

**1967 1968**

**wnye**

**CHANNEL**

**25**

**Television Manual**

**BOARD OF EDUCATION  
CITY OF NEW YORK**

# FALL TERM

Time	Monday
9:10	Enjoying Science
9:30	Almanac
9:50	Form and Fancy
10:10	Places in the News
10:30	Roundabout
10:45	Tell Me a Story
11:00	Working with Science
11:20	Places in the News
11:40	Come, Read to Me a Poem
12:00	Beginners in Reading
	Instruction: Teachers and Pupils
12:30	Challenges in Foreign Language Teaching
1:00	Roundabout
1:15	Magic of Words
1:30	Understanding Science
1:50	Your Street, My Street
2:10	Places in the News
2:30	Tell Me a Story
2:45	Magic of Words
3:00	Metropolis — Creator or Destroyer?
3:30	And Gladly Teach
4:00	Roundabout

Time	Tuesday
9:10	Your Street, My Street
9:30	Exploring Science
9:50	Americans All
10:10	Understanding Science
10:30	Pocketful of Fun
11:00	Children of Other Lands
11:20	American Backgrounds
11:40	Music: U.S.A.
12:00	Perspectives on Intergroup Education
12:30	Mathematics 5-6
1:00	Pocketful of Fun
1:30	Enjoying Science
1:50	Almanac
2:10	Working with Science
2:30	Pocketful of Fun
3:00	Comparisons
3:30	Beginners in Reading
	Instruction: Teachers and Pupils
4:00	Challenges in Foreign Language Teaching

Time	Wednesday
9:10	Look to the Future
9:30	Enjoying Science
9:50	Music: U.S.A.
10:10	Almanac
10:30	Meet the Arts/ Music for Young People
11:00	Understanding Science
11:20	Americans All
11:40	Your Street, My Street
12:00	Teaching English as a Second Language in the Elementary Schools
12:30	Teaching Strategies for Social Sciences: K-1
1:00	Meet the Arts/ Music for Young People
1:30	Come, Read to Me a Poem
1:50	Exploring Science
2:10	American Backgrounds
2:30	Meet the Arts/ Music for Young People
3:00	Metropolis — Creator or Destroyer?
3:30	Perspectives on Intergroup Education
4:00	Mathematics 5-6

Time	Thursday
9:10	Form and Fancy
9:30	American Backgrounds
9:50	New Trends in Office Automation
10:10	Exploring Science
10:30	Pocketful of Fun
11:00	Come, Read to Me a Poem
11:20	Music: U.S.A.
11:40	New Trends in Office Automation
12:00	Feature Story
12:30	Comparisons
1:00	Pocketful of Fun
1:30	Children of Other Lands
1:50	New Trends in Office Automation
2:10	Look to the Future
2:30	Pocketful of Fun
3:00	Feature Story
3:30	Teaching English as a Second Language in the Elementary Schools
4:00	Teaching Strategies for Social Sciences: K-1

Time	Friday
9:10	Children of Other Lands
9:30	Working with Science
9:50	Come, Read to Me a Poem
10:10	Look to the Future
10:30	Roundabout
10:45	Magic of Words
11:00	Your Street, My Street
11:20	American Backgrounds
11:40	Almanac
12:00	School News
12:30	And Gladly Teach
1:00	Roundabout
1:15	Tell Me a Story
1:30	Music: U.S.A.
1:50	Form and Fancy
2:10	Americans All
2:30	Magic of Words
2:45	Tell Me a Story
3:00	Metropolis — Creator or Destroyer?
3:30	School News
4:00	Roundabout

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10-



# 1967-68 CHANNEL 25 WNYE TV MANUAL



112 TILLARY STREET  
BROOKLYN, N.Y. 11201  
596-4425

OFFICE OF CURRICULUM  
BOARD OF EDUCATION • CITY OF NEW YORK

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**BOARD OF EDUCATION OF THE CITY OF NEW YORK**

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Editor  
**ELLEN KELLY**

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# Acknowledgments

The Channel 25 Television Manual is prepared by the staff members of WNYE-TV with the advice of many teachers, supervisors, and administrators in the New York City School system. The cover design and illustrations are the work of Luciano Castelli of the Channel 25 Graphic Arts Department.

Many constructive suggestions for WNYE programs are made by the Radio and Television Panel of the Bureau of Curriculum Research, Miss Leah Spanier, Chairman. In addition, for their contributions as consultants, we are particularly indebted to: Ruth Baylor, Clelia Belfon, Clara G. Blackman, Albert Bronson, Eugene Corenthel, Marguerite Driscoll, Dorothy Evans, Sam Fried, Harriet Garramone, Ruth Halsband, Shirley Hochman, Haven Hubbard, Florence Jackson, Herbert Karp, Toby Kurzband, Marjorie McAllister, Josephine Pugliese. Rufus B. Shorter, and Rosemary Wagner.

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Program series other than those produced by Channel 25 have been obtained from the Great Plains Instructional Television Library, National Center for School and College Television, National Educational Television, National Film Board of Canada, and the United Nations.

## BOARD OF EDUCATION OF THE CITY OF NEW YORK

### Office of Curriculum

#### *To Those Who Will Use This Manual:*

The programs listed herein and in the companion manual for radio have one major purpose: to contribute to the achievement of that excellence in education for all the children in the New York City public schools to which we are all dedicated. To that end many people have devoted time and effort.

A single classroom program follows a long road. It begins frequently in the suggestions and recommendations sent by principals, supervisors, and teachers to their district superintendents, continues through the subject area directors and curriculum specialists and the deliberations of the Radio and Television Council, is prepared and produced by the staff of WNYE, is transmitted by the engineers over one of the twin transmitters, and finally is delivered via the receiver to the pupil in the classroom.

The classroom seems like the end of the road. Actually it is far from that because it is here, by virtue of the imaginative utilization added by the teacher, that the real success of the program is determined. To assist the teacher in the instructional process and the student in the task of learning is the dual aim of the radio or television program and of this manual which accompanies it.

A word should be added about the special television programs for teachers scheduled for after-school and during noon hours. Many of these are tied in with workshops and carry increment credit as regular in-service courses. Details may be found in the In-Service Course Bulletin of the Office of Personnel and in special manuals available for all registrants.

During 1967-68, for the first time, primary service in both radio and television will come from our own stations—WNYE-FM and WNYE-TV (Channel 25). Plans are close to completion for a citywide program of TV antenna installation for optimum reception of Channel 25. Inquiries regarding outside antennas should be addressed to the district superintendent who will determine priorities in each area.

We believe that this year's programs in radio and television will be both interesting and valuable. We commend them to your attention and invite your comments.

Cordially yours,  
HELENE M. LLOYD  
*Acting Deputy Superintendent*

June 1967

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# **ABOUT WNYE**

## **WNYE-FM-TV**

The call letters, WNYE, are those of the Board of Education's long established FM radio station for the schools and of its new television station, Channel 25. WNYE-FM operates on a frequency of 91.5 megacycles with an effective radiated power of 20,000 watts. WNYE-TV operates in the ultra high frequency band on Channel 25 and may be received on any home or school all-channel receiver. (WNYE should not be confused with WNYC, the Municipal Broadcasting Station.)

## **ABOUT THE PROGRAMS**

All WNYE programs are prepared and produced by the staff of the Bureau of Radio and Television with the advice and cooperation of many supervisors and teachers in the school system. The television series described in this Manual are broadcast by Channel 25/WNYE-TV from 9:00 a.m. to 4:30 p.m. on school days, Mondays through Fridays, between October 9, 1967 and May 31, 1968. Full information about the radio schedule is contained in the separate WNYE Radio Manual.

## **ABOUT THE BROADCAST MANUALS**

This WNYE Television Manual and the separate WNYE Radio Manual will be supplied in quantity to the public schools of the City of New York for use by teachers and administrators. If additional copies are needed in a school, the principal is invited to request them in writing, addressed to the appropriate WNYE office. Such requests will be honored as long as the supply lasts. Other interested persons outside the New York City school system may purchase copies in the manner indicated on the back of the title page.

## **ABOUT YOUR RECEIVERS**

Your radio and television receivers, when carefully handled, efficiently used, and properly stored, will give satisfactory service for a considerable period of time, but, like any piece of technical equipment, they require constant care and, at intervals, servicing. While the servicing of school radio and television sets is under the supervision of the Bureau of Audio-Visual Instruction, the WNYE technical staff is always happy to discuss reception problems with principals, audio-visual coordinators, and classroom teachers.

## ABOUT TAPES AND KINESCOPES

An extension of the broadcast services is made possible through the Film and Tape Library Service of the Bureau of Audio-Visual Instruction. Many of the WNYE radio and television programs are in the BAVI loan collection and may be borrowed for use in the classroom. Although the BAVI Catalogue of Instructional Films and Tapes lists some of these programs, it cannot contain a complete, up-to-date listing since new WNYE programs are added to the collection at the end of each broadcast year. In addition, tapes of programs in the current radio schedule can be made available for classroom use immediately after the broadcast dates listed in the Manual. Requests for tape recordings should be addressed to the Bureau of Audio-Visual Instruction, 131 Livingston Street, Brooklyn, N. Y. 11201, attention of Mr. Jack Garretson.

