A STUDY OF THE FIRST GRADE PROGRAM AS
INDICATED IN TEN STATE
COURSES OF STUDY

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A STUDY OF THE FIRST GRADE PROGRAM AS
INDICATED IN TEN STATE
COURSES OF STUDY

THESIS

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Dawson, Texas
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</table>
CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of the study was to determine the status of the first grade program as it was suggested in ten state courses of study. As a first grade teacher, the writer became interested in surveying the various suggestions and objectives for teaching the different first grade subjects which were recommended by the State Departments of Education.

Purpose of the Study

The purpose of the study was to analyze the objectives of the first grade program as they appeared in the different subjects in ten state courses of study, in order to find common agreements as to a desirable first grade program.

Source of Data

The data in the study were secured from the state courses of study in the following states: Wyoming, Washington, Arizona, Montana, Utah, Kansas, Oregon, Iowa, Nevada and New Mexico. The data are a concise presentation of the objectives of the first grade program with explanations of the objectives. The objectives are included in the tables and information concerning them, in more detailed discussions, follows the tables.
Method of Procedure

When the necessary information was obtained by investigating the courses of study from ten states the data were organized into the following divisions: Chapter I, Introduction; Chapter II, First Grade Language Arts Program; Chapter III, First Grade Number Program; Chapter IV, First Grade Art Program; Chapter V, First Grade Music Program; Chapter VI, First Grade Physical Education and Health Program; Chapter VII, First Grade Science Program; Chapter VIII, First Grade Social Studies Program; Chapter IX, Summary and Conclusions.
CHAPTER II

FIRST GRADE LANGUAGE ARTS PROGRAM

First Grade Reading Program

Table 1 contains a detailed presentation of the objectives of the first grade reading program as outlined in nine state courses of study.

A desire to build a rich background of experiences and meaningful concepts is stressed in all nine courses of study as being very important.

To provide children with rich background experiences both direct and vicarious is essential. Direct experiences are based on the family unit, on social situations, on plays, on games, and on nature. The children need to use their knowledge and appreciation of life situations. Taking part in activities, such as making a playhouse, building the furniture, and playing in the house, introduce real life situations. Visiting another class, having parties, dramatizing, playing games, collecting nature material and bringing it to the room, and taking walks give children rich direct experiences.

Vicarious experience may be based on the story hour. Telling and reading stories to class, reading and reciting poems, telling interesting incidents, and presenting and discussing pictures may furnish vivid vicarious experiences.
TABLE 1
A DISTRIBUTION OF OBJECTIVES IN
READING AS OUTLINED IN NINE
STATE COURSES OF STUDY

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Arizona</th>
<th>Arkansas</th>
<th>Kansas</th>
<th>Oregon</th>
<th>Iowa</th>
<th>Nevada</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>To broaden and enrich the child's experiences by developing meaningful concepts.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop an extensive speaking vocabulary with sufficient command of language to speak with ease and fluency with accurate enunciation and pronunciation.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop a sight vocabulary and the habit of recognizing these words quickly and accurately in thought units.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop strong motives for and a permanent interest in reading.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop good habits of attention and the ability to listen and solve simple problems.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Foster desirable personality traits by establishing the child's emotional status and helping adjust him to the school situation.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provide the proper development and corrective treatment when necessary of the child's physical condition.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Objectives</td>
<td>Wyoming</td>
<td>Washington</td>
<td>Arizona</td>
<td>Colorado</td>
<td>Kansas</td>
<td>Oregon</td>
<td>Iowa</td>
<td>Nevada</td>
<td>New Mexico</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
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<td>---------</td>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>Recognize the reading process as a thought getting process and cultivate a thoughtful attitude in reading.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop good habits of recognizing and interpreting simple sentence units in both silent and oral reading.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Help children see the relationship of reading to everyday life experiences.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To help the child to organize and express his ideas.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Help the child to recognize differences in sound by ear-training of rhyming words that begin alike or end alike, and to be familiar with different clues for attacking new words.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop rapid progress in establishing fundamental habits, such as speed and accuracy in recognizing words, a wide span recognition and regular progress of perception along the lines.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop proper habits in the care and use of books.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Developing an extensive speaking vocabulary is emphasized in eight state courses of study.

A child's speaking vocabulary consists of the different single words he can recognize by sound and attach meaning to as he recognizes them. The development of the child's speech vocabulary through experiences, units, free discussions, excursions, play, story-telling and dramatization, is very essential. These experiences have social value; and they help to enrich the child's vocabulary in preparation for reading.

A child who knows the meaning of a large number of words when he speaks or hears them is better prepared to interpret his reading material and to acquire a reading vocabulary. Words should be used that are best fitted for each situation. Lists of words that children should have in their vocabularies should be taught by giving systematic work that will require the use of the needed vocabulary; not in formal drill, but in free spontaneous discussions in normal situations.
The Kansas course of study did not suggest the third reading objective: to develop a sight vocabulary and the habit of recognizing these words quickly and accurately in thought units; however, it is outlined in the other eight courses.

Children come to school with a speaking vocabulary, but they must be taught a reading vocabulary after they start to school.

In beginning reading the number of words introduced at one time should be small and have meaning to the child. There must be a repetition of words, but with interest, if children are to recognize words.

The child learns to read by reading; and fluency in reading should not be overlooked. Too much emphasis on word recognition causes the child to say words rather than being a thoughtful reader. The habit of grouping words in thought units and recognizing the words quickly in these units is necessary. The child must be given many exercises in which words are grouped for complete meaning.

The data in Table 1 show that a strong motive for and a permanent interest in reading is one of the most important objectives in all nine courses of study.

Reading instruction should develop strong motive for and a permanent interest in reading within the range of the ability and interest of the child. A child should be taught the value of being able to read; and nothing is more important in getting adequate beginning reading than keen interest. Keen interest
may be secured by having a purpose in reading, and by using interesting materials that apply to the child's needs. Probably the most important single contributing factor to growth in reading is success. A child's confidence must be built up. As the child gains in reading abilities, of course, his interest increases. He has greater confidence in himself and uses more independence in attacking new words. Wide reading of less difficult material will help to develop fluency.

An attractive corner with attractive books is a direct aid in developing a desire to read. The pictures in the books are sources of real pleasure to children.

The incidental reading is a direct aid too. Names of pupils may appear in different places in the room. Objects may be labelled, and simple directions read from time to time.

To develop good habits of attention and the ability to solve simple problems play an important part in the reading objectives.

Good habits of attention and the ability to listen may be emphasized from the very first of the first grade. The child should be able to give thoughtful attention to work or play for a reasonable length of time. He should be taught to remember ideas with reasonable facility and to work independently on simple projects. The child can be trained to give attention when in a group by listening to stories or poems read by the teacher or pupils, talking about pictures, showing what has been drawn, learning nursery rhymes, and matching words on a chart. The teacher should stress the fact that all must listen and
pay attention. Of course, materials and activities should be interesting to the children.

Wyoming, Arizona, Montana, Kansas, Oregon, and Iowa listed the objective: to teach desirable personality traits by stabilizing the child's emotional status and helping him to adjust to the school situation.

One of the first concerns for first graders is to help them become adjusted to one another, and to a school situation, and to the teacher. Some children soon become completely at ease. For others it may be a matter of weeks before they can relax and become comfortable in the group. Not all children who enter school have had security, affection, and recognition supplied in their pre-school years. The child who is insecure and emotionally immature must be given time to get acquainted with his surroundings and to establish himself in the group. Better emotional stability may be acquired by providing opportunity for successful achievement. When the child acquires new skills and becomes socialized within his group he feels a greater security.

Social and emotional habits can be established by encouraging participation in games, playing house and store, taking turns at being host and hostess at lunch periods, giving parties for other groups, receiving visitors, and playing in a toy pond.

Games and other activities should be so much fun that the child will forget himself and join in the play. The child should be invited not coaxed to participate in activities. Free and
easy expression, cooperation and respect for the rights of others make for good social adjustment.

