, and word cards are used to improve word recognition, etc. Most of these cards are made by the teachers, and words, sentences and phrases are based on the children's immediate needs. The pupils' comprehension is being improved by various check-up methods. Teachers are teaching children how to fill out Post Office money order blanks, checks, notes, etc. Seat work relative to reading is being used more this year than before.

"The Mt. Zion Tattler," a news bulletin, published monthly by the N. F. G. Club of the County Training School, has caused much enthusiasm and interest in creating a desire to read for pleasure. Every school subscribes for this bulletin and sends articles to be published. This is an aid in teaching spelling, writing, oral and written language.

The teachers of Line School have a special reading corner for the study of the Negro. In connection with this, scrapbooks are being made and money is being raised to subscribe to The Negro History Bulletin and to purchase the following books: Negro Folk Tales, Negro Art, Music and Rhymes, by Mrs. Helen A. Whiting; Negro Makers of History, and the Story of the Negro Retold, by Carter G. Woodson; a History of the Georgia Negro, by Asa H. Gordon.

DICKERSON TRAINING SCHOOL VIDALIA

Named in honor of Prof. and Mrs. J. D. Dickerson. Professor Dickerson has been principal of the school for thirty-four years. He started in an old dilapidated building alone with twenty-four students enrolled.

Struggling through the years and facing obstacles as they came, he put forth strenuous efforts trying to uplift the boys and girls in this and neighboring communities. At present, he is located in a new, modern, brick building valued at \$50,000, with more than 500 students enrolled and thirteen teachers on the faculty.

This school is one of Georgia's leading centers of Negro educational work, symbolizing the life of the great educator in the new building which stands as a fitting monument. This building is made of first-class brick and designed so that every classroom is easily reached from the Principal's office. The classrooms are large and beautiful; so is the library. The most attractive of them all is the auditorium with a seating capacity of more than 500.

The primary and elementary departments are carrying on very interesting work. All work of the high school is divided into the following departments: Home Economics, Vocational Agriculture, Manual Arts, English, History, French, Mathematics, and Science.

This school, which is on the accredited list, has students enrolled from more than ten different counties.

Professor Dickerson has done a great piece of work here, and has set up a monument that will stand through the ages, the memories of which should be a source of inspiration to the boys and girls of this and future generations.

HERE AND THERE IN GEORGIA

As President B. F. Hubert Sees It

At Bainbridge, the school under the fine leadership of Mrs. A. B. Hutto and her able assistant, Mr. J. B. Sanders, is making progress. In the city of Bainbridge, Dr. Hutto and Dr. Griffin typify the type of professional men who have succeeded by efficient service. A fine up-to-date hospital is owned and operated by Dr. Griffin.

Donaldsonville High School, although set back by a recent fire that destroyed its shop building is doing fine work under Mr. R. D. Adams, Principal. The county teachers are working under Miss Mamie L. Hague, Jeanes Supervisor. They were in a teacher's meeting at the time of my visit.

At Climax, Mr. C. D. Jackson, the Principal, is an outstanding leader of his community. He is enthusiastic and progressive. He has a fine building for his work.

The school at Cairo, under Mr. J. C. Sanders' leadership, is forging ahead. Sanders has surrounded himself with some of the best teachers of Georgia. He has the confidence of his people and their support in his efforts to build a great school.

Mr. W. G. Smith at Thomasville, although depressed over his recent severe fire loss, is actively working to secure another building. He has twenty-five teachers. His school is recognized as one of the best in Georgia.

The school at Quitman is steadily moving forward with Mr. R. A. Bryant at the helm. Located in an agricultural county where Negroes own much of the most fertile soil, it is expected that this school will pave the way for other institutions.

Principal J. L. Lomax at Valdosta is happy over the results obtained and the prospects for the future. He has an excellent corps of teachers.

Waycross is a most interesting place. Mr. Luther Ison at the head of the schools is making the city stand out as an educational center. But one cannot go to Waycross without being impressed with the business vision and energy of our group. It is difficult to find a place in Georgia that can beat Waycross. Mr. Jim Clark has shown how to find a place for himself, family, and friends. He sells over 800 sandwiches and dinners a day, and most of it is to the other race group. Fluker's Filling Station indicates what Negroes can do in business. There are drug stores, tailor shops, and other businesses that tend to prove that Negroes have a future in business if we are business-minded.