## INQUIRIES

The Bureau of Radio and Television is a part of the Office of Curriculum, Helene M. Lloyd, Acting Deputy Superintendent in charge. For information about various facets of the broadcasting operation, address the member of the staff indicated under the heading related to your inquiry:

Administration, policies, personnel

**Mr. James F. Macandrew, Director of Broadcasting**

Technical matters, equipment, recording of broadcasts

**Mr. Harry Hirsch, Assistant Director, Technical Operations**

Programing and production

**Mrs. Cecil H. Suffern, Assistant Director, Programing and Production**

General inquiries about the broadcast services should be addressed to the Office of the Director at Channel 25/WNYE-TV. Specific matters should go to either:

**WNYE-FM**

**29 Fort Greene Place  
Brooklyn, New York 11217  
596-3335**

**WNYE-TV/Channel 25**

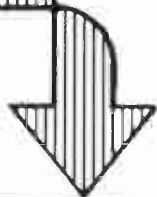
**112 Tillary Street  
Brooklyn, New York 11201  
596-4425**

# CHANNEL 25/WNYE-TV BROADCAST CALENDAR

1967-1968

1967	Monday	Tuesday	Wednesday	Thursday	Friday
OCTOBER	9 16 23 30	10 17 24 31	11 18 25	— 19 26	13 20 27
NOVEMBER	6 13 20 27	— 14 21 28	1 8 15 22 29	2 9 16 — 30	3 10 17 —
DECEMBER	4 11 18 —	5 12 19 —	6 13 20 —	7 14 21 —	1 8 15 22 —
1968 JANUARY	— 8 15 22 —	2 9 16 23 —	3 10 17 24 —	4 11 18 25	5 12 19 26
FEBRUARY	5 — 19 26	6 13 20 27	7 14 21 28	— 8 15 — 29	— 9 16 23
MARCH	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29
APRIL	1 8 — 22 29	2 9 — 23 30	3 10 — 24	4 11 — 25	5 — — 26
MAY	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 —	3 10 17 24 31

Note: Spring term programs begin February 5, 1968.



School  
Service  
Program  
Schedule

# ALMANAC

M	T	W	TH	F
9:30	1:50	10:10		11:40



## WEEK OF OCTOBER

- 9 Columbus Day (October 12)
- 16 Opening of the Erie Canal (October 26, 1825)
- 23 United Nations Week
- 30 National Children's Book Week

## NOVEMBER

- 6 American Education Week (Open School Week)
- 13 Puerto Rican Discovery Day
- 20 Thanksgiving (November 23)
- 27 Mark Twain's Birthday (November 30, 1835)

## DECEMBER

- 4 Human Rights Day (December 10)
- 11 Ludwig von Beethoven's Birthday (December 16, 1770)
- 18 Broadway Becomes the Great White Way (December 20, 1880)

## JANUARY

- 1 Jacob Grimm's Birthday (January 4, 1785)
- 8 Albert Schweitzer's Birthday (January 14, 1875)
- 15 Edgar Allan Poe's Birthday (January 19, 1809)
- 22 Gold Discovered in California (January 24, 1848)

## FEBRUARY

- 5 Adlai Stevenson's Birthday (February 5, 1900)  
Abraham Lincoln's Birthday (February 12, 1809)
- 12 National Negro History Week
- 19 Brotherhood Week
- 26 Alexander Graham Bell's Birthday (March 3, 1847)

## MARCH

- 4 United States Post Office Established (March 12, 1789)
- 11 Susan B. Anthony, Suffragist
- 18 Spring Begins
- 25 Birds in Flight

## APRIL

- 1 First Demonstration of Television (April 7, 1927)
- 8 Pan American Day (April 14)
- 22 San Francisco Earthquake (April 18, 1906)
- 29 First Nationwide Test of Salk Polio Vaccine (April 26, 1954)

## MAY

- 6 Robert E. Peary's Birthday (May 6, 1856)
- 13 The Completion of the Transcontinental Railway (May 10, 1869)
- 20 First Immigration Quota Act (May 19, 1921)
- 27 Almanac for May, June, and July

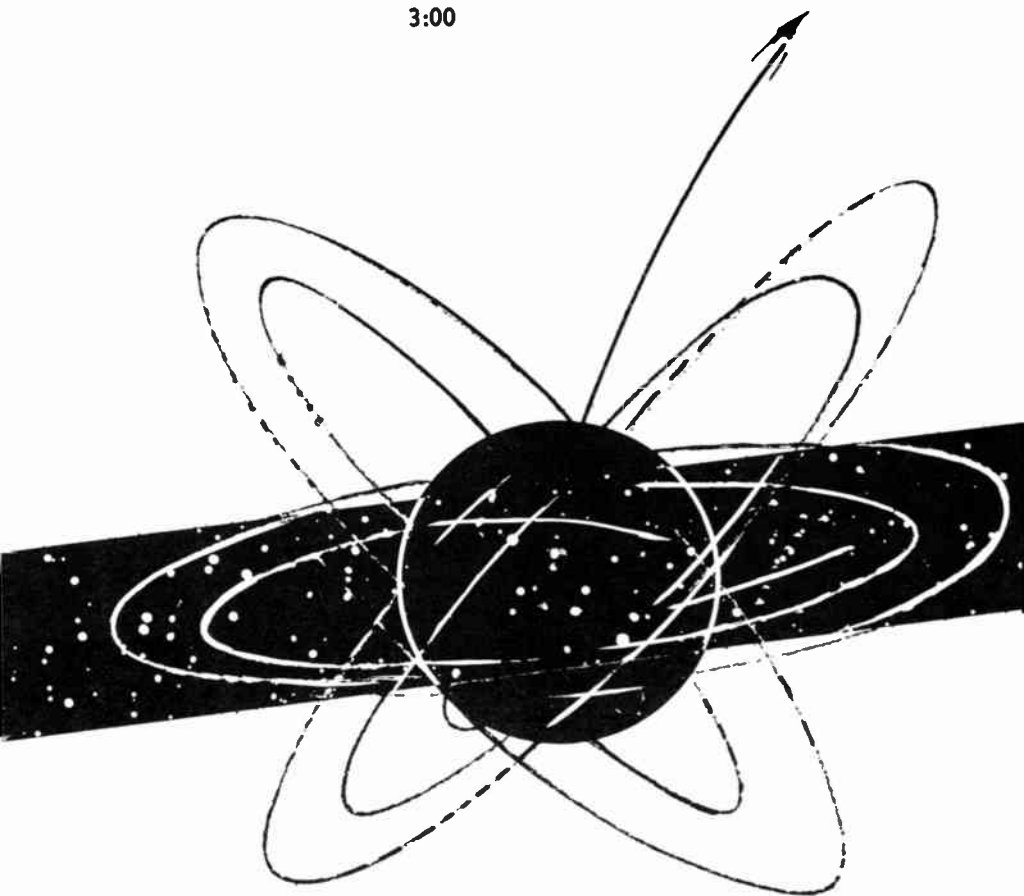
ALMANAC is a series of programs designed to commemorate the holidays, birthdays, and anniversaries that we celebrate throughout the year. Special guests, filmed sequences, and interesting visuals will help to illuminate the particular birthday or anniversary being celebrated. These telecasts, although recommended for grades five through nine, will be of interest to almost any age level. A teacher's guide is included in this manual on pages 40 to 55.

The television teacher: Vincent Zangara.

# FEATURE STORY

M	T	W	TH	F
---	---	---	----	---

			12:00	
			3:00	



FEATURE STORY offers special programs of timely interest to its viewers on all school levels. By leaving two time-slots open weekly, WNYE-TV is able to cooperate with many Board of Education and public service agencies as the moment and the need arise, without interrupting its regular broadcast schedule. Announcements of these various programs, wherever possible, will be made through superintendents' circulars.



# MEET THE ARTS

(Fall Term: Repeated in Spring)

M	T	W	TH	F
---	---	---	----	---

10:30  
1:00  
2:30

OCTOBER

11  
18  
25

MARCH

13  
20  
27

Introducing  
Shape  
Rhythm

NOVEMBER

1  
8  
15

APRIL

3  
10  
24

Form  
Content  
You Decide

MAY

22

1

It's All Around You



MEET THE ARTS, a series for grades 4, 5, 6, hopes to introduce children to the arts as a source of enjoyment and stimulation. As children become familiar with the languages of music, theater, dance, painting, sculpture, literature, and architecture, they will discover how much an artist can communicate to them. And as they become more aware through these art experiences, it is our hope that they will become more sensitive to the world around them, because they will have looked at the world through the eyes and ears of the artist.