Five of the courses of study bring out the idea that the physical status of a child is an important factor in determining whether he is ready to read.

The children in first grade groups differ widely in physical conditions; so their proper development and corrective treatment should be provided when needed. A child who is physically mature, with no visual, auditory or speech defects, is more capable of doing his work than the child who is not physically alert.

Vision, hearing, and speech defects are important factors in a child's ability to read. Vision and hearing defects may be corrected by physicians; and speech defects may be corrected by speech specialists. Children may also be given physical development in school in many ways. Rhythmic games with music such as skipping, hopping and dancing are helpful to children who are clumsy and lack coordination in their movements. Handwork, drawing, fitting objects together and constructive work are also helpful.

Seven of the courses studied stress the fact that children should be introduced to reading as a thought-getting process. If this is not stressed, many first graders will be merely word callers. From beginning reading the child should be taught to gain knowledge from what he reads. A consciousness of reading as a thought-getting process will help the child to have a feeling of purpose in reading. He should be trained to show an
ever-growing ability to get ideas and meanings. He should be able to report to others or to answer questions over what he has read. In beginning reading wide reading of less difficult material will help to develop fluency in reading for thought. Being able to listen to stories and poems increases the child's ability to read in thought units.

Much of the difficulty children have in getting meaning from what they read is probably a result of teacher's introducing new words before the children have had the experiences back of the words. That difficulty can be overcome only by furnishing the child with many rich experiences.

Montana course of study discusses the development of good habits of recognizing and interpreting units in both oral and silent reading more than the other courses; however, Wyoming, Arizona, Kansas, Oregon, and Nevada outline this objective as being essential in first grade reading.

The fact is brought out very definitely that it is important that successful skills be developed for good oral and silent reading.

Oral reading is of major importance in the first grade. Because of the different purposes in oral reading, the types of lessons will be different in order to develop the necessary skills for a child to read orally. Some will be in the form of drill to secure better pronunciation, enunciation, rhythm and voice quality. Other types of lessons will be recreational in order to offer the child an opportunity to entertain others by his reading. This gives satisfaction of group participation.
When properly directed oral reading helps to widen the speaking vocabulary. The material to be read orally must always be read silently first in order to master the new words.

As the child reads orally the teacher should observe the factors affecting his reading, such as speech defects, failure to get the thought, and word by word reading. A record of these difficulties should be kept and proper aid given where it is needed.

Oral reading is an aid to the enjoyment of poetry, conversations, and recreational reading.

As children grow in reading ability, there are more opportunities for silent reading, both for groups with common materials and for individuals with different materials. Adequate provisions should be made for materials for silent reading of the rapid and recreational type. Materials should keep pace with the actual abilities of the readers.

Situations should be presented that give the child a real desire to read to secure information to satisfy his own curiosity, to be able to answer questions, to find out how to do something, and to merely study his reading stories. Different skills are used in different types of reading; however, certain fundamental factors operate in every type of reading.

Wyoming, Washington, and New Mexico were the three courses that listed the objectives: to help children see the relationship of reading to everyday life experiences. The three courses stressed the point that reading is not an isolated experience but should be integrated with other activities of the entire
school program so that the child realizes the relationship of reading to everyday life experiences. While in the first grade, the child needs to get the idea that as he learns to read he also reads to learn. Reading to learn involves reading integrated with the entire school program and cannot be detached from the school activities and experiences.

Reading material should be selected to enrich the child's experiences and develop a keen interest in reading. If children are given varied contacts with stories, poems and pictures, and given opportunities for expression and the use of ideas, and trained that reading contributes to their needs and pleasure, they will realize that reading applies to their everyday experiences.

The study indicates that the objective to help the child organize and express his ideas falls in the most essential objectives as six of the courses indicate.

To help the child to organize and express his ideas is essentially to teach the child to think his way through situations. The care of pets or the building of a block house offer many problems that have to be thought through and solved. It is very essential that the solution should be the solution accepted in a life situation.

Associating ideas in stories with previous experiences, relating the experiences, drawing conclusions and making judgment in situations requiring decisions manifest the ability to think clearly and organize ideas.
According to the nine courses of study, the objective to help the child recognize differences in sound and to be familiar with different clues for attacking new words, was considered as one of the most important.

Children use many words and ways of working out the pronunciation and meaning of new words. They may get new words by asking someone, by guessing from context clues, by reference to something they have memorized, by reference to a picture or a rhyme, or by sounding the words and phonics. The first method is not practical and should soon be discarded. The inability to see likenesses and differences should be overcome by the sounding of the words. However, because some children need much phonics, that should not be interpreted to mean that they need less attention to meaningful reading. It is very essential that the child associate meaning and word forms and not some characteristic of a letter. The child should have a clear understanding of the meaning of the word and also an effective perception of the word form.

The skills necessary for mastery of words should not be developed in isolation from comprehension of reading, but should be a definite part of such training.

Words should be presented in many situations suited to the normal reading situation. Drills must always present words in situations as normal and lifelike as possible. The words which meet the child's individual needs and abilities should be presented as much as possible.
All courses of study except that of Oregon reveal the fact that fundamental habits in reading are very important. The material that a child reads does not determine the purpose or specify the skill to be developed. It is necessary to develop attitudes, habits, and skills, providing for the rapidity, accuracy and comprehension essential in reading for a specific purpose.

The newer texts in reading make special provisions for cultivation of a thoughtful reading attitude and developing reasonable speed and accuracy in reading. Reading charts and seat work are also helpful along this line. The habit of grouping words in thought units and knowing words quickly is necessary. Exercises, games and rhymes which increase the eye span, reduce the number of fixation points, and give the child a knowledge of left and right are of much value in learning to read.

Table 1 shows that developing proper habits in the care and use of books is of primary importance.

When books are first introduced, the child should be taught proper habits in the care and use of them. The cover should first be discussed. It should show the name of the book and the author's name. Demonstrations of how to turn pages from the top quietly and without damaging them prove helpful. Clean hands for handling books should be emphasized. Stress should be placed upon the use of the table of contents in locating selections. Children should be taught to proceed from the front of the book to the back, to read from left to right, and to always look at the left-hand page first.
The last objective listed in Table 1, to develop the ability to follow oral and simple written directions, has an important significance, according to the courses of Wyoming, Arizona, Kansas, Iowa and New Mexico.

Emphasis should be placed on following oral directions from the beginning of the first grade. Following simple written directions should be started as soon as the child has a sufficient reading vocabulary.

Directions that are written after the child can read are valuable if they are made meaningful to him. The exercises may be a follow-up of the reading lesson previously studied or they may be separate from the preceding lesson. The words used in directions or seatwork should be those the child can read. The material must not be too easy, too difficult or too formal. The exercises should be such that after a few comments from the teacher the pupils can figure them out alone.

First Grade Handwriting Program

Table 2 presents the objectives of the handwriting program for first grade as outlined in six state courses of study.

In all the courses manuscript writing is recommended for use in the first grade, since it relates writing to reading. Manuscript writing is also more legible and more uniform in speed than cursive, although it is slower than that style. It resembles type forms that are used in reading.

Quality should be worked out first and then speed in making the letters. Manuscript writing should be neat with good
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Montana</th>
<th>Oregon</th>
<th>Nevada</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop good form in writing the letters of familiar words used in reading and language.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop ease in movement, and correct position.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To encourage the writing of short sentences in manuscript form, the content developing from real need situations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>To correlate handwriting with other subjects.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To encourage a spirit of pleasure at being able to write.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

formation of letters, uniform slant and size. Children do not understand the social significance of writing; therefore, the school must provide many experiences wherein writing is given meaning and purpose.

It is evident that ease in movement and correct position are two of the chief aims in first grade writing. The child's first writing should be done on the blackboard where he can use
his arm freely without close eye-work. The copy should be on lines that are on a level with the child's eyes.

The child should face the blackboard in an erect position, far enough away so that he can move freely and see what he is writing. The hand not writing should not rest on the board. As the child develops freedom of movement, he will begin to produce a smooth line.