Blackshear school is organizing new departments and adding new teachers under the virile leadership of Mr. Lee France Fluker. Fluker is a "Go Getter."

The Jesup school has a new shop and industrial building. Principal Richardson is proud of his fine, well-trained staff and his opportunity. Watch the Jesup school grow!

The school at Swainsboro under Mr. Williams and his excellent corps of teachers is constantly improving its facilities for teaching. Mr. Williams is an experienced teacher-principal who is working hard to give Swainsboro a school that trains people for life.

Dickerson Training School at Vidalia was named for Mr. J. D. Dickerson, who has been there for nearly thirty-five years. This beautiful brick structure, having fourteen teachers, is an inspiration to all who have an opportunity to visit it.

Fitzgerald—When you are in Fitzgerald, visit the store of Mrs. Eula Lamar. It is a brick building and fronts on one of the main streets. It was started over thirty years ago. It does a grocery business equal to that of any store in the City of Fitzgerald. 75% of its business

is with the other race group. The largest wood, coal and ice business in Fitzgerald is owned and operated by Negroes. There are other successful businesses operated by Negroes in this city.

Ocilla—Here we have a small city where the school has revolutionized the life of the people. For thirty years Mr. J. L. Bozeman has labored in this city. The effect of his fine work is evidenced on all sides by the good homes and the fine upstanding people. There should be more teachers in Georgia who make their homes among the people they serve and by their example provide a realistic leadership that will bring larger opportunities for all.

LaGrange—Mr. C. E. Warner, at the head of the high school, and Mr. C. H. Kelley, Principal of the elementary school, are actively working to enroll all of the teachers of the district. With them I visited Mr. and Mrs. John Moore. They have what would appeal to any home lover—one of the best homes in the state. Mr. Moore is an expert tile setter who is continuously employed. Their beautiful daughter finishes high school in LaGrange this year. They also have a son in college.

Newnan—Dr. Millard McWhorter and Mrs. S. F. Brown are working co-operatively to improve school and social conditions in Newnan and Coweta county. Doctor McWhorter has practiced in Newnan all of his life, and he and Mrs. Brown are highly regarded by all. We spent part of a day in Newnan after Christmas.

Atlanta—While in Atlanta, we had a long conference with Mr. Robert Cousins, the State Supervisor of Colored Schools. He assured us of his unstinted support in building a great association for teachers in Georgia. Mrs. J. H. Reeves, County Supervisor for Jenkins County, sat in on the conference and was most enthusiastic about the future. She is one worker who puts her heart and soul in her work.

Macon—The open forum meeting at Macon brought together over a hundred representative teachers from all sections of the State. They were pointed and enthusiastic in their discussions of problems confronting Negroes in Georgia today. I came away with the conviction that we need more meetings of this kind.

A definite need for vocational guidance in our schools was unanimously approved. It was also felt that the schools should try and find places for those who have received instruction and training. It was stated that much of the training offered only leads to the white collared bread line.

Teachers were urged to make their teaching more realistic and practical so that Negroes could find and hold jobs when they finished their education.

PROMINENT COLORED EDUCATOR IS DEAD

E. Z. Phillips of Liberty County Succumbs

The sudden passing of E. Z. Phillips, who was for ten years principal of the Liberty County Training School, located in Liberty county at Cross Roads, near Riceboro, Georgia, brings to a close the life of one of our finest and best workers in the coastal section of Georgia. Everyone in Liberty county—white and black—knew and loved Phillips. The Liberty County Training School is one of

the best plants in Georgia for the training of colored youth. This institution and the fine relationships that Phillips had built up between the races will stand as a lasting monument to his untiring zest and courageous service for others.

Liberty county is thickly settled by Negroes. In the immediate vicinity of the school, there are eighty Negro farmers who own their homes. Phillips has exerted a splendid leadership among this land-owning group, stimulating and inspiring them to hold their lands and to improve their homes. His unassuming, simple, straightforward and direct way of dealing with people made him a welcome visitor in every home.