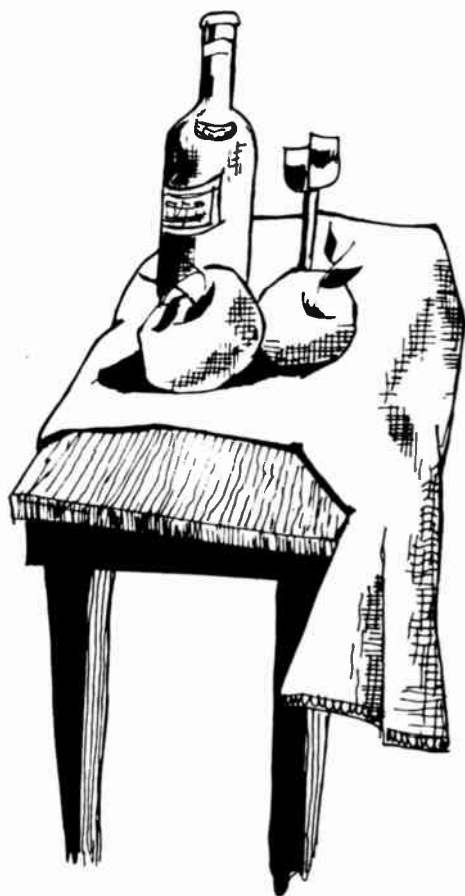
MEET THE ARTS is produced by the 21 Inch Classroom at WGBH, Boston, in cooperation with the Museum of Fine Arts, Boston. Suggestions for utilization of these programs can be found on pages 56 to 62. The National Center for School and College Television makes available an expanded resource unit. For particulars, including cost, write to NCSCT, Box A, Bloomington, Indiana 47401.

The television teacher: Sonya Hamlin.

# YOU AND THE ARTIST

(Spring Term Only)

M	T	W	TH	F
9:50			9:10	1:50



WEEK OF  
FEBRUARY

5 Art and Life

## PEOPLE IN MOVEMENT

12 In Your Drawings and Paintings

19 In the Drawings and Paintings of Nathaniel Kaz and Charles White

26 In Your Sculptures and Constructions

## **MARCH**

- 4 In the Sculpture of Nathaniel Kaz and William King**

## **PEOPLE AND FANTASY**

- 11 In Your Drawings and Paintings**
- 18 In the Work of William Accorsi, Monchito Carrasquillo, and Ronald Markman**
- 25 In Your Sculptures and Constructions**

## **PEOPLE IN THE REAL WORLD**

## **APRIL**

- 1 In Your Drawings, Paintings, and Sculptures**
- 8 In the Paintings of Ernest Crichlow, Jacob Lawrence, and George Tooker**
- 22 In the Work of George Segal**

## **THINGS PEOPLE MAKE**

- 29 From Your Own Collection of Materials**

## **MAY**

- 6 From Found Objects—The Sculptures of Louise Nevelson**

## **THINGS PEOPLE CONSTRUCT**

- 13 From Your Own Designs**
- 20 From the Designs of Sculptor Francis Jennings**
- 27 Art and Life (Repeat)**

**YOU AND THE ARTIST** is a series of telecasts planned for grades five through eight. It will consist of some programs geared toward direct art experiences by the children, and others highlighting the work of mature artists in related fields. A teacher's guide is included in this manual on pages 63 to 70.

The television teacher: Grace George Alexander.

# FORM AND FANCY

(Fall Term Only)

M	T	W	TH	F
9:50			9:10	1:50

## WEEK OF OCTOBER

- 9 Be Your Own Designer
- 16 Working with Paper
- 23 Designing Paper Forms
- 30 Creating Paper Forms to Move in Space

## NOVEMBER

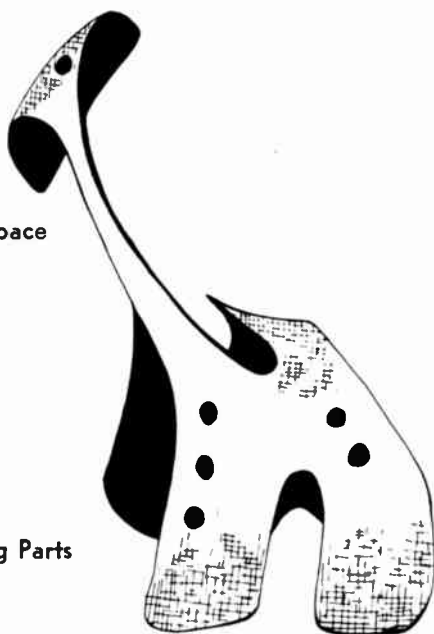
- 6 Let's Work with Clay
- 13 Modeling with Clay
- 20 More Ways with Clay
- 27 What about Wood?

## DECEMBER

- 4 Creating Wood Forms and Figures
- 11 Designing Wood Forms with Moving Parts
- 18 Exploring Everyday Materials

## JANUARY

- 1 Making Toys and Games
- 8 New Ways with Papier-Maché
- 15 Masks and Totems
- 22 Let's Share in a Show



**FORM AND FANCY** is an art series planned for children in the elementary grades. The programs have been based on the assumption that meaningful art activity is necessary to the growth of the mental, physical, and creative power of all children. The special nature of television will be used to motivate and to stimulate interest and exploration of the three-dimensional approach to art. Children will be encouraged to design with a variety of materials and to look at the most familiar and ordinary objects of everyday life in a new light. They will be challenged to use their materials in original and individual art expression. A teacher's guide is included on pages 71 to 79.

The television teacher: Grace George Alexander.

# MUSIC FOR YOUNG PEOPLE

M T W TH F

---

10:30

1:00

2:30



## NOVEMBER

29 Introducing the Woodwinds

## DECEMBER

- 6 The Voices of a String Quartet
- 13 Meet the Brasses
- 20 The Development of a Musical Instrument

## JANUARY

- 3 Percussion, the Pulse of Music
- 10 The Elements of Composition
- 17 A Musical Partnership
- 24 The Sound of a Stradivarius

## FEBRUARY

- 7 The Classic Guitar, a Miniature Orchestra
- 14 The Story of the String Quartet
- 21 The Meaning of Chamber Music
- 28 The Personality of Music

## MARCH

- 6 Melody and Polyphony, Flute and Harp

MUSIC FOR YOUNG PEOPLE is designed to introduce young people to the instruments in the string, woodwind, brass, percussion, and keyboard sections of the orchestra. Children participate in the programs, learning about music from famed musicians, including members of the Juilliard String Quartet, Stradivarius Society, and the New York Woodwind and Brass Quintets. Violinist Yehudi Menuhin and conductor Thomas Scherman appear as commentators on several of the programs. MUSIC FOR YOUNG PEOPLE is distributed by National Educational Television. Further information on the programs can be found on pages 80 to 82.

# MUSIC: U.S.A.

M	T	W	TH	F
	11:40	9:50	11:20	1:30



WEEK OF  
OCTOBER

- 9 This Land Is Your Land
- 16 Music of Our First Americans
- 23 Music in Good Old Colony Times
- 30 Music of the Revolution

NOVEMBER

- 6 Music of the Mountain Folk
- 13 Music of Creoles and Cajuns
- 20 Music of the American Negro
- 27 Music on Canals and Rivers

DECEMBER

- 4 Music and the Gold Rush
- 11 . . . Where the Deer and the Antelope Play
- 18 'Twas the Night before Christmas . . .

## JANUARY

- 1 Music on the Railroads
- 8 Music of the Singing School
- 15 Music of the Advancing Frontier
- 22 Music of Broadway

## FEBRUARY

- 5 American Statesmen as Patrons of Music
- 12 Music of the Civil War
- 19 Music for Marching Feet
- 26 Music Light and Gay

## MARCH

- 4 Music of Tin Pan Alley
- 11 Music Sweet and Hot
- 18 Classics in Modern Dress
- 25 Music of the Sea

## APRIL

- 1 Music of Our Fighting Men
- 8 Music on the College Campus
- 22 Music of Our Newest States
- 29 Music of Tomorrow

## MAY

- 6 Music for Fun and Frolic
- 13 Music Festival Time, Part I
- 20 Music Festival Time, Part II
- 27 At Your Request

MUSIC: U.S.A., planned primarily for grades four and five, is intended to supplement and enrich the classroom music program. The series is designed to acquaint the children of our viewing audience with the important role of music in the development of our American culture. The story of music in America is almost the story of America itself. The music of our nation reflects, and has kept pace with, its social, economic, and cultural aspects. Proper utilization of the materials and experiences presented in this series will help our children to understand and appreciate our American heritage. A teacher's guide to the series will be found on pages 83 to 97 of this manual.

The television teacher: Elton Warren.

# POCKETFUL OF FUN

M	T	W	TH	F
	10:30		10:30	
	1:00		1:00	
	2:30		2:30	

## OCTOBER

- 10 Fun with You
- 17 A Family Tree
- 19 A House to Live in
- 24 Who Lives Here?
- 26 Halloween Treats
- 31 Pumpkin Surprise

## NOVEMBER

- 2 Now It's Fall
- 9 Autumn Days, Autumn Ways
- 14 A Pet to Pet
- 16 Pet Parade
- 21 Give Thanks
- 28 Indians of Long Ago
- 30 Indian Ways

## DECEMBER

- 5 Join the Tribe
- 7 Growing Up
- 12 Do This, Do That
- 14 Jingle all the Way
- 19 Wrappings and Trimmings
- 21 Make Way for Santa

## JANUARY

- 2 How Does It Feel?
- 4 Candles on the Cake
- 9 Happy Birthday
- 11 Winter Wonders
- 16 Bundle Up
- 18 Footprints in the Snow
- 23 The Wheels Go Round
- 25 How Shall We Get There?