Writing on paper with a large pencil should start during the last half of the first year. At first the child should write on a large sheet of ruled paper. It is very important that first grade writing be closely supervised to avoid the formation of wrong habits.

Chief emphasis is placed on the idea that manuscript writing is a valuable skill throughout life. Children in the first grade soon realize that it is necessary for them to write; and they will learn to write quicker if they are interested and feel a need in what they are writing.

As first grade experiences multiply, writing will become a vital part of each day's activities. Experiences which develop an understanding of the use of writing and experiences which present a need for writing should be presented daily. There will be invitations to write to other rooms and letters to write to pupils who are ill. There will be special day greetings, individual booklets, and stories to write. The desire to write will not come to all children at the same time, but it is important that each child have experiences which will lead to progressive development.
As is pointed out, manuscript writing is an aid in facilitating reading in first grade. It is closely integrated with reading and language since labels, charts, posters, stories and bulletin board announcements are written in manuscript writing.

Writing and spelling develop together as the child needs words for writing. Writing may also be correlated with other school subjects where written work is required.

The courses of Nevada and Montana suggest the objective: to encourage the child to have a spirit of pleasure at being able to write.

The child should be taught that he will have many uses for writing in life. The child's writing should be based on something that he really likes to do. He should be encouraged to express his own thoughts and experiences. The child's observation of his own progress is the best motive for him.

Table 3 presents ten objectives but only two are suggested by all seven state courses of study. The table presents the objectives of the language program for first grade as outlined in seven state courses of study. One objective, to encourage the child to talk and to establish a few proper habits of speech, is the first to be mentioned. It seems to be very important for the child to be able to speak with ease and fluency. The child will develop proper habits of speech if he is taught how to speak in the classroom.
### TABLE 3

A DISTRIBUTION OF OBJECTIVES IN LANGUAGE AS OUTLINED IN SEVEN STATE COURSES OF STUDY

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Montana</th>
<th>Oregon</th>
<th>Iowa</th>
<th>Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build in the child the desire to talk, and to establish a few proper habits of speech.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop the ability and habit of speaking in sentences.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop the power of listening.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To encourage the desire to listen to poetry read.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>To develop a sense of simple sequence.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>To encourage the use of words: adding to the child's vocabulary.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>To give a few uses of capitals and simple punctuation.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To encourage the child to memorize things which he enjoys repeating.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop the ability to dramatize simple stories.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop the ability to write names, sentences, words and stories.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The first grade should have a flexible language program with an abundance of rich and varied experiences to help build meanings and concepts and provide speaking and listening opportunities for the child. Language training should begin the first day of school. It should be informal and free but direct conversation. No formal assignments need be made for the conversation lesson. Conversations develop naturally and deal with the experiences of the children. These experiences will center about the home, friends, school, pets, and trips. Children should be given a privilege to talk and tell what they like to tell, but they should learn that it is important that only one child speak at a time but that all should contribute to the discussion.

Many situations will promote conversation, but the two which are probably most often used in the first grade are the informal lesson and the planning lesson. Informal lessons show the child that he has something to talk about. Sources of conversation may be presented by recalling a home experience, discussing a school experience, looking at pictures and reading as a source of subject matter.

The planned lesson is slightly more formal because the best suggestions that are mentioned are probably recorded and put into practice later. Interesting conversations may arise from plans children make to take a trip, set up a library corner, or put a new scene on the bulletin board.

The first stories come from the child's experience and should be stories he enjoys telling. Later he may tell fanciful
stories, and of course, he will repeat stories someone else
has told.

The objective, to develop the ability and habit of speak-
ing in sentences, belongs among the important aims of language,
according to six courses of study.

At the beginning of the first grade, the child should be
taught to talk in sentences and later to join two or three
sentences together. The three sentence story, either oral or
written, is a desirable type, since it gives an opening and
a closing sentence and a connecting sentence between the two.

Activities that require the child to speak in complete
sentences, such as talking on telephones, discussing and mak-
ing plans for excursions, making announcements, giving di-
rections, and composing stories are very essential.

One of the most interesting activities and one that pro-
vides many opportunities for growth in oral expression is
listening to stories told by the teacher. This may be ac-
complished by educating the children to listen intelligently,
to think in sequence, to organize thoughts, increase speaking
vocabulary, and to tell stories in an interesting manner.

Children may be trained to listen in a group by listening
to stories or poems read by the teacher or pupils. Stories
told with the help of the group—children telling the words
or phrases that have been intentionally omitted by the teacher—
are good incentives for the children to listen attentively.
Materials and activities should be interesting.
The reading of poetry to children is a happy experience and it should begin during the first days of the first grade. The teacher should read the poetry and let the children enjoy it for its beauty of sound and word picture. A detailed discussion of poems need not be made at first presentation, but some discussion should be given later. A poetry period during the day may include several favorite poems of the children. Children listen and sometimes join the teacher in repeating parts or whole poems which they have memorized without being told to memorize. The enthusiasm which the children show for poetry indicates that free reading with little analysis does much to build appreciation and cause memorization. The poems used should be ones which will give pleasure now and in later life.

The aim, to develop a sense of simple sequency, is merely suggested in the courses of study of Wyoming, Washington, Montana, Nevada, and New Mexico.

The development of language ability is gradual and should not be overworked at any time; however, each child must proceed from his present state to the next desirable place. Experiences that have occurred in or out of school and require real thinking by the child or a group serve to train the child to keep a series of ideas in mind in their proper sequence. The pupils may list in sequence the steps that can be taken in giving a program, using a telephone, or building a playhouse.
Pupils may also be asked to retell the main events in a story that has been read or told to them.

Wyoming, Montana, Iowa, and New Mexico stress the fact that children should be encouraged to add words, with meaning, to their vocabularies.

In the first grade providing growth in vocabulary is brought about by giving the children the urge to make use of words they have learned through experience and observation. They should be encouraged to talk about their personal interests with their groups and allowed opportunities for exchange of ideas.

As children study new problems in nature study, health, social studies, and other subjects, the teacher should call attention to the new words, making the meanings clear. Charts and boards may be used to list new words that are added to the vocabularies. Memorization of selections which have descriptive words will aid in increasing a child's vocabulary.

A child should have a meaningful speaking vocabulary of basic words, including names of common objects, descriptive adjectives, commonly used verbs, names of animals, and common descriptive titles of people.

Wyoming, Montana, Oregon, and New Mexico suggest, but comment very little on, first graders being taught a few uses of the capital letters and simple punctuation.

The courses suggest that the child should have experiences which will teach him simple punctuation, such as to begin
sentences with capitals, and asking sentences with question marks and telling sentences with periods. Experiences which will teach this type of punctuation are: copying sentences from the board using capitals at the beginning, writing names, copying days of the week, months of the year, and writing simple stories.

The ideas suggested for encouraging the child to memorize center around the fact that if poems or other materials are interesting to the child he will soon, probably unconsciously, have the material memorized.

Certain poems should be memorized for the mere satisfaction of saying beautiful thoughts in fluent language expression. The teacher's skills in interpreting poetry are very important. If the child is taught to phrase properly, there will be less of monotonous rhythm. The rhythm patterns should change as the thought changes. The correct interpretation should develop a sensitiveness to word pictures.

Voice control can be developed to a certain extent by choral reading. The first choral work should be simple; and the children's voices should always be kept natural.

The second objective that was stressed by all seven courses of study was to develop the ability to dramatize simple stories.

Free dramatic play should form a part of the child's every-day experiences. It is a form of childish make-believe that centers around his social experiences. He will learn to express himself in new words if he is permitted to play freely in a play store, playhouse, or any room project. Corrective
work may be taught as the child takes part in the dramatic play. The teacher may observe the children who need to improve in certain letter sounds, and the corrective work should be done without making the child self-conscious. Many dramatizations are better than one dramatization which strives for perfection.