Superintendent of Schools H. A. Bacon who was a warm, personal friend of Phillips, in speaking of him said, "Liberty county has lost one of its best men. He will be missed by both races. It is men like Phillips who get their feet on the ground and stay there, and work with people and for people, who do the most good in the world as teachers. It will be hard to find a man to take his place."

Liberty county Negroes will have ever before them the untiring, hard-working example of E. Z. Phillips to encourage them in their program of home and community building. His life should be a torch that will lead to higher and better things for coastal Georgia.—Item from Savannah Morning News.

Resolutions Read At the Funeral of the Late E. Z. Phillips

Whereas the grim messenger of death has crossed our portal and removed from this earthly sphere our honored leader, Prof. E. Z. Phillips, and while we humbly bow to the will of the great Architect of the universe, we feel the loss of a leader who at all times had at heart the advancement of the institution and his fellowman, forbearing in temper, and charitable in judgment. These qualities have commanded respect and appreciation of all with whom he came in contact.

Therefore, be it resolved, that we, the faculty and student body of the Liberty County Training School, pause for a moment to render to the bereaved wife and family our sincere sympathies in this hour of grief; and may He who guides us all protect and comfort them.

It is with respect to his memory that a copy of these resolutions be spread on the minutes, a copy sent to the widow and a copy sent to our official journal for publication.

I cannot say, and I will not say
That he is dead, he is just away;
With a cheery smile, and a wave of hand
He has wandered into an unknown land;

And left us dreaming how very fair
It needs must be, since he lingers there.
And you, who the wildest yearn
For the old-time step and the glad return.

Think of his faring on, as dear
In the love of There as the love of Here
Think of him still as the same, I say,
He is not dead—he is just away!

(Continued on Page 10)

MORE MUSIC IN THE PUBLIC SCHOOLS

One of the principal aims of education is to develop the child into a mature individual who is emotionally stable and contented.

Music, because of its tremendous influence upon the emotions, should be considered one of the most important subjects in the public school curriculum.

With but few exceptions, music instruction in the public schools of Georgia is being neglected. This neglect is not willful. It springs from a fear of inadequate knowledge of the subject on the part of the teacher. But considering the great responsibility teachers should assume in molding character, it becomes almost a duty to master the simpler details of a musical program, and thus do a better job of leading children to greater musical appreciation.

What, asks the teacher, are the advantages to be gained by improving music training? They are many:

Music helps to relax one mentally at proper times and in proper ways. It helps in the development of well-modulated voices which are an asset in business and social life. From this training are developed in the child the ability and disposition to engage with pleasure and profit in a varied repertory of musical activities, such as singing for amusement or profit, composing, or simply securing a wider acquaintance and more intelligent appreciation of good music. In truth, music makes one's various mental and emotional state and activities contribute in a maximum degree to one's physical well-being. Moreover, it aids in developing the spirit of co-operation so earnestly desired in every elementary school.

No attempt is made here to offer a course of study in music, but rather to stimulate teachers to think more on this neglected phase of education, and find means of mastering first, and then including more and better music activities in their programs.

Teaching a few, or all, of the popular community songs to the older children is not enough. Musical education should begin during the child's first year and continue throughout his school career.

In the first three grades, most of the teaching is by rote since in this period of learning, memory and imitation are the chief agencies of acquiring knowledge.

It is possible to teach successfully from six to eight childhood songs each month to a first grade. Two songs a week is no phenomenal achievement. The words and the music are simple and the songs, for the most part, very short. Take for example this first grade song:

Bow-wow-wow!
Whose dog art thou?
Little Tommy Tucker's dog,
Bow-wow-wow!

or

Come and play,
Come and play,
All this bright September day.

As the child develops so does the span of his musical horizon. The elementary study of forms, figures in the lower grades, arouses the curiosity of the upper grade child. At the end of the third year, he will like to know how a song is composed, how the component parts are woven into a whole. He finds the study of key signatures and tone harmony intriguing. He revels in his ability to engage in part singing, to know the names and values of notes, to interpret moods. In short, he derives immense satisfaction from reading music, or "intelligently interpreting musical thought from its notation."