## FEBRUARY

- 6 People at Work
- 8 More People at Work
- 13 Pocketful of Valentines
- 15 Sounds around Us
- 20 Tune Up
- 27 Everything Has a Shape
- 29 Everything Has a Size

## MARCH

- 5 Let's Make Believe
- 7 Pretend Fun
- 12 March Winds
- 14 Follow the Wind
- 19 The Greatest Show on Earth
- 21 Circus Time
- 26 Here Come the Clowns
- 28 Spring in the Air

## APRIL

- 2 Plant a Seed
- 4 Who Likes Spring?
- 9 Bunnies 'n Baskets
- 11 Bonnets 'n Bows
- 23 Listen to the Rain
- 25 A Wet World
- 30 Talk about Time

## MAY

- 2 Me and My Shadow
- 7 Farm Friends
- 9 Fun in the Park
- 14 Down to the Sea
- 16 Shoreline Treasures
- 21 Sand and Surf
- 23 Let's Take a Vacation
- 28 Empty Pockets

POCKETFUL OF FUN has been planned primarily for pre-school children. There will be two different programs each week, designed to take full advantage of young children's varied interests and to provide new and broadening experiences. A teacher's guide is included in this manual on pages 98 to 117.

The television teachers: Mary Ellen Rohon and Eppie Convel.

# **ROUNDABOUT**

M	T	W	TH	F
10:30				10:30
1:00				1:00
4:00				4:00

## **OCTOBER**

- 9 A Pair Needs Two
- 13 Drums
- 16 Turtle
- 20 Brush Painting
- 23 Barbershop
- 27 Baking
- 30 Make-up Songs

## **NOVEMBER**

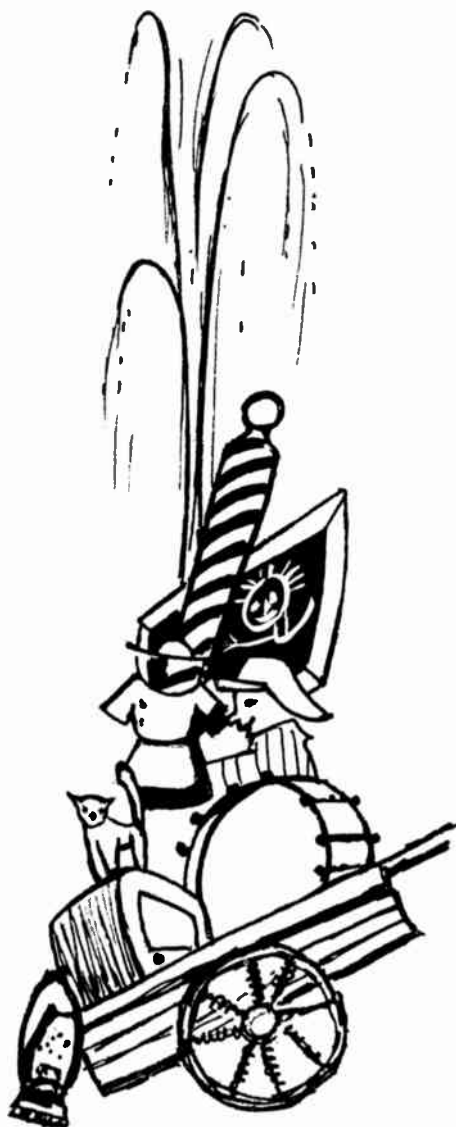
- 3 Fireman
- 6 Dance Along
- 10 Hinges
- 13 Living or Dead?
- 17 Television
- 20 Supermarket
- 27 Wheels

## **DECEMBER**

- 1 Trip to the Zoo
- 4 Water Images and Songs
- 8 Clinic
- 11 What Shall I Wear?
- 15 Shadows
- 18 Baby
- 22 Families

## **JANUARY**

- 5 What Do You Hear?
- 8 Neighborhood Walk
- 12 Sing Along
- 15 Carpenter
- 19 Kitten
- 22 Rhythm
- 26 Drama in Dance



## FEBRUARY

- 5 Library
- 9 Clay
- 16 Sing It Again
- 19 What Goes Together?
- 23 Jobs
- 26 Boiling Water

## MARCH

- 1 Rhythm in Dance
- 4 Dentist
- 8 Fingerpainting
- 11 Two for the Job
- 15 Folk Songs
- 18 Airport
- 22 Songs Tell a Story
- 25 How Does It Feel?
- 29 Children Everywhere

## APRIL

- 1 What's Inside Me?
- 5 Contrast in Dance
- 8 Fasteners
- 22 Glass
- 26 Guitar
- 29 Baby Animals

## MAY

- 3 Story
- 6 Folklore
- 10 Bus Ride
- 13 Rhythm (Repeat)
- 17 Shadows (Repeat)
- 20 What's Inside Me? (Repeat)
- 24 Living or Dead? (Repeat)
- 27 Trip to the Zoo (Repeat)
- 31 Drums (Repeat)

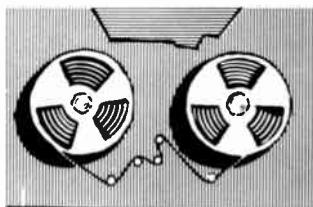
ROUNABOUT is a television series designed to enhance the educational experience of disadvantaged pre-school children. The programs, planned to sharpen the focus on educational stimuli within the children's environment, emphasize scientific and mathematical concepts, creative arts, social studies, and interpersonal relations and social development.

ROUNABOUT is produced by WETA-TV, Washington, D.C. under a grant from the United States Office of Education. A teacher's guide to this series can be found on pages 118 to 136. The National Center for School and College Television makes available an expanded resource unit. For particulars, including cost, write to NCSCT, Box A, Bloomington, Indiana 47401. The television teacher: Milton Rooks, as "Jim Jeffers."

# NEW TRENDS IN OFFICE AUTOMATION

(Fall Term Only)

M	T	W	TH	F
			9:50	
			11:40	
			1:50	



## OCTOBER

- 19 Why Automate?
- 26 Machine Accounting: Accounts Receivable

## NOVEMBER

- 2 Punched Card Equipment
- 9 Punched Card Accounting: Invoices and Accounts Receivable
- 16 Machine Accounting: Payroll with Magnetic Striped Ledger
- 30 How to Talk to an Electronic Computer

## DECEMBER

- 7 The Anatomy of an Electronic Computer
- 14 The Language of an Electronic Computer
- 21 Electronic Computer System: A Billing Procedure

## JANUARY

- 4 Electronic Computer System: Bank Automation
- 11 Electronic Computer System: Merchandise Control
- 18 Electronic Computer System: Financial Statements
- 25 Career Opportunities in Data Processing

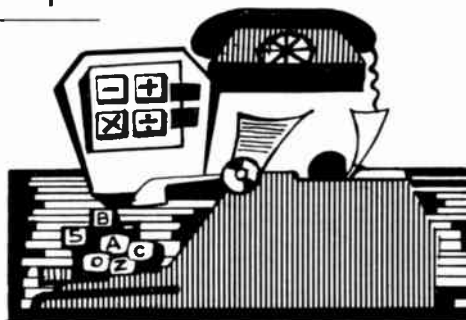
**NEW TRENDS IN OFFICE AUTOMATION** examines the mechanized techniques currently employed by many business organizations to process accounting data. It is planned for students in the senior high schools who have had a background in business subjects. Representative accounting machines, punched card equipment, and electronic computers will be demonstrated, and their function in the accounting cycle will be described. In addition, the opportunities for careers in bookkeeping, accounting, and data processing will be examined. A teacher's guide is included in this manual on pages 137 to 141.

The television teacher: Abraham Pollack.

# YOUR PLACE IN BUSINESS

(Spring Term Only)

M	T	W	TH	F
			9:50	
			11:40	
			1:50	



## FEBRUARY

- 8 How Can You Become a Secretary?
- 15 Take a Letter, Please
- 29 Grooming for the Job

## MARCH

- 7 Using Transcribing Machines
- 14 The Bi-Lingual Secretary
- 21 Meeting the Public
- 28 Using the Telephone

## APRIL

- 4 When the Boss Takes a Trip
- 11 Human Relations in the Office
- 25 The Shorthand Court Reporter

## MAY

- 2 Handling the Mail
- 9 Duplicating Skills
- 16 Filing Techniques and Equipment
- 23 The Job Interview

**YOUR PLACE IN BUSINESS** is planned for students in the senior high schools. The programs will examine important phases of secretarial training and skill development to help the viewer find initial employment and future job success in this and related areas. A teacher's guide is included in this manual on pages 142 to 147.