A nursery rhyme suggested by the children is a fine way to begin creative dramatization. Each dramatization should show individual improvement. Dramatization teaches poise, promotes imagination, vocabulary and understanding. The more informal it is the better.

The last objective listed is not of the least important, according to five courses, Wyoming, Washington, Montana, Oregon, and New Mexico. The point is emphasized that written English in its simplest form begins early with the first grade pupils. Needs soon arise for the child or teacher to record important information. A picture or personal belonging must be labeled; a picture needs a sentence of explanation printed under it; or perhaps the class wishes to copy some rules for the library corner. All composition writing should naturally grow out of social situations and not out of isolated drill. Personal needs should prompt the little written stories, sentences, or words.

Table 4 presents the objectives of the spelling program for first grade as outlined in five state courses of study. It is readily apparent in the five courses for spelling that in the first grade no formal spelling should be taught,
TABLE 4

A DISTRIBUTION OF OBJECTIVES IN SPELLING AS OUTLINED IN FIVE STATE COURSES OF STUDY

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Montana</th>
<th>Utah</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>To teach pupils to spell words most commonly needed for use in writing.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop a thorough understanding of the meaning and use of the words to be spelled.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To foster better speech as an aid to better spelling and word usage.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To provide a basis for the coordination of spelling with other subjects.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teach the pupils to recognize all the letters of the alphabet both by name and by sound, and that they know how to form them correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

but many informal and functional needs should be met in which writing and spelling function together. When the child first has a desire to write, his first need for spelling is presented.

In order to write, a child must know how to spell. A child's ability to spell is not measured by how well he can spell orally but how well he can spell in his own writing.
The words which a child uses in meeting his writing needs are those which are already a part of his reading and speaking vocabulary.

An investigation of the objectives for first grade spelling reveals that a child should have a thorough understanding of the meaning and use of the words to be spelled. A sound foundation for spelling must be laid in the first grade for future spelling in other grades. If the school program provides varied experiences, it will give children an opportunity to acquire word meaning and use.

Correct spelling in writing simple stories can be improved by dictating sentences in a spelling lesson, rather than in pronouncing words in a column. This gives meaning to the words. If the words are well chosen and have meaning for the child, his vocabulary will grow richer as spelling ability grows.

The Wyoming course explains more about better speech as an aid to better spelling and word usage than the other four state courses; however, better speech is recommended by all the courses.

The main idea listed is that pupils with poor speech habits may later have difficulty with spelling. The first grade is the best place to start speech correction. The first grade pupils soon learn to associate letter forms with word forms and sounds and to learn incidentally the spelling of many of the words frequently contacted in their reading.
Better speech can be fostered by training the child in the recognition of the sounds of the letters of the alphabet, and by ear and eye training.

Emphasis is placed on correlating spelling with other subjects. Of course, spelling correlates with every other school subject that has any written usage. It has use in oral speech, too, because it is often needed to establish proper pronunciation. Misspelling in written work, whether in first grade or other grades, should always be corrected. The spelling lesson should be integrated with the child's needs. The best method to test spelling achievement is the degree to which the work carries over to life situations. Every opportunity should be used for making children aware of correct spelling by helping them to use it in social studies, science, language, and all social situations.

The only spelling requirement in the Nevada course is that first graders recognize all the letters of the alphabet both by name and by sound, and that they know how to write them correctly in either manuscript or cursive form. In Nevada spelling may be taught beginning in the advanced first grade or in the beginning second grade.

By way of explanation of the other five state courses of study for Utah, Arizona, Kansas, Iowa, and New Mexico on the subject of spelling, it may be mentioned that the writer did not receive courses for first grade spelling from Utah, Kansas, Arizona, and Iowa. The New Mexico course indicates that spelling begins in the second grade.
CHAPTER III

FIRST GRADE NUMBER PROGRAM

Table 5 presents the objectives of the first grade number program as outlined in nine state courses of study.

Teaching the child to count objectively and by rote well enough to meet his needs in games, activities and other everyday situations is the objective that is listed first in the arithmetic program of the nine state courses of study. The idea that the concept of quantity is fundamental to the entire arithmetic program is clearly explained. The first teaching step is to develop arithmetical meanings through using all natural situations having number connotations which arise.

Rote counting is rhythmic, and is fun for most children. They learn to count in Mother Goose jingles in rhymes used in play such as jumping rope and jacks. Rational counting is more difficult than rote counting but it is of great importance. The difficulty involved in rote counting is that children often do not associate number and names with the objects. It is desirable, therefore, to see that children handle, touch or point to each object counted. When concrete experiences are used, they involve not only counting but the recognition of groups of two, three, four, and five without counting.

When children are taught to count by 1's, 5's, 10's, and 2's, they must associate the process and the numbers with real
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Arizona</th>
<th>Montana</th>
<th>Utah</th>
<th>Oregon</th>
<th>each</th>
<th>special</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the ability to count to 100 by 1's, 5's, 10's, and by 2's to 24.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the ability to read and recognize numbers.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teach the child to make comparisons, as big, little, wide, narrow, etc.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increase the child's ability to write numbers.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the ability to use the calendar and clock in determining time.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Help to recognize and show some ability in the use of: foot, yard, quart, dozen, etc.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the meaning of $\frac{1}{2}$, $\frac{1}{4}$, of a thing.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teach the child to identify coins, and to have some idea of the value of them.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop the ability to add or subtract simple problems which grow out of the personal experiences of the child.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
TABLE 5—Continued

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Arizona</th>
<th>Montana</th>
<th>Utah</th>
<th>Oregon</th>
<th>Iowa</th>
<th>Maine</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the child's number vocabulary and develop meaning of the</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>vocabulary words.</td>
<td></td>
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</tr>
</tbody>
</table>

objects. This counting must be used in situations where there is need for it.

The number program should promote the reading and recognition of numbers early in the first grade, as outlined in the sight courses.

The child should first be taught to recognize the numbers 0-1-2-3-4-5-6-7-8-9, associating them with visual and auditory stimuli. Later the numbers may be increased to 50. Flash cards may be used in number recognition and reading number drills very much as word and phrase cards are used in reading.

Reading numbers on pages of books or calendars, reading car licenses, not as a whole, but as numbers in a series, reading telephone numbers, and street and house numbers aid in developing the ability to read and recognize numbers. The child must be taught that each verbal number has a corresponding written symbol. Pictures and objects may be used in developing number symbols.
According to the nine courses in number work, the child should receive very careful supervision in the writing of numbers. If left to his own devices, he will often use odd methods of making numbers. He should not be left to his own devices in the writing of numbers until the teacher has made certain that he knows the correct method of making them. Wyoming course suggests that the child should be ready to write words or sentences before the writing of numbers is introduced.

Experiences in writing numbers should start with situations where children need to use the skill. The first writing of numbers should, as a rule, be on the blackboard. As in the case of reading numbers, writing them must be tied closely to work with counting and grouping objects.

Comparisons form an important part of the number background. Comparisons in the first grade should be taught largely through social experience; and they will invariably arise in problem situations if the teacher is careful to arrange for them.

Comparing the size of dolls, balls, books, heights of various children, the number of children in a group, weights of children, and the length of materials and objects with which the children work are all aids in teaching the child to make comparisons. During conversations use should be made of comparison concepts such as, big, bigger, biggest.

The courses of Wyoming, Iowa, New Mexico and Oregon discuss the use of the clock and calendar very little in determining time.
Nevada does not mention the objective; however, according to the courses of Washington, Arizona, Montana and Utah, this is an essential objective in teaching numbers.

Time has little meaning to children six years of age. Their time sense is first developed as they learn that they must arrive at school at a certain time and at a certain time they play or eat. The activities of the day make them conscious of time. They learn young that the clock is an instrument of time. Use of activities which occur on the exact hours of the day should be taught first. Later those that occur on the half-hour may be brought in.

The terms used in the calendar such as years, months, weeks and days should be taught as a natural outcome of living. The names of the seasons should also be taught.

Months of the year may be taught as they come, and number of days in each month should be counted.