What a great day it will be when music appreciation and development reach a higher level of development in the public schools! There will be cause for even greater rejoicing when a pitch pipe, staff liner, books enough for every child in the upper grades can be provided for teachers, and when every teacher feels the necessity of making music a vital part of her classroom program.

THE CRY OF PUBLIC SCHOOL MUSIC

We, as teachers, try from day to day to shape and mold the child, hoping that the result will be, in a measure, a well rounded individual. Unfortunately, with so many ever pressing problems facing our Association, little if any attention has been given to public school music. A man is judged, to a great extent, by his intelligent appreciation of the beautiful. Here at Eddy High School, we are trying to present our public school music in the most interesting possible manner, teaching songs suitable to seasons and weather, and giving them their introductory steps toward sight reading which has for its ultimate goal a high school chorus, all members intelligent sight readers. We are carefully planting the seed of good taste for all classes of music. Step by step, admitting that the process is a slow one, we hope eventually to eliminate the rote method in presenting four-part music.

It has been suggested, and wisely so, that there will be public school music discussions at both the district and state meetings. We do so much need to get together to help one another in this very neglected field of public school music.

∴ CLASSROOM PROBLEMS ∴

PLANNING AND DEVELOPING A UNIT

The work of the school should have a personal connection with the immediate life of its children which starts from their needs and interests. Units of work approximate as nearly as possible what to the children are real-life situations. Hence, the school should organize its program around these centers of interest rather than around the academic subjects. This new plan of organizing the curriculum around units of pupil activity gives great promise of widespreading, educational achievement for the pupil because it is vitalized by interesting and purposeful activity that has an intimate connection with the child's personal life.

There are at the present time several outstanding conceptions of a unit of work. According to Mr. Herbert B. Bruner, "A unit is so organized that everything that is included in the way of content, the organization itself, and the method of presenting it to the class is for the purpose of making it possible for the child to grasp the big understanding or theme that is back of it." A unit of work as it is conceived by the staff at the Lincoln School is a "series of worthwhile experiences bound together around some central theme of child interest. Some incident serves as a starting point to arouse such an interest; activities of a compelling nature further stimulate this interest; information from almost every branch of knowledge is drawn upon to answer the questions that arise; individual expression of this interest is encouraged through various media." A unit of work, then, is a complete experience based upon a meaningful situation in child life.

We stated above that the school should organize its program around the centers of interest or units of work rather than around academic subjects. All of the work of a classroom, however, does not come in connection with the unit of work which has been selected. Much of the work does arise in connection with it, but there are group and individual units of work which have little or no connection. Much of the work in the formal subjects of study arises in connection with the large unit of work or with some other units, but there is also work in the subjects of study which is meant to give the pupil skill in their use. Special lessons in reading and arithmetic, in history and geography should be given whenever it is felt that some essential need of the class has not been met. For example, if no arithmetic work came from the unit, time should still be provided for arithmetic drills.

*The criteria for selecting units of work are given below.

I. "The unit of work must be selected from real life situations and must be considered worthwhile by the child because he feels that he has helped select it and because he finds in it many opportunities to satisfy his needs."

II. "The unit of work must afford many opportunities of real purposing and real projects, and it will be something which the child can carry into his normal activity."

*Curriculum making, Lincoln School.

III. "The unit of work must stimulate many kinds of activities and so provide for individual differences."

IV. (a) "The unit of work must make individual work possible."

(b) "The succession of units of work must provide for continuous group growth from one level to the next."

V. "The unit of work must furnish leads into other related units of work and must stimulate in the child the desire for a continued widening of his interests and understandings."

VI. "Each unit of work must help meet the demands of society and must help clarify social meanings."

VII. "Each unit of work must be accompanied by progress in the use of such tool subjects as contribute to that unit."

VIII. "Each unit of work must lead to the development of desirable habits."

The teacher may have in mind the kind of work she would like to have done by her class; however, she wishes the pupil to feel his own worth and his own problems in any undertaking. Hence, setting the stage for any unit means systematic planning and willingness to wait until the pupils can take over the plan or can present one which has equal value.