The television teacher: Dorothy Haydon.

# LOOK TO THE FUTURE

(Fall Term Only)



## WEEK OF OCTOBER

- 9 In Your Crystal Ball
- 16 Words, Words, Words
- 23 Explore We Must
- 30 An Apple a Day

## NOVEMBER

- 6 In Many Tongues
- 13  $2 + 2 =$
- 20 Of People and Places
- 27 Do It Yourself

## DECEMBER

- 4 In the Spotlight
- 11 New York, New York
- 18 Taking Stock

## JANUARY

- 1 You and Your School
- 8 You and Your Friends
- 15 You and Your Community
- 22 Now Is the Future

**LOOK TO THE FUTURE** is a guidance series designed to give students in the middle grades a broader perspective of the interesting opportunities available to people who are trained in specific fields. The curriculum areas will be used as the basis for this exploration. A teacher's guide is included in this manual on pages 148 to 155.

The television teacher: Ruth Myers.

# MATHEMATICS GRADE 6

(Spring Term Only)

M	T	W	TH	F
		9:10	2:10	10:10

## WEEK OF FEBRUARY

- 5 Sets
- 12 Number and Numeral
- 19 Systems of Numeration
- 26 Mathematical Sentences

## MARCH

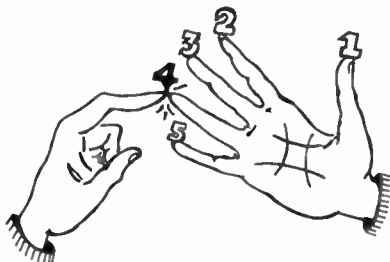
- 4 Graphing Solution Sets
- 11 Factor Product Relationships
- 18 Fractions—Comparisons and Relationships
- 25 Short Cuts in Multiplication

## APRIL

- 1 Measurement
- 8 Prime and Composite Numbers
- 22 Rules for Divisibility
- 29 The Set of Integers

## MAY

- 6 The Set of Integers (Repeat)
- 13 Exponential Notation
- 20 Finite Number Systems—Modulator Arithmetic
- 27 Experimental Geometry



MATHEMATICS GRADE 6 will consist of lessons for the pupils based on the content of the 1965 Mathematics Cycles, Grade 6 Bulletin. These lessons are designed to increase children's ability to think mathematically by providing them with a modern approach. It is hoped that this series will present ideas which will spark interest and creativity for both children and teachers. A special Mathematics Grade 6 manual is available for this series. It was distributed to the schools last year by the Bureau of Mathematics. A new order has been placed this year.

Please note: The program for the week of May 6 is a repeat. As a result, the broadcast schedule listed above differs slightly from that which appears in the special Mathematics Grade 6 manual. The schedule above is the correct one.

# YOUR STREET, MY STREET

(Fall Term Only)

M	T	W	TH	F
1:50	9:10	11:40		11:00

## WEEK OF OCTOBER

- 9 What Makes a Neighborhood?
- 16 Getting Around, In, and Out of Your Neighborhood
- 23 Filling Your Shopping Cart
- 30 Not All Stores Are Big

## NOVEMBER

- 6 Where's the Fire?
- 13 Brass Buttons, Blue Coat
- 20 That Doggie in the Window
- 27 Be Healthy, Be Happy!

## DECEMBER

- 4 With Scissors, Needle, and Thread
- 11 A Letter for You!
- 18 Keep Your Neighborhood Clean

## JANUARY

- 1 Fun Outdoors
- 8 The Land of Storybooks
- 15 Our School
- 22 Neighborhoods Change



**YOUR STREET, MY STREET** is a series designed for primary grade children, to help them develop knowledge, understanding, and appreciation of the workers who make the neighborhood a wonderful place in which to live. It is hoped that the series will make the children more aware of their surroundings and of the people who make up their community. A teacher's guide is included in the manual section on pages 156 to 162.

The television teacher: Mina Korn.



# DISCOVER NEW YORK

(Spring Term Only)

M	T	W	TH	F
1:50	9:10	11:40		11:00

## WEEK OF FEBRUARY

- 5 All Around New York
- 12 In and Out of New York
- 19 The Hope for Peace
- 26 Sounds of New York

## MARCH

- 4 A Village within a City
- 11 To Market, To Market
- 18 Our Financial Pulse—Wall Street
- 25 It's in Fashion

## APRIL

- 1 Art Treasures of the World
- 8 Nature and History on Display
- 22 Books, Plus . . .
- 29 At Your Leisure

## MAY

- 6 A Is for Animals
- 13 All the World's a Stage
- 20 The Arts in Harmony—Lincoln Center
- 27 A Return Visit



**DISCOVER NEW YORK** is a series for the intermediate grades, designed to expose the children to the excitement of New York City and to acquaint them with the wealth of opportunities available here for personal and cultural enrichment. By taking television trips to selected places, we hope to motivate teachers and pupils to make better use of trips as educational experiences. A teacher's guide is included in the manual section on pages 163 to 170.

The television teacher: Mina Korn.

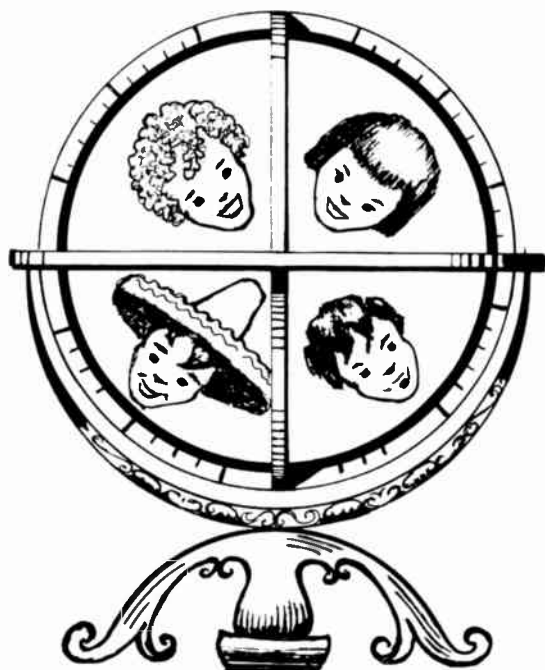
# CHILDREN OF OTHER LANDS

M      T      W      TH      F

11:00

1:30

9:10



## WEEK OF OCTOBER

- 9 From the Children of Mexico: ¡Hola!
- 16 From the Children of Peru: ¿Qué Tal?
- 23 From the Children of Brazil: ¡Bon Dia!
- 30 From the Children of Argentina: ¡Hola!

## NOVEMBER

- 6 From the Children of Nigeria: Kedu!
- 13 From the Children of Kenya: Jambo!
- 20 From the Children of Ethiopia: Tena Yestilengen!
- 27 From the Children of the United Arab Republic: Ah-lan wa Sah-lan!

## DECEMBER

- 4 From the Children of Spain: ¡Hola!
- 11 From the Children of France: Bon Jour!
- 18 From the Children of England: Hello!

## JANUARY

- 1 From the Children of the Federal Republic of Germany: Guten Tag!
- 8 From the Children of Switzerland: Guten Tag! Bon Jour! Buon Giorno!  
Allegra!
- 15 From the Children of Italy: Ciao!
- 22 From the Children of Greece: Kali Mera!

## FEBRUARY

- 5 From the Children of Poland: Dzien Dobry!
- 12 From the Children of Denmark: Goddag!
- 19 From the Children of Norway: Goddag!
- 26 From the Children of Russia: Zdrastvityeh!

## MARCH

- 4 From the Children of Turkey: Gunaydin!
- 11 From the Children of Israel: Shalom!
- 18 From the Children of Iran: Salam!
- 25 From the Children of India: Namaste!

## APRIL

- 1 From the Children of Thailand: Sawasdee!
- 8 From the Children of China: How-Pu-How!
- 22 From the Children of Japan: O-Genki-Desuka!
- 29 From the Children of the Philippines: Kumusta!

## MAY

- 6 From the Children of Australia: Hello!
- 13 From the Children of Jamaica: Hello!
- 20 From the Children of Puerto Rico: Buenas!
- 27 A Return Visit

**CHILDREN OF OTHER LANDS** is a series of programs for pupils in grades four, five, six, designed to stimulate interest in people of many nationalities, races, and cultures. It is hoped that our children will be left with a deep understanding of the needs, feelings, ideas, and customs of other children living in various countries throughout the world. A teacher's guide is included in this manual on pages 171 to 186.

The television teacher: Mina Korn.