Utah suggests that children are interested in shadows and should be taught to tell time through the use of shadows.

The requirements in first grade arithmetic should be met by very informal methods as suggested in the arithmetic program for the seven states. Unrelated formal drill should not be used in the first grade. Frequent reference should be made, not only during the number period but also in connection with the study of other fields, to the important part which arithmetic plays in the development of life.

Early in the school year the children can be weighed and measured. This is an excellent time to call attention to the
use of feet and inches. Later on measuring with a yard stick or ruler will be used with manual training, art work, the size of a book, window and other objects in the room. The words "inches" and "feet" should be made a part of the child's vocabulary.

The use of dozen, half dozen, pound, quart and pint can be taught with discussions on shopping. The pint and quart measure may be taught with milk bottles since most children are familiar with the method of putting milk in bottles.

Wyoming, Arizona, Utah, Oregon and Iowa courses encourage the objective that children should be taught the meaning of \( \frac{1}{2}, \frac{1}{4} \) of an object. Montana program stresses the same idea and adds \( \frac{1}{3} \) to the list of fractions.

Children are often familiar with a few fractions. They often have to divide with members. Use may be made of fraction concept during construction work in school. Apples may be divided into halves and fourths, circular paper into halves and fourths, and lines may be divided on the board. The idea of the quarter and half-doller being fractional parts of the dollar should be taught. If concrete examples in meaningful situations are used, the child gains the knowledge readily.

Children in first grade have a limited meaning of money and its value. The learning can only be acquired through actual experiences of using money to purchase desirable objects. It is often possible for the children to make a purchasing list necessary for a little party. A gift or small surprise may
be purchased for a person, and the class count the money. The best plan to develop the meaning of money is to exhibit several coins and have pupils identify them. The relationship of one coin to another may be developed by buying articles in a play store and using real money.

The courses are built around the plan that children will learn facts and processes more usefully and thoroughly, and develop a greater interest in the work, if the facts and processes are first presented through problems based on the children's experiences in the home, school and community. Problems for the first half-year will largely be incidental, and should be based on counting and grouping. Experience of a helpful type in presenting the addition combination in the first grade is better than trying to get complete mastery of number facts. Objects are valuable in teaching combinations. Flash cards furnish one of the best devices.

First graders should have simple addition facts presented whose sum is less than ten, and the corresponding subtraction facts whose sum is less than ten. These combinations should be presented through many problem situations so that the children can make the transition between the concrete and the abstract.

One of the very important parts of number instruction is the teaching of a number vocabulary. Many opportunities should be presented for using number words in conversation and problem situations. The proper use of number reading books helps the vocabulary.
The child's number vocabulary in the first grade is an out-growth of many number experiences acquired in connection with his concepts in reading, games and other activities. Words that seem to be needed should be taught the children so that they may become a part of their reading as well as spoken vocabulary. The use of flash cards, games, and other activities may be used to build a vocabulary and make it have meaning. In using number terms care should be taken to see that the children have a comprehension of the meaning of the words, and that they have occasion to use them.
CHAPTER IV

FIRST GRADE ART PROGRAM

Table 6 presents the objectives of the first grade art program as outlined in five state courses of study.

The encouragement of meaningful experiences to the child in a way which will bring personal satisfaction and growth in self expression through a variety of art media occupies first place in the list of objectives for table 6. It is the effect of the development of the child as it comes through his satisfaction in creative art experiences that is most important. His environment should be enriched in the selection of interesting content and materials for expression.

Children should be given time from day to day for the expression of creative ability; therefore, the classroom should be conducive to stimulating a desire for creative art work. There must be a rich background of experiences or the child has nothing upon which to base expression. Art in the first grade is of greatest value when it is built around some interest or activity of the child. The child will need some guidance in the art activities of the classroom, but still he should be allowed some freedom. The art should be centered around some interest of the child.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Washington</th>
<th>Montana</th>
<th>Kansas</th>
<th>South Dakota</th>
<th>Nebraska</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>To interpret through a variety of art media, experiences meaningful to the child and in a way which brings personal satisfaction and growth in self expression.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop a sense of discrimination for choice and appropriateness of materials and things.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To widen the child's scope of appreciation of art values; and to awaken the child to a feeling for the beauty in the things about him.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To enrich every other subject with art whenever possible.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>To encourage the child to think in terms of one story in a drawing and not of many varied ideas in one drawing.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To discover and train creative genius.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Freedom is suggested in art, but a child will need some
guidance as to techniques and use of materials in order to
produce results which are satisfactory to himself and others.
Pleasure is the important incentive for the child in all his
art work.

Each child must be encouraged to work individually, and
yet he must progress to meet some standards of accuracy, so
that he will not feel his work is of inferior quality when
group discussions are held. He must be taught to discriminate
between choice and appropriateness of material and things in
producing art work. He should have a choice in subject matter,
color, and materials. Experience should be given to help the
child recognize the best choices to make in selecting a sub-
ject, the right colors, and choosing the best materials.

Chief emphasis is placed on the idea to help the child
recognize, enjoy, and make use of the beauty around him. One
of the main purposes of teaching art, according to the courses,
is to help children get pleasure from the things they see
in their daily environment. Art education offers the child
opportunities to understand and appreciate the beautiful
things of his community and the world in which he lives.

In the first grade, children are not really capable of
appreciating art in pictures. They are only able to compose
the story which the picture tells to them. Their interpre-
tation should be directed by occasional comments and questions.

Early in the first grade the child should begin to
develop an enjoyment of major art forms. He should look at
the pictures of artists and should learn to appreciate the
beauty of the trees, mountains, flowers, etc.

Pictures are important ways of helping to build character
and moral education. Early impressions in the children's
lives remain with them during their lifetime; therefore, im-
pressions of art in form, line, and color are essential.

Washington, Montana, and Nevada rely on the fact that
other subjects should be enriched whenever possible with art.

Art must interpret the feeling of the individual in
different phases of his everyday life; therefore, an inter-
pretation with social studies, science, reading and other
school and community interests is useful. Projects or units
of work should be fitted to immediate interests and activities
which are seasonable and in correlation with other home and
school work. Making a health alphabet booklet, story or picture
booklet, constructing a picture show, and collecting pictures
for study are all worth-while projects that will correlate
art with other subjects.

Montana's course of study shows evidence of the fact
that the child's drawings should be one story on a page, and
not many varied ideas in one drawing. The drawings must fill
the allotted space and have life.

Great care should be used to preserve the childlike quality
in spontaneous individual work. Adult standards must not
be used. Original expression of the story the child illus-
trates is stressed rather than the techniques of art.
The objective, to discover and train creative genius, was considered important only in the Nevada course.

Some children are more artistically inclined than others and can create and produce work of finer quality than those children with a lesser degree of artistic ability.

The child who works quickly and well and has few problems to solve must not be held back with those who work slowly and produce inferior work. Special instructions, by regular or special art teachers, may be given for the creative genius.
CHAPTER V

FIRST GRADE MUSIC PROGRAM

Table 7 presents the objectives of the first grade music program as outlined in seven state courses of study.

It is readily apparent in the seven courses of study for the music program that the aim of the singing program should be to advocate singing as a joyous experience. Singing is the basic activity in music because it concerns all the children in the school, and it deals with the first and most important instrument, the voice.