The teacher may initiate a unit before the beginning of school or prior to the period desirable for developing it by placing books, boxes, paper, and other materials in the classroom. Pupils may explore the material and begin their own pieces of work. On the other hand, they may show little or no interest in the materials. The teacher, then, may have to modify or perhaps completely discard her prearranged plan and make an entirely new approach better adapted to the special needs and interests of the group.

If the class, however, shows at once what it wishes to do, that is the place to begin; and the teacher's task for the time being is only to direct it so that it is growing.

If the class you are working with has been accustomed to doing only what some teacher has said must be done, you may try one of the following methods to initiate a unit.

1. The pupils with the teacher may make a survey of what they have to do during the year. Together they may discuss work of previous years and make suggestions as to things they would like to have or would like to do.

2. Leads for the center of interest may develop out of the experiences of the pupils during the summer. These experiences may be discussed. One pupil's experience may serve as an inspiration to others. (The farm unit page had its beginning in this way). The teacher and pupils may do some experimenting and exploring. The teacher must wait until the pupils have had time to adjust their ideas and their plans to any piece of work. They may consider some plans, and these may be accepted or rejected. The wide awake teacher will watch for usable leads into the particular unit which she wants the class to undertake. She will know whether the leads are usable from her knowledge of her children, from

her understanding of the demands of education, and from the criteria which has been set up for the selection of units.

The unit may be organized in many different ways.

1. All the activities and interests of the year may be developed about one centralizing theme;

2. There may be a succession of short units which may or may not be related to each other; (3) or the utilization of one central unit and the developing of an indefinite number of small units suggested by the main interest or by new interests which the children may discover later.

For the rural school number one seems preferable. For example, the first grade might be developing a unit on local transportation (from home to church, or to town). They might discuss other means of transportation; second and third grades would develop how the farmers' products are carried to different sections; fourth and fifth, the development of transportation from man carrying his own burden to air transportation, and the sixth and seventh grades on how transportation has helped man in his progress.

The following are desirable attainments which any teacher should strive to reach: (1) To develop certain work and social habits; (2) to lead pupils to question intelligently and to know how to find answers to their questions; (3) to lead pupils to develop independence and self-confidence in their work; (4) to develop a courteous and respectful attitude toward each other, toward the teacher, and toward work and ideas; (5) to lead pupils to develop habits of orderliness, in taking care of the things they use, of co-operation with other members of the class, in the use and care of materials; (6) to help pupils to learn how to assume and to execute responsibilities; (7) to encourage pupils to have high standards of work and to undertake only those jobs which they might reasonably expect to finish, and (8) to lead pupils to stick to the job until it is completed.

The teacher takes an active part in all phases of the work. She is not just the leader of the class in the discussions which take place while the unit of work is being developed. She questions, suggests, plans, and helps assemble material and information for class consideration. She and her pupils learn together as the curriculum grows from day to day under their combined initiatives.

As the unit grows, the pupils will be continually using meanings and materials in newer ways. After the unit has been developed, children should be given an opportunity to play with it (for instance, a store or house made in a play city, etc.) and should make up a play concerning it, exhibit their materials, prepare a program for other children to enjoy, make booklets about it or share it in some other way which may be devised.

The units which follow have been worked out by teachers and pupils of the College Training School of the Georgia State College. Note in each: (1) The period of orientation; (2) a plan set forth to make use of pupil experience and initiative; (3) pupil and teacher participation; (4) selection from materials, activities, and information which have been collected during the period of study; and (5) the use of information and generalizations through dramatic play. The pictures show the children engaged in interesting work and play.

FIRST GRADE UNIT—ON THE FARM

In September children delight in recounting their summer experiences. Many of them have visited the country and since animals, flowers and all phases of outdoor life provide a natural interest for little children, a farm unit lends itself admirably to development.

The school farm, which can be seen from the first grade window, captured the children's interest from the beginning. An attempt to direct attention to pets failed and since farm life had the greatest appeal, the unit began to take form.

I. Methods of Approach.

1. Conference periods—discussion of phases of farm life.
2. Trips to the farm.
3. Reading-table materials.
4. Bulletin board pictures.