# AMERICANS ALL

M	T	W	TH	F
	9:50	11:20		2:10



## WEEK OF OCTOBER

- 9 Roger Williams (about 1603-1683)
- 16 Thomas Paine (1737-1809)
- 23 Nathan Hale (1755-1776)
- 30 Benjamin Franklin (1706-1790)

## NOVEMBER

- 6 George Washington (1732-1799)
- 13 John Paul Jones (1747-1792)
- 20 Thomas Jefferson (1743-1826)
- 27 Lewis and Clark (1774-1809) (1770-1838)

## DECEMBER

- 4 Eli Whitney (1765-1825)
- 11 Andrew Jackson (1767-1845)
- 18 Emerson and Thoreau (1803-1882) (1817-1862)

## JANUARY

- 1 Henry Clay (1777-1852)
- 8 Horace Mann (1796-1859)
- 15 Sam Houston (1793-1863)
- 22 Harriet Beecher Stowe (1811-1896)

## FEBRUARY

- 5 Abraham Lincoln (1809-1865)
- 12 Mark Twain (1835-1910)
- 19 Robert E. Lee (1807-1870)
- 26 Clara Barton (1821-1912)

## MARCH

- 4 Kit Carson (1809-1868)
- 11 Samuel Gompers (1850-1924)
- 18 Andrew Carnegie (1835-1919)
- 25 Theodore Roosevelt (1858-1919)

## APRIL

- 1 Jane Addams (1860-1935)
- 8 Thomas Edison (1847-1931)
- 22 Woodrow Wilson (1856-1924)
- 29 Oliver Wendell Holmes, Jr. (1841-1935)

## MAY

- 6 Albert Einstein (1879-1955)
- 13 Franklin D. Roosevelt (1882-1945)
- 20 Lou Gehrig (1903-1941)
- 27 Ralph Bunche (1904- )

AMERICANS ALL, a series for the fourth, fifth, and sixth grades, is designed to enrich the student's knowledge and understanding of his great American heritage. The essential nature of the program emphasizes the desirable qualities of leadership, perseverance, and personal drive necessary to achieve goals. Though a single pat formula for attaining success seems not to be in evidence, the student is shown the role which the melting pot society of America played in building the strength of the nation. AMERICANS ALL is produced by the Denver Public Schools at KRMA-TV. A teacher's guide can be found on pages 187 to 202. The Great Plains Instructional Television Library makes available an expanded resource unit. For particulars, including cost, write to the Great Plains Instructional Television Library, University of Nebraska, Lincoln, Nebraska.

The television teacher: John Rugg.

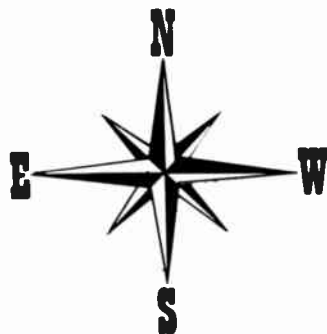
# PLACES IN THE NEWS

M	T	W	TH	F
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10:10				
-------	--	--	--	--

11:20				
-------	--	--	--	--

2:10				
------	--	--	--	--



PLACES IN THE NEWS will highlight important news events and make more meaningful to students in grades 5 through 9 the major issues which shape the news. Whenever it is especially pertinent, the programs will relate the geographic, political, social, and cultural aspects of the place to the current situation there. The weekly choice of the place or places in the news to be highlighted on the program will depend upon the localities which can be anticipated in the newspaper headlines for that particular week. Since the emphasis will be on immediacy and timeliness, there can be no printed list of topics or accompanying manual material for PLACES IN THE NEWS. However, the classroom teacher will be able to plan at least one week ahead since the topic for the following week's program will be announced at the end of each broadcast. At this time the students will also be invited to write in their opinions or submit questions on the topic announced. Each week twenty-five PLACES IN THE NEWS certificates will be awarded for the best letters sent in. In addition, several of the students' opinions and questions will be read aloud to a guest expert for comment or reply.

In the matter of follow-up, it is hoped that teachers will plan follow-up activities of both the immediate and long-range varieties. Some class discussion immediately after the broadcast will be regarded by most teachers as imperative. From this discussion can grow ideas for class projects spanning the week until the next broadcast, or for a shorter or longer period of time. These projects can be centered in research, further analysis, interviews, illustrative material from magazines and newspapers, clippings for a class bulletin board, correspondence, or the preparation of a class PLACES IN THE NEWS program for presentation in the school.

More detailed suggestions for the utilization of this series can be found in the 1966-67 WNYE Television Manual. A copy of that edition may be obtained, while copies last, by addressing your request to MANUAL, WNYE-TV, 112 Tillary Street, Brooklyn, New York 11201.

The television teacher: Jerry Silverstein.

# OUR RIGHTS AND LIBERTIES

(Spring Term Only)

M	T	W	TH	F
	11:20	2:10	9:30	11:20

## WEEK OF FEBRUARY

- 5 Basic Concepts and Questions
- 12 Background in English History
- 19 Background in American History
- 26 The Role of the Supreme Court

## MARCH

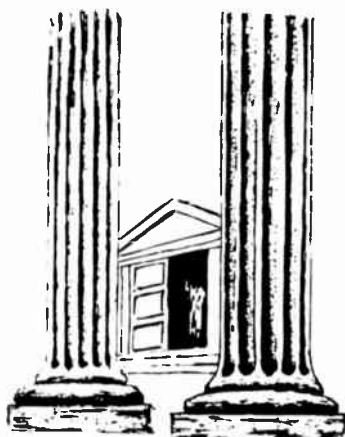
- 4 Due Process: Meaning and Application
- 11 Freedom of Expression
- 18 Freedom of Religion
- 25 Freedom to Assemble and Petition

## APRIL

- 1 The Right to Own Property
- 8 The Accused Have Rights
- 22 Majority Rule and Minority Rights
- 29 Freedom of Expression (Repeat)

## MAY

- 6 The Right to Privacy
- 13 The Right to Vote
- 20 Equality: The Democratic Principle
- 27 Summary: Questions and Answers



The study of our Bill of Rights will be considered in terms of concepts illustrated by the amendments to the Constitution. Our rights and liberties under the Constitution fulfill the promise by which democratic government lives — the protection of individual rights. Though designed primarily for grades 5 through 8, the series should serve the needs of students through the twelfth grade. A teacher's guide is included in this manual on pages 203 to 210.

The television teacher: Harry Kraus.

# COME, READ TO ME A POEM

M	T	W	TH	F
11:40		1:30	11:00	9:50



## WEEK OF OCTOBER

- 9 From Summer to Autumn
- 16 Cats and Dogs and Wiggly Things
- 23 One Potato, Two Potato
- 30 Things That Go Bump in the Night

## NOVEMBER

- 6 Rain, Rain, Go Away
- 13 Look to the Sky!
- 20 Me, Myself, and I
- 27 Let's Go Adventuring

## DECEMBER

- 4 Have You Met the Man Who Wasn't There?
- 11 The Snow Is Flying
- 18 "I Heard a Bird Sing"



## JANUARY

- 1 More Poems about You
- 8 Sometimes, I Feel This Way, but Sometimes . . .
- 15 Just People
- 22 Read to Me Your Poems

## FEBRUARY

- 5 Story Poems
- 12 Roses Are Red
- 19 In the City as the Sun Sinks Low
- 26 The Long Sea City

## MARCH

- 4 The Winds of March
- 11 Haiku
- 18 Haiku Continued
- 25 "For, lo, the winter is past . . ."

## APRIL

- 1 A Spring Rain
- 8 Speak Gently, Spring
- 22 Portrait of a Modern Balladeer
- 29 Gentle Creatures

## MAY

- 6 Fierce Animals
- 13 Poems in the Shape of Things
- 20 Portraits of Three Poets
- 27 Ready for Summer

COME, READ TO ME A POEM hopes to bring children into the delightful ring of poetry so that poetry will become a part of their experience. Our aim is to have children respond with enjoyment, delight, and deep feeling to the poems read on each program and to have the children understand the uniqueness of poetry. The series will attempt to give a balance of old and new poems within each program's basic theme. Although COME, READ TO ME A POEM emphasizes poetry for grades four to eight, it is basically a non-graded series. A teacher's guide is included in this manual on pages 211 to 223.

The television teacher: Joyce McPhillips.

# TELL ME A STORY

M	T	W	TH	F
10:45				1:15
2:30				2:45



## WEEK OF OCTOBER

- 9 Puss in Boots
- 16 Hansel and Gretel
- 23 The Cock, the Mouse, and the Little Red Hen
- 30 Cinderella

## NOVEMBER

- 6 The Three Sillies
- 13 Stone Soup
- 20 Lazy Jack
- 27 The Shoemaker and the Elves

## DECEMBER

- 4 The Fisherman and the Genie
- 11 The Adventures of Pinocchio Begin
- 18 The Blind Man and the Elephant

## JANUARY

- 1 My Mother Is the Most Beautiful Woman in the World
- 8 The Fire Bringer
- 15 Dick Whittington and His Cat
- 22 Androcles and the Lion

## FEBRUARY

- 5 Noah's Ark
- 12 Jack and the Beanstalk
- 19 Gone Is Gone
- 26 The Brementown Musicians

## MARCH

- 4 Snow White and the Seven Dwarfs
- 11 Hereafterthis
- 18 The Little Girl Made of Snow
- 25 The Sorcerer's Apprentice

## APRIL

- 1 The Elephant's Child
- 8 The Twelve Dancing Princesses
- 22 The Cat and the Parrot
- 29 The Ugly Duckling

## MAY

- 6 The Tiger, the Brahman, and the Jackal
- 13 The Emperor's New Clothes
- 20 The Wave
- 27 The Fire Bringer (Repeat)

"Tell me a story!" is the universal cry of children. Many new fairy tales, legends, hero tales, animal stories, and folk tales are included in this year's expanded series. Because of the appeal of the stories, no grade level can be assigned as far as listening value is concerned, nor should it be assigned. The series is not designed to substitute for the child's own reading nor is it intended specifically to develop reading skills. Most children will not be able to read these stories for themselves, below third grade level, but family reading is strongly urged to bridge the gap. TELL ME A STORY is produced by the WQED School Services, Pittsburgh, Pennsylvania. A teacher's guide can be found on pages 224 to 231.