Singing is the base of a child's musical development. The musical experience in the first grade will center around vocal activities. Singing songs which express special interests in family life, nature, school, and play will lead the child to see the relationship between music and many other activities. Every child in the classroom should be given the chance to use his voice and train it no matter what type of voice he or she may have. The child should be allowed to sing individually and collectively. In the group he learns to blend his voice with others and he can feel his part in the group. The child should have freedom in training his voice, but at first he will need some guidance.
TABLE 7
A DISTRIBUTION OF OBJECTIVES IN MUSIC AS OUTLINED IN SEVEN STATE COURSES OF STUDY

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Washington</th>
<th>Arizona</th>
<th>North Dakota</th>
<th>Utah</th>
<th>Vermont</th>
<th>Virginia</th>
<th>W. Va.</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>To give the child the use of his singing voice and pleasure in singing, individually and collectively, as a means of self-expression.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To give the children ability to sing pleasingly a repertoire of several songs appropriate to the grade.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To make music a socializing factor by furnishing abundant opportunity for groups of children to sing and play together.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop rhythmic sense through bodily responses to different types of rhythms and moods.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To provide individuals and groups with experience in unsuggested or free interpretation of rhythm in music.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To begin the development of a listening repertoire.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To develop the ability to recognize orchestral instruments by sight and sound.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>To provide opportunity for dramatization and free interpretation.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
The desire to sing is usually natural, and the ability to sing is possessed by all to a certain degree. When the development of this ability is begun early enough and continued wisely, children will learn to sing. Children will show variation in singing ability. This will necessitate classification based upon a careful analysis of each child's voice. All children should be encouraged to sing. No child should feel he is not wanted in a group, but he should be encouraged to contribute something to the group's development.

The analysis shows that the objective designed to give children ability to sing pleasingly a repertoire of several songs suitable to the first grade is of importance in the development of the music program.

All through the first grade the child's contact with music consists of the development within himself of the desire and ability to sing many songs. Beautiful tone quality should be secured. The child should note the spirit and mood of a song before singing it, and should try to use a tone quality appropriate to it.

Songs for first graders should be on their level of ability, expressing their everyday experiences and feelings, and should be within their voice range. The songs should be simple and not too long, having only a few verses with one central thought.

In a well-arranged school repertoire there should be a generous number of folk and national songs.
It might logically be expected that the objective to make music a socializing factor would be stressed in all the courses, but Washington, Arizona, Utah, Nevada, and New Mexico courses discussed it more.

Music to children is never an isolated thing but always a part of their lives. They should be furnished abundant opportunities for groups to sing and play together. They should also be encouraged to extend this socializing influence in to the home and community. Music should help the child to develop a love for singing by learning to sing songs appropriate to his grade, interests and experiences, learning to match tones and blend his voice with others in the group, to listen to his voice and the voices of others in performing in the group, and to be able to play with the other members of the group.

Considerable discussion is given in all seven music courses to the development of rhythmic sense through bodily responses to different types of rhythms and moods.

Free bodily expression is a natural tendency and very important in the development of rhythmic sense. Bodily movements, singing games, imitations and dramatizations may be stimulated through the use of instrumental music and the child's songs. Music which demands an activity, such as running, marching, or hopping should be used.

So important is rhythm that it furnishes a natural approach to further music study. Through rhythm the original
interests are transferred into a genuine love for participation in music experiences. It is the responsibility of every teacher to create a happy surrounding and draw out and develop the natural rhythmic talent of her pupils.

Music used for rhythm should suggest a definite activity within the experience of the child, and should be varied to cultivate quiet attitude, to control nervousness, and to promote satisfaction and pleasure.

To provide children with experiences in free interpretation of rhythm seems to also be essential. In groups of rhythmic experience every pupil should have the right to give expressions of his feelings of rhythmic impulses without feeling inhibited by a set pattern.

Experiences in music, as in reading and other subjects, must be meaningful and meet the needs of the children. Younger children respond to natural rhythms of the environment, such as jumping up and down and imitating animals and people. As they grow older they become interested in rhythms of all kinds.

The pupils listen to a new musical selection, and decide upon a suitable interpretation, and probably individually or may be in some groups, give their interpretations. Children listening to the same selection may give different interpretations. It is always desirable to encourage free, unsuggested responses.

The cultivation of a listening repertoire is shown to be significant in the development of a child's musical
background. Every part of music study involves listening. Since some children listen with greater understanding and enjoyment than others, it is advisable to emphasize good listening. Listening lessons should give the child beauties in music far beyond those which he is able to create for himself.

Listening is not merely hearing. It involves emotion, action, thought, and creative ability.

Good listening to music enriches the child's life, because it causes him to relax, enjoy, appreciate, create and discriminate. The listening materials must be purposeful. The child must be given something for which he can listen that pertains to his interests. It is clear that he first listens to his own voice; then he listens to the voices of other children. The children gain a great deal of knowledge from listening to each other.

Not much is mentioned about the toy band or toy orchestra for first grade in the discussions in the courses except that they afford opportunity for spontaneous rhythmic response and develop the child's ability to recognize the instruments as he takes part in the playing of the band.

Since instrument recognition, a phase of listening, is to acquaint the pupils with different instruments by sight and sound, it is best that pupils associate the sounds of the instruments with pictures of them or with their names. This work, however, must not be started too hurriedly in the first grade.
A wealth of good music is now available through phonograph records.

The seven courses encourage opportunities for dramatization and free interpretation. They suggest that many of the singing games offer fine singing experiences in rhythm. Songs suitable for first grade are good for ready dramatizations. Few properties are needed since children's imagination can supply them. The pupils, or teacher and pupils, suggest a way to play a story told by the music and the interpretation liked by the class best is dramatized. A good device to use is to let the pupils imitate a person or animal or some character from a fairy tale. Free expression of the child's reaction to music should be encouraged, but he should not be forced to respond.

Free interpretation is mostly individual and generally different to mood music. The child gives his own undirected interpretation of trees swaying, soldiers marching, etc. to the music. The teacher should offer little suggestion although some may be necessary at first until the children feel free to express themselves.
CHAPTER VI

FIRST GRADE PHYSICAL EDUCATION AND HEALTH PROGRAM

First Grade Physical Education Program

Table 8 presents the objectives of the first grade physical education program as outlined in eight state courses of study.

An examination of the objectives for physical education reveals that physical education is concerned with the organization and leadership of big-muscle activities for the children; however, it works with the whole child in that it strives to build a normal, healthy body, physically, mentally, socially, and emotionally.

Tag and "It" games help develop big muscles. To develop big muscles is the purpose of these games played in the first grade. The big muscles that are developed in these games are used in running games, where little team work is needed. Big muscles are needed in playing many games and in later years they are very helpful to the child. They are used in games where the rules are simple enough for the first grader to comprehend. One way to develop big muscles is by playing stunt games. Most stunt games are not too rough for the first grader; however, there should be guidance.
### Table 8

**A DISTRIBUTION OF OBJECTIVES IN PHYSICAL EDUCATION AS OUTLINED IN EIGHT STATE COURSES OF STUDY**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Washington</th>
<th>Montana</th>
<th>Kansas</th>
<th>Utah</th>
<th>Oregon</th>
<th>Iowa</th>
<th>Illinois</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop big muscle skills.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop ability to follow directions.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Develop knowledge and technique for simple games and arouse interest in games and other activities which the child will meet in life.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop rhythmic response in free, spontaneous movements.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Improve individual posture.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Take advantage of the child's desire to imitate and direct this desire into useful channels.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop self-control and other personality traits.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop dramatic ability.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop desirable qualities of leadership and ability to follow.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Children in first grade enjoy big muscle games and rhythm in stunts. One way to present stunts is by mimetics. Emphasis should be placed on the activity rather than upon
competition between the pupils. Practice periods should be short, and the same activities should be presented at different times.

From the suggestions made it is evident that the objective to train the child to follow directions is as important in teaching physical education as in other school subjects.

Activities used must be rich in variety and suitable for the child's abilities and understanding in order for him to enjoy them. He will, of course, be more interested in the activities if they appeal to him, and will understand readily that he must follow directions in order to be one of the best players. It is essential that a child be trained to follow directions given by the teacher, be able to give simple directions to other children correctly, able to follow directions of a child leader, and able to read simple directions from a book.

The cultivation of knowledge, technique, and interest for simple games and activities which the child will meet in life, seems significant for the child to live a full, wholesome life.

There should be little, if any, textbook teaching of health in the first grade, but there should be an integration in all grades of a growing appreciation of the part health practices play in the lives of all the children. Children should exercise to the fullest extent the provisions made
for healthful living. Activities should include simple exercises and games designed to promote enjoyment in healthful play. Play activities help the child to grow in the skillful use of his body and mind; for in games he must be alert and respond with rapid and effective action. He grows by progressing from very simple games to more difficult games and activities.