II. Development. Development centered around the following phases of farm life.

1. How a farm looks.
2. Animals on the farm.
 - (a) Where they live on the farm.
 - (b) What they eat.
 - (c) The sounds they make.
 - (d) How they help the farmer.
3. The farmer's work.

III. Activities.

1. Conference with farm teachers.
2. Making a farm panel.
3. Molding with clay—carrots, beets, corn, etc.
4. Construction: The farmer's house, a barn, silo, a fence, a chicken coop, a dairy, animals and trees.
5. Making up stories of farm life.
6. Using library reading table.
7. Learning songs of farm life.
8. Learning poems of farm life.

In terms of subjects of study, the Farm Unit covered:

Language and Vocabulary

During the conference period, when the child shares and relates experiences, abundant opportunity was furnished for developing language habits and skills.

Reading

Charts and simple reading books aided in giving information as well as developing reading technique.

Arithmetic

Construction calls for counting and measuring. Such terms as foot, inch, larger, and smaller became a part of the child's arithmetic experiences.

Art

The farm study was rich in opportunity for art expression, which was developed through—

1. Drawing pictures of farm life.
2. Cutting pictures from books.
3. Modeling clay products from clay.
4. An appreciation of pastoral pictures painted by masters.

Music

They have learned and dramatized songs about farm life.

OUTCOMES:

- Learning more about a farm.
- Learning how to follow directions and how to find out something definite.
- Building a reading readiness.
- Developing a social responsibility.
- Developing ability to express ideas orally, building vocabulary, speaking correctly.
- Developing ability to make plans.
- Learning how to use tools, paints and brushes.
- Increasing skill in reading; writing, number work, and drawing.
- Learning the importance of certain farm foods for health.

SECOND GRADE—ANIMAL LIFE

The children of the second grade became interested in a study of animals through what is known as their "Appreciation Period." It was during this period that the teacher and the pupils became acquainted with each other by relating their summer experiences.

One of the children in the class told about the animals he had seen in the City Zoo in Washington, D. C. The other children were so interested that they decided they would like to know more about these animals. The children and the teacher brought pictures. They talked about animals and their homes.

I. Methods of Approach.

1. Children talked about
 - a. What they wanted to know about animals.
 - b. How they would begin.
 - c. What they would do.

II. Development.

Problems:

1. Finding materials.
2. Making things.
3. Learning the names of animals.
4. Learning to read stories in books about animals.

III. Activities:

1. Children discovered their own ways of making cages from cardboard boxes.
2. They modelled animals from clay.
3. Girls made holders with stenciled elephants on them.
4. Animals were drawn and colored with water colors.
5. Stories about animals were made up.
6. Recreation—

Children played such games as:

Outdoor—"The Rabbit and the Fox"; "A Hunting We Will Go"; "Dickory, Dickory, Dock."

Indoor—"Animal Lotto." Animal Rhythmics, walking like animals, (the elephant and duck walk).

In terms of subjects of study, the animal unit covered:

Reading

Children learned to read stories in books about animals and to read stories from charts which were made up by the children. Opportunity was given to develop interest in reading for information.

Spelling

The words needed most commonly in connection with their written work were listed and spelled.

Language

Emphasis was placed on expressing one's self clearly in giving reports and information to the class. There were numerous occasions for writing. Labelling exhibits, writing stories and poems, and making booklets were used to an advantage.

Arithmetic

Number experiences were provided through such activities as measuring materials for building circus fence; counting and making up story problems about animals.

Physical Education

Children learned to play indoor and outdoor animal games. They interpreted animals in the way they walked and in the way they made their various noises.

Art

All materials used were brought by the children to school.

- N. B. C. boxes for cages.
- Boards for fence around circus ground.
- Needles and thread for embroidering.
- Pictures.

Cages and tents were created from the children's own ideas and from their observations at a real circus which they attended.

- Animals were made from clay.
- The girls embroidered animals on cards and holders.
- Animals were drawn and colored.
- Stories and poems were made up.
- Booklets were made.

The children are still working on a puppet show and an animal movie.

Music

The children have learned many songs about animals. Outcomes—

The children learned something about animals—where they live, what they look like, what they eat, and what service they are to man.