The television teacher: Margaret Hodges, Pittsburgh Public Schools.

# THE MAGIC OF WORDS

M T W TH F

1:15

2:45

10:45

2:30

## WEEK OF OCTOBER

- 9 Tell Us a Story
- 16 Villains and Heroes
- 23 Let Me Try, Please
- 30 The Sound of Words



## NOVEMBER

- 6 The Poet's World
- 13 Enjoying Poetry Together
- 20 A Look at a Book
- 27 From the Author to You

## FEBRUARY

- 5 Lights, Action, Camera!
- 12 Giving a Talk
- 19 What to Do with an Old Sock
- 26 Talking Hands

## DECEMBER

- 4 Alphabeta
- 11 Words and Music
- 18 Stories in Picture

## MARCH

- 4 The Art of Storytelling
- 11 It's Poetry Time
- 18 Finding the Right Book for You
- 25 Has Your Writing Improved?

## JANUARY

- 1 The Unspoken Word
- 8 Speak Up, Please
- 15 Let's Pretend
- 22 Classroom Dramatics

## APRIL

- 1 A Play for Television
- 8 Looking Back

THE MAGIC OF WORDS, designed as a supplement to the regular language program taught in the primary grades, should present a number of enjoyable learning experiences for children. It is the purpose of this series to introduce and develop deeper appreciation for the arts of our language rather than the development of basic skills. A teacher's guide is included in this manual on pages 232 to 244. THE MAGIC OF WORDS is produced by WETA-TV, Washington, D.C.

The television teacher: John N. Robbins, Jr.

# AMERICAN BACKGROUNDS

(Fall Term Only)

M	T	W	TH	F
	11:20	2:10	9:30	11:20

## WEEK OF OCTOBER

- 9 Discovery and Exploration
- 16 Indians of America
- 23 Early Colonization
- 30 The American Revolution



## NOVEMBER

- 6 The Westward Expansion
- 13 The Civil War
- 20 Reconstruction
- 27 New Patterns of Immigration

## DECEMBER

- 4 The Changing Cities
- 11 Spanish American War—World War I
- 18 World War I and Its Aftermath

## JANUARY

- 1 World War II
- 8 Some Changes in American Life Since World War II
- 15 The Civil Rights Movement
- 22 America in the 1970's and 1980's

AMERICAN BACKGROUNDS will show highlights of American history and sketch the development of its peoples and institutions. It will emphasize the diversity of the social and ethnic groups whose many complementary contributions form our still developing American cultural traditions. Since this course is directed toward Grades 4 to 8, the main instructional techniques will include biographies of important leaders of various ethnic groups, and samples of the literature, poetry, dance, and music of the many cultural groups of the nation. A teacher's guide is included in the manual section on pages 245 to 253.

The television teacher: Joan Johnson.

# ENJOYING SCIENCE

M T W TH F

9:10 1:30 9:30



## WEEK OF OCTOBER

- 9 Electricity
- 16 Simple Circuits
- 23 Switches
- 30 Conductors and Non-conductors

## NOVEMBER

- 6 The Earth
- 13 The Sun
- 20 Time, Part I
- 27 Time, Part II

## DECEMBER

- 4 Plant Parts
- 11 Plant Needs
- 18 Growing Plants

## JANUARY

- 1 Zoo Animals
- 8 Home Pets
- 15 Fish
- 22 Birds

## FEBRUARY

- 5 Classroom Animals
- 12 Vibration
- 19 Musical Instruments
- 26 Tones

## MARCH

- 4 Homemade Instruments
- 11 Thermometer, Part I
- 18 Thermometer, Part II
- 25 Wind

## APRIL

- 1 Moisture in the Air
- 8 Friction, Part I
- 22 Friction, Part II
- 29 Gravity

## MAY

- 6 Formation of Rocks
- 13 Natural Rocks
- 20 Man-made Rocks
- 27 At Your Request

ENJOYING SCIENCE is designed to implement and, where desired, pace the teaching of science in Grade 3. Together, the television teacher and the classroom teacher may work as a team in presenting and developing the science program in Grade 3. A special Science 3 manual is available for this series. It will be distributed to the schools by the Office of Science Education.

Please note: The telecast of the week of May 27 will be a repeat of the students' favorite lesson. Please have your students mail in their requests during the week of May 6th.

The television teacher: Alfred Grutman.

# UNDERSTANDING SCIENCE

M T W TH F

1:30 10:10 11:00



## WEEK OF

### OCTOBER

- 9 Magnetism (A Review)
- 16 The Compass, Part I
- 23 The Compass, Part II
- 30 Wheels

### NOVEMBER

- 6 Gears
- 13 Pulleys
- 20 Levers
- 27 Other Machines

### DECEMBER

- 4 Sound and Vibration  
(A Review)
- 11 Sounds Travel
- 18 Echoes

### JANUARY

- 1 Controlling Sounds
- 8 Recording Sounds
- 15 The Moon, Part I
- 22 The Moon, Part II

## FEBRUARY

- 5 The Moon, Part III
- 12 On the Moon
- 19 The Seasons
- 26 Weather

## MARCH

- 4 Air Pollution
- 11 Plants
- 18 Seeds, Part I
- 25 Seeds, Part II

## APRIL

- 1 Growing Plants (A Review)
- 8 Water, Part I
- 22 Water, Part II
- 29 Water Moves Things

## MAY

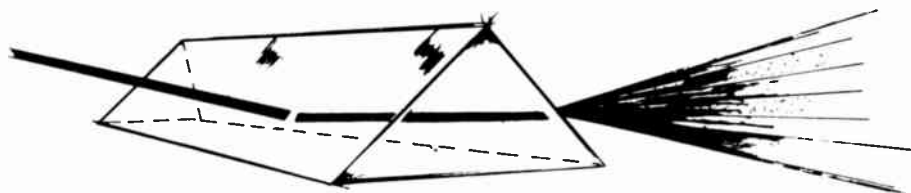
- 6 Our Water Supply
- 13 We Use Water
- 20 Waters around Us
- 27 At Your Request

UNDERSTANDING SCIENCE is designed to implement and, where desired, pace the teaching of science in Grade 4. Together, the television teacher and the classroom teacher may work as a team in presenting and developing the science program in Grade 4. A special Science 4 manual is available for this series. It will be distributed to the schools by the Office of Science Education.

The television teacher: Stephen Fischer.

# EXPLORING SCIENCE

M	T	W	TH	F
	9:30	1:50	10:10	



## WEEK OF OCTOBER

- 9 Simple Circuit
- 16 Magnetism and Electricity
- 23 Magnetic Force
- 30 Electric Motors

## NOVEMBER

- 6 Trees
- 13 Molds, Yeast, and Bacteria
- 20 Fuels
- 27 Heat

## DECEMBER

- 4 Chemical Changes
- 11 Physical Changes
- 18 Using Living Things

## JANUARY

- 1 Indoor Climate
- 8 Latitude and Climate
- 15 Oceans and Climate
- 22 Mountains and Climate

## FEBRUARY

- 5 Muscles Make It Go
- 12 Flowing Water Makes It Go
- 19 Wind Makes It Go
- 26 Steam Makes It Go

## MARCH

- 4 Rapid Burning Makes It Go
- 11 Stars
- 18 Stars Rise and Set
- 25 Planets

## APRIL

- 1 Motion of Planets
- 8 Light
- 22 Mirrors
- 29 Multiple Reflections of Light

## MAY

- 6 Birds
- 13 Fish
- 20 Insects
- 27 At Your Request

EXPLORING SCIENCE is designed to implement and where desired, pace the teaching of science in Grade 5. Together, the television teacher and the classroom teacher may work as a team in presenting and developing the science program in Grade 5. A special Science 5 manual is available for this series. It will be distributed to the schools by the Office of Science Education.

The television teacher: Stephen Fischer.