A child who is interested in games becomes a better kind of playmate and citizen because he plays with someone else or with a whole group. His emotional and social habits are also improved if well guarded and guided.

With regard to the development of rhythmic responses in free spontaneous movements, the objective is given a prominent place. The rhythmic activities are explained as those activities in which the child responds to music and rhythm physically, mentally, and emotionally. Some of the rhythmic activities are: fundamental interpretation, folk dances, and short singing games.

When a child participates in rhythmic games, he gets training in balance, poise and rhythm. He should be given opportunities to interpret the rhythms as he hears the music. In this phase of the program, physical education can well be integrated with the musical program.

The point is brought out that the classroom teacher must be aware of the standing, sitting and walking positions of her pupils through out every school day. The physical education program must include activities and exercises
having postural value for the children. Good posture should be regarded as an indication of good health, rather than as an end in itself.

Posture is not discussed very much with first grade pupils; but care should be taken in making sure that all pupils are properly seated and that they learn to choose chairs and seats suited to their size. They are asked to sit and stand tall and to walk with toes pointing straight ahead.

The courses of Montana and Utah are the only ones that suggest the objective: to take advantage of the child's desire to imitate and to direct this desire.

The child in the first grade is usually gifted with the talent to imitate other children, adults, animals, wheels, bells, etc. If this talent is directed in the right way, it will help him in free interpretations of different games and activities.

Utah recommends mimetic exercises which are imitative exercises or movements of well-known activities within the equipment that the usual school possesses. These activities are well suited to the classroom work, and may be used for relief drills to provide an outlet for surplus energy and relieve tired muscles.

Physical education activities help the child grow stronger physically, and better able to play skillfully. They can also help him to have better self-control and respect for the rights of others, because in most of his play activities
he deals with his group. It takes much time to develop a sturdy, skillful, and socially efficient individual. It cannot be done with just a few minutes a day training, but by constant training directed in the right way. The program must help the children to engage cooperatively in planning new activities themselves, in solving their own play problems, and in practicing equal sharing of benefits and responsibilities which play affords.

According to the seven courses, to develop dramatic ability is as important as to develop rhythmic sense. In fact, dramatic rhythms form a part of rhythmic activities.

Story plays are natural activities which have an appeal to children of first grade level. They help them develop their dramatic ability. In these plays the children imitate and impersonate incidents either seen or imagined.

Action stories are helpful in muscular coordination. No equipment need be used for the action stories. The action stories should be played with vigor and be made as nearly life-like as possible. Originality in movement should be stressed. Dramatization may be done with or without music.

Training for leadership and fellowship is of great importance as suggested in the objective. Pupils should have the opportunity to develop qualities of leadership by assuming, under correct supervision of the teacher, responsibilities and duties in connection with their own good and for helping others.
The use of pupil leadership serves as an opportunity for training in leadership. Leaders should be selected on the basis of their abilities, attitudes, personalities, and their influence with other people.

First Grade Health Program

Table 9 presents the objectives of the first grade health program as outlined in seven state courses of study.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Washington</th>
<th>Montana</th>
<th>Kansas</th>
<th>Oregon</th>
<th>Iowa</th>
<th>Nevada</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote the formation of desirable habits and attitudes toward health.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To encourage a thorough health examination of every child when he first enters school so that his greatest handicaps may be corrected.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>To help pupils become conscious of certain cleanliness practices that should become habits in their daily lives.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>To encourage the correlation of health experiences with other subjects.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Chief emphasis is placed upon the formation of desirable habits and attitudes toward health rather than knowledge. During the early years of the child's life lasting impressions are made. If the real situations of the child's day are used for teaching, he will more easily form better health habits. The teacher should take advantage of every opportunity for the teaching of health habits. First grade children learn best by doing; so opportunities should be offered that will impress on their minds desirable health habits.

Projects or units that center around common experiences are some of the most effective methods of teaching health in the first grade. They provide opportunity to put into practice the good health habits which are being taught.

The more health teaching can be worked in as a normal part of the process of living, working, and playing together so that the children are not conscious that they are studying the subject of health, the more effective teaching will be in producing results in actual habits of living.

According to information found in the five courses, a thorough health examination of every child when he first enters school life is very essential in helping to correct his handicaps. The health examination record is necessary for classifying pupils for different phases of activity. The teacher has an excellent basis for determining pupil's health needs and guidance and instruction for the needs.
She also has an opportunity to develop in young children an attitude of cooperation toward the doctor, dentist and school nurse.

Since the child’s day is full of real life experiences through which he can be instructed to practice good health habits, certain cleanliness practices certainly should be stressed daily.

Certain cleanliness practices, such as personal cleanliness, school room sanitation, and a clean, well kept school playground should be emphasized to show that they lead to healthful living. The daily morning inspection is a good means of encouraging personal cleanliness of children.

Health in the first grade cannot be set apart as a separate subject to be taught. Many opportunities occur in science and the social studies fields as well as in other areas.

In teaching health every-day experiences are so closely correlated with other subjects that many teaching methods need be presented. Suitable stories to be told or read by the teacher have their place in teaching health. Stories that deal with experiences of real children are most effective in the formation of health habits.

Poems and games dealing with health topics are useful. The language games using oral expression plus nutrition are typical. Health posters made by the pupils call attention to health activities.
Discussion is a regular part of all health programs. This should be centered around the children's own experiences. Demonstrations and drills are valuable if they approach the real situations. Stories composed into plays are enjoyed by first graders.
CHAPTER VII

FIRST GRADE SCIENCE PROGRAM

Table 10 presents the objectives of the first grade science program as outlined in eight state courses of study.

The first objective listed in table 10 is to help the child develop an understanding of his physical environment. It is the only one suggested by all eight courses. The courses are written to help the child acquire a picture of the world in which he lives. A well-planned program offers many opportunities to children to make their lives happier and healthier by a study of the natural environment. An attempt should be made to organize and arrange experiences for children in the field of science that will contribute to definite knowledge and avoid excessive repetition.

The most valuable form of observation is in the natural way in which things appear; and it is for this reason that planned excursions should be taken. Activities should make valuable contributions and seem worthwhile both to the pupils and the community.

Elementary science should be studied informally, letting the pupils introduce many of the worth-while experiences. It should be within the comprehension of the child, and if
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Washington</th>
<th>Arizona</th>
<th>Montana</th>
<th>Kansas</th>
<th>Utah</th>
<th>Oregon</th>
<th>Iowa</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help the child develop an understanding of the physical environment in which he lives.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To promote a desire to investigate before forming opinions.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To give an appreciation of the pleasure that is to be found in studying natural sciences and in observing the beauties of nature.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To help the child understand that all living things, plants, animals, and man must adjust themselves to seasonal changes.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To correlate science with other subjects.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
possible within his first-hand experiences. He will then be more interested in investigating before forming his opinions. The child should understand certain general scientific principles and growing tendencies to use scientific methods of thinking and solving problems of science. He should also cultivate scientific attitudes. The outcomes can be judged by the pupil's success with the activities he undertakes, his way of procedure, and the use he can make of the scientific principles involved.

The study of science should lead the child to refuse to accept opinions unless they can be supported by the facts. It should also create in him a desire to attack new problems independently.

It seems to the writer that the objective—to give an appreciation of the pleasure that is to be found in studying natural sciences, and in observing the beauties of nature should be listed by the eight courses as being important; however, Utah and Oregon did not suggest the objective.

The idea is emphasized that elementary science has been organized on the principle that children are naturally active and wish to participate and know things. They want their own experiences. From their standpoint the world is new, and it is theirs to explore. It is from the very beginning of the first grade that the pupils should be encouraged to appreciate natural science and to observe the beauties of nature. As the children investigate the surroundings, the beautiful side should be presented as much as possible.
Science and nature study contribute to the child's appreciation of natural beauty around him and to his sense of wonder at the universe. The beauty of a sunset or of colored autumn leaves may lead to a study of their natural causes and the knowledge acquired to a deeper appreciation of nature. The child needs the teacher's advice and guidance to help him acquire real appreciation.