They learned to appreciate the domestic animals as pets and to be kind to them.

THIRD GRADE—INDIAN LIFE

The third grade unit on Indian Life grew out of the Eskimo Unit on which they had previously worked. They knew that Indian life was similar to Eskimo life. They knew that the Indian and the Eskimo wore clothing of skins, that they used skins of animals to make their homes, and that they depended on hunting and fishing for food, shelter and clothing. The children were interested in

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finding if there were other similarities, also to know what differences there were. Out of these interests grew a definite curiosity concerning Indian life which led the children along many new paths which were fruitful with information and ideas waiting to be discovered.

1. Method of Approach:—
 1. Discussions and making comparisons based on knowledge previously learned.
 2. Showing pictures depicting Indian life.
 3. Reading and discussing stories and selections from Longfellow's Hiawatha.
 4. Bringing to class any Indian curiosities which children and teacher could find. Examination and discussion followed.

- II. Activities:—
 1. Children drew maps.
 2. Made reports and from research found the Indians' means of communication and transportation.
 3. Children made an Indian village and a pueblo village.
 4. Children made an Indian poster.
 5. Portraits of Indians were drawn and colored.
 6. Booklets were made.
 7. Indian beads, masks, and weapons were made.

In terms of subjects of study, the Indian Unit covered the following:

Reading

Indian stories were the basic reading for individuals

and groups during this period. Much reference reading was done.

English

Oral and written reports were given on information read. Booklets were made and poems about Indians were learned.

Spelling

A list of words most commonly used in connection with their work was charted. The spelling, complete understanding, and use of these words were learned during the process of study.

Social Studies

Children have learned how environment and climatic conditions affect the lives and ways of living of people. They appreciate the contributions these people have made toward man's progress.

Arithmetic

Measuring of poles for tepees, covers for tepees, and size of trees provided work involving numbers.

Art

The children studied pictures of Indians painted by masters. They made claw bowls, reed and pine needle baskets, masks in relief, and constructed tepees. The backgrounds for the Indian and pueblo villages were drawn and painted or colored with board chalk.

Music

Indian songs were learned, such as "Indian Lullaby," "Songs of the Spirit Dance," and "Indian Echo Song."

Physical Education

Indian dances and games were learned.

(Continued from Page 9)

GRADE SIX

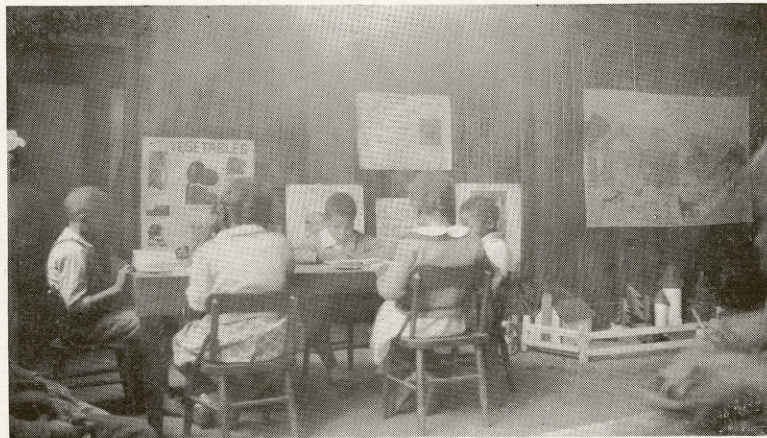
American Book Company	Friendly Hour Readers—Book Six.....	.63
Johnson Publishing Company	Trails Beyond66
Lyons & Carnahan	World Progress66
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Writing		
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Rand McNally	Living Across the Seas	1.14
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History		
MacMillan Company	Elementary World History91
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The First Grade

First Graders planned and built their own farm. In addition to the knowledge gained, these children are developing habits of working together effectively and happily,

First Grade children read for themselves. They share the information with others. They are no longer entirely dependent upon their teacher. In another year or two, they become independent readers.