# WORKING WITH SCIENCE

M	T	W	TH	F
11:00	2:10			9:30



## WEEK OF OCTOBER

- 9 The Simple Circuit
- 16 Fuses
- 23 Electrical Appliances
- 30 How Electricity Is Produced

## NOVEMBER

- 6 Electric Generation and Distribution
- 13 Floating in Air
- 20 Forward Motion and Lift
- 27 Parts of the Airplane

## DECEMBER

- 4 Rocket and Jet Propulsion
- 11 Changing the Path of Light
- 18 Forming an Image

## JANUARY

- 1 The Photograph
- 8 Finding Out about Molecules
- 15 Molecules Are Always Moving
- 22 Molecules, Elements, and Atoms

## FEBRUARY

- 5 The Atom
- 12 Air
- 19 The Composition of Air
- 26 Class Weather Station: I

## MARCH

- 4 Class Weather Station: II
- 11 Work of the Weather Bureau
- 18 Hearing
- 25 Care of the Ears

## APRIL

- 1 The Eye
- 8 Taste, Touch, and Smell
- 22 Trusting Your Senses
- 29 Into Orbit

## MAY

- 6 To the Moon
- 13 To the Planets
- 20 Stars
- 27 At Your Request

**WORKING WITH SCIENCE** is designed to implement and, where desired, pace the teaching of science in Grade 6. Together, the television teacher and the classroom teacher may work as a team in presenting and developing the science program in Grade 6. A special Science 6 manual is available for this series. It will be distributed to the schools by the Office of Science Education.

The television teacher: Stephen Fischer.

## GENERAL VIEWING

The series listed below are designed for viewing by teachers and the general audience. In many instances, however, the programs are suitable for high school students. More descriptive information on the series can be found on page 263 of this manual. Detailed listings are available on request. Requests should be made in writing to WNYE-TV/Channel 25, 112 Tillary Street, Brooklyn, New York 11201.

### COMPARISONS

**Tuesdays: 3:00 P.M.**

**Fall Term—Beginning October 10**

**Thursdays: 12:30 P.M.**

The programs in the series contrast similar aspects of life in several countries and illustrate what people do in their ordinary walks of life.

### INTERNATIONAL ZONE

**Tuesdays: 3:00 P.M.**

**Spring Term—Beginning February 6**

**Thursdays: 12:30 P.M.**

INTERNATIONAL ZONE highlights the work of the United Nations and its related agencies. Much of the emphasis of the programs is put on the work of those agencies little known to the general public.

### METROPOLIS—CREATOR OR DESTROYER?

**Mondays, Wednesdays, Fridays: 3:00 P.M. Fall Term—Beginning October 9**

One of the most pressing problems in America today—urbanism—is explored in this series. It tackles today's cities and suburban centers, analyzing their usefulness, questioning how they could be made better, studying the needs and wants of their people.

### THE CREATIVE PERSON

**Mondays, Wednesdays, Fridays: 3:00 P.M. Beginning date—December 4**

The series focuses on the private vision of the creative person. Each program is devoted to a twentieth-century artist whose special qualities of imagination, taste, originality, intelligence, craftsmanship, and individuality have marked him as a pace-setter in his field.



# ALMANAC

## Week of October 9—COLUMBUS DAY (October 12)

### Overview:

In our time, when the great nations of the world are exploring space, let us pause to remember one of the most adventurous explorers, Christopher Columbus. Columbus, the discoverer of America, was a great seaman and explorer. He was born in 1451 in Genoa, then the capital of an independent Italian republic. In 1477 he was living in Portugal, the country of navigators and explorers. The Portuguese were trying to reach the Indies by sailing around Africa. Columbus felt this could be done more easily by sailing due west. Selling his "plan" was not an easy task, but after having been turned down by King John II of Portugal, Columbus was ultimately given everything that was needed for his memorable voyage by Queen Isabella of Spain.

### Suggested Activities:

1. Construct a relief map of the world as Columbus knew it as a boy.
2. Compare the Santa Maria with one of the great ocean liners of today.

## Week of October 16—OPENING OF THE ERIE CANAL

(October 26, 1825)

### Overview:

Can you imagine taking a boat trip and having it cost you only one cent and a half per mile? Can you also imagine taking an hour to travel that one mile? This is what happened in 1825 on the Erie Canal when heavy boats were pulled by horses that walked along the shore. However, the Erie Canal was not built in order to give passengers a pleasure trip. This important waterway was designed and built to connect the Atlantic Ocean with the entire Great Lakes system, by joining the Hudson River with Lake Erie. It provided a route over which manufactured goods could flow into the West, and raw materials could pour into the East. The canal played a large part in the opening of the Northwest.

### Suggested Activities:

1. List the important waterways that have been built in the United States and elsewhere, and the advantages that have been gained by their construction.
2. The students might enjoy learning the song, "The Erie Canal."

## **Week of October 23—UNITED NATIONS WEEK**

### **Overview:**

The day is June 26, 1945. The place is San Francisco. What happened on this memorable day? The signing of the United Nations Charter by fifty nations, with the hope of freeing succeeding generations from the scourge of war. The United Nations is pledged to maintain international peace and security, and to establish the political, economic, and social conditions necessary for achieving this aim. The formation of the United Nations has not abolished the threat of war from the world, but it has provided the best hope for peace the world has seen, to date. In December of 1946, the General Assembly voted to establish the United Nations' permanent headquarters in New York City.

### **Suggested Activities:**

1. Make a study of the basic organization of the United Nations, and list the functions of each department.
2. Bring in a newspaper article concerning an international crisis, and discuss the ways in which the United Nations is helping to deal with this problem.
3. Discuss the objectives contained in the original United Nations Charter, and find out to what extent they have been accomplished.

## **Week of October 30—NATIONAL CHILDREN'S BOOK WEEK**

### **Overview:**

Let's take a magic carpet and fly over the ancient land of Persia, or sail a ship to the Caribbean Islands. You might enjoy a trip to France, to peek into Louis Pasteur's laboratory, as the famous scientist conducts an experiment. You might want to visit with the Eskimos. These and many more adventures can be yours by simply opening a book and reading. From the beginning of time, people have recorded the occurrences of the period during which they have lived, and from these writings we have been able to learn about the world and the people who inhabit it. We have also been transported into the world of fantasy, science, comedy, or the unknown through books. Whatever your desires or interests, the printed page can bring you many hours of enjoyment.

### **Suggested Activities:**

1. Make a series of posters, encouraging others to read books.
2. Set up a library corner in your classroom, dividing the books into the various literary categories.
3. Read the biographies or autobiographies of famous authors.
4. Discuss the creative process that goes into the writing of a book.

## **Week of November 6—AMERICAN EDUCATION WEEK**

### **(Open School Week)**

#### **Overview:**

Every day, we learn many things by imitating others, or by joining in group activities. We then establish and try out our own ideas. It is curiosity about all that is around us that is the basis of learning. To learn is to become educated. Today, we take school and education for granted, but there was a time when only a selected few could go to school. The American public school system as it exists now was born in the midst of the Revolutionary War, but even then, there were fees and the poor people of this country could not afford even the lowest of fees. Today, anyone can receive a free public school education and, in many states, a tuition-free college education. It is a privilege for which every American child should be thankful.

#### **Suggested Activities:**

1. Make a study of some of the educational systems of other countries.
2. Do research on the changes in the American educational system since the beginning of this century.
3. Conduct interviews with teachers in your school, in order to discover their reasons for becoming teachers.

## **Week of November 13—PUERTO RICAN DISCOVERY DAY**

#### **Overview:**

If you were to take a plane from Kennedy Airport to Puerto Rico, you would be on this lovely Caribbean island in three hours. Puerto Rico is a tourist's haven, because of its ideal climate, beautiful beaches, and tropical vegetation. But this lovely island is not only a resort; it is also an historical site, for on November 19, 1493, exactly 474 years ago, Christopher Columbus, on his second voyage to this land, set foot on Puerto Rican soil. San Juan, the capital of Puerto Rico, is the oldest city in the Western Hemisphere that flies the American flag. Its unique relationship to the United States, and its remarkable progress have made Puerto Rico a shining example of democracy in action. This island was once impoverished, but the people's accomplishments, through their willingness to utilize their own resources resulted in accomplishments that have made the island a monument to their own efforts.

#### **Suggested Activities:**

1. Make a study of the ways the Spaniards have influenced Puerto Rico as to language, clothing, architecture, etc.
2. The students might enjoy learning Puerto Rico's National Hymn which can be obtained from the office of the Commonwealth of Puerto Rico.

## **Week of November 20—THANKSGIVING (November 23)**

### **Overview:**

Thanksgiving day is a holiday set aside for giving thanks to God for all the blessings received during the year. In America, the first Thanksgiving was celebrated during the second winter that the Plymouth colonists spent in the New World. At that time, it was decreed that December 13, 1621 be set aside as a day of feasting and prayer, to express the gratitude of the colonists for a fine harvest and for life itself. More than eighty friendly Indians came to the feast, and shared the bounty with their white friends. Our American Thanksgiving may very well have grown out of the harvest-home celebrations of England.

### **Suggested Activities:**

1. Make a study of how harvest festivals are celebrated in other countries.
2. Do a creative dramatics activity with the first Thanksgiving as the subject.
3. Conduct a group discussion around the topic: How has the meaning of Thanksgiving changed from the time of the Pilgrims to