In order to help the child understand that all living things, plants, animals and men must adjust themselves to seasonal changes, seasonal projects should be studied. The projects will help the child observe the changes that must take place during different seasons of the year. Activities should provide plenty of opportunity for pupils to learn by first-hand experience rather than merely by reading about science. However, reading should not be neglected as an important part of the study of science. Many activities of seasonal nature are suggested in the course.

A study of living things and their reaction to seasonal changes provide a wealth of material that can be used in first grade. The Fall of the year brings about, changes in the children's activities and those of the homes and communities which provide a natural setting for science experiences.

Some discussion is given on the subject of correlation of science with other subjects. Language and reading are used extensively in science lessons. Science reading may
be tied into the reading lessons set up for reading and social studies.

When children are interested in a problem, whether it starts in science, health, or social studies, or any other field, it is often possible to continue their interest in all the other school subjects to help solve the problem.

Any major unit in science should naturally draw on the language arts, health, social studies, and other school subjects.
CHAPTER VIII

FIRST GRADE SOCIAL STUDIES PROGRAM

Table II presents the objectives of the social studies program for first grade as outlined in six state courses of study.

The outlines for the first grade social studies units center around living in home and school. The home is considered first in the list of the objectives in Table II. In some states the home unit is introduced at the first of the school year in order to help the child understand and appreciate his home more, while in other states the home unit comes later in the school year.

The child should be taught the importance of the home in contributing to his needs, comforts, and well-being. He should be taught how he can be a helper in his home. A unit on life in the home presents a wealth of information about the home in regard to the location, surroundings, members of the family and their duties, health in the home, safety in the home, and recreation in the home. The unit should also develop knowledge of how the child can be a helper in the home by caring for clothes, helping parents, keeping clean, and caring for toys.

The second objective, to help the child know better the relationships, the duties and responsibilities of each
## TABLE 11

A DISTRIBUTION OF OBJECTIVES IN SOCIA L STUDIES AS OUTLINED IN SIX STATE COURSES OF STUDY

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Montana</th>
<th>Oregon</th>
<th>Seattle</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help the child understand and appreciate his home; how it contributes to his needs, his comforts and his well-being and how he in turn should be a helper.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To help the child know better the relationships, the duties and responsibilities of each member of his home.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To give the child the experience he needs to acquire the attitudes and behavior necessary for a happy home life: Kindness, regard for the rights of others, courtesy, etc.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To help the child to become acquainted with the surroundings, new people and new activities of the classroom.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To acquire, through school activities, good work habits, and beginning power in the tools of learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To discover ways of cooperating with others in the use of school tools, play equipment, and materials.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### TABLE 11—Continued

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Wyoming</th>
<th>Washington</th>
<th>Montana</th>
<th>Oregon</th>
<th>Nevada</th>
<th>New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide an environment which will give each child an opportunity to engage in meaningful play, dramatic expression, planning and problem solving.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>To show the advantages of correlating social studies with other subjects.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

member of his family, is also treated as being equally as important as the first objective. An understanding and appreciation of the privileges and responsibilities of each member of the family may be developed in producing an interesting home unit in the school room. A guided discussion on the home activities, family life, and what members of the family do furnishes information that will direct the child's thinking in terms of the duties and responsibilities in the home. Pupils should be given the opportunity to listen to poems and music about the home and family. They should also enjoy pictures and arrange a corner in the room to play in the play home.

The six courses recommend the third objective—to furnish the child experiences he needs to acquire the attitudes
and behavior necessary for a happy home life: kindness, regard for the rights of others, courtesy, etc.

The school must provide rich and varied experiences which will supply the child with wealth of meaningful words, ideas, and associations helpful in carrying out the social studies program. The child's experiences should be those that will lead to growth in habits of courtesy, habits of cleanliness, ability for concentrated work, and ability to cooperate with other members of the class in class enterprises and discussions.

Since the home and school life of the child are very closely related they are both stressed in the first grade program. In the child's first year of study it is designed to help him understand his experience in his immediate surroundings. When the child enters first grade he finds himself in a society quite different from that of his home. He has to become acquainted with the surroundings, new people and activities of the schoolroom, and to make adjustments to group living.

It is the teacher's duty to awaken the interest of the children, challenge their knowledge, and suggest problems where the solution will appeal to the interests of the children.

It is essential that new experiences be closely related to the old. The new experiences should be an enlargement and enrichment of the meanings with which the child is already acquainted.
It would logically be expected that the objective to acquire, through school activities, good work habits and beginning power in the tools of learning would be important for first grade children.

When the six-year old child comes to school, he has a store of information which he has acquired from his own experiences. It is the responsibility of the first grade teacher to introduce the child to further experiences and to help him acquire skills by which his experiences will be broadened and his information made permanent. As he learns to work with other children, he acquires experiences of social nature, and participates in activities with other children. As he learns to read, he acquires vicarious experience when he participates in the activities which are recorded in books. As he learns to write, he records the things he does and things others do, and in this way makes them more permanent for himself and makes them more accessible to other pupils of his group.

In the first grade, children are making important additional beginnings in social habits. In order to live happily and satisfyingly in the group, adjustments to living with the larger groups must be made. In school children should observe certain rules and standards which help them live together in a group in comfort and safety. Cooperation with members of the group in the use of school materials,
tools, and play equipment should be started from the very beginning of the child's school life. He should understand that if each member of the school group does his part, he will be happier and the school will be a better place in which to live.

According to the explanations, it is the task of the social studies to enrich the school experiences of the child and to guide him in his new environment through activities of meaningful play, dramatic expressions, planning and problem solving, which provide him opportunity to build desirable habits and attitudes. The pupils should have opportunity to take part in activities that have meaning for them such as, dramatizing home and school activities and stories, building playhouses, interpreting rhythms in music, and many other meaningful activities. The pupils should also help plan procedures, set up goals, and do work in problem solving. Actual experiences, in assuming responsibility, working with others, and exercising initiative and judgment are most essential for first graders.

Social studies program can be correlated with other subjects very easily. As the child learns to read stories, the bulletin board, and charts he is growing in both social studies and reading knowledge. He may dictate simple sentences to be written on the board, memorize poems, and dramatize stories in language work. When he is counting children, windows, and chairs in the room, and writing numbers, he
is developing number concepts that meet his need. For the health and safety program, healthful school habits may be discussed, correct sitting and standing posture stressed as well as personal cleanliness, and safety in play and travel emphasized. The child's need for writing by making booklets and writing short simple sentences to illustrate pictures. Singing songs about home and school, listening to music, and doing rhythmic activities furnish part of the music program. Art plays an important role in the social studies program. Children may do creative work with crayolas, scissors, wood, paint, and clay, make charts and booklets, and study pictures about home and school.
CHAPTER IX

SUMMARY AND CONCLUSIONS

Summary

The problem of the investigation was a study of the first grade program as outlined in ten state courses of study. The data are a concise presentation of the objectives of the first grade program with explanations of the objectives. The objectives are included in the tables and information concerning them, in more detailed discussions, follows the tables.

Conclusions

The survey of the first grade program as indicated in the ten state courses of study recommended by the State Departments of Education resulted in the following conclusions: (1) The study showed that the standards set up by the educators in making the courses of study were met by a majority of the courses since the courses contained valuable information for teaching the different subjects in the first grade program; (2) Little consistency of the explanations in the courses of study devoted to the teaching of the subjects was observed. There was a wide variation in the number of pages given to each subject. The courses of Nevada and Oregon presented less discussion of the objectives than did the other courses.
(3) In some courses, specific aims were set up for each grade, while in others only general aims were presented.

(4) The objectives were listed, in some courses, under the grade or general objectives for the primary grades, while in other instances the writer selected the objectives from the discussions.
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