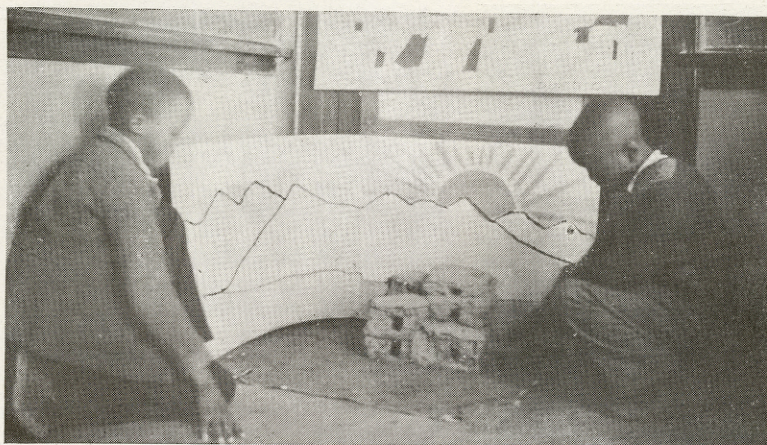


The First Grade



The Second Grade

Careful reading, planning and considerable co-operative effort were required to make the circus grounds. Ideas and labor were contributed by the entire class. Vocabularies were enlarged and speech habits improved.



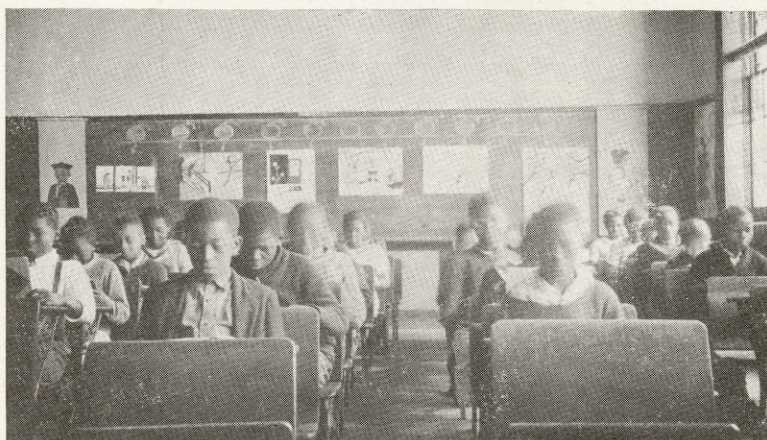
The Third Grade

The use of materials at hand aid much in developing a unit. The Indian pueblo village is made from native clay. All work was planned and executed by the children.

Free play is a part of every day at the College Training School. In all grades the children have games of all varieties.

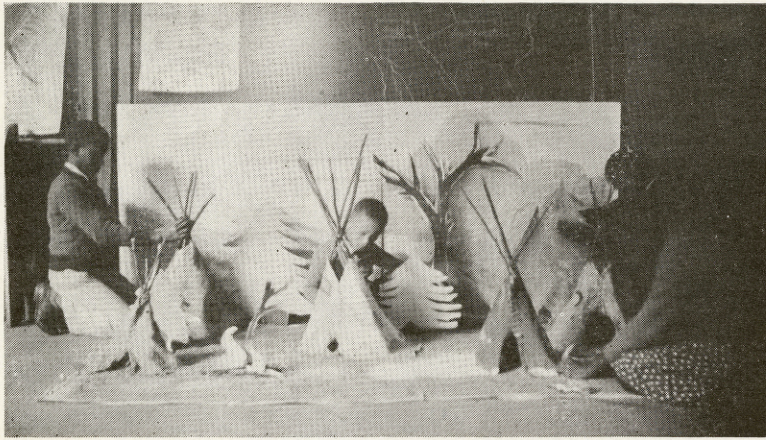


The Third Grade



The Fifth Grade

Current Happenings --- The Chinese-Japanese War--Keep these boys and girls interested, and investigating. Here is a real reason to read and study social studies.



The Third Grade

Additional evidence of growing resourcefulness and independence is seen in the Third Grader's Indian Scene.

Indian Dance—

Dances and games give many minutes of pleasure, both indoors and out.



The Third Grade



The Third Grade

Clay modeling, basketry, weaving, beads made of clay and paper, free hand drawing and painting added to the appreciation of Indian life.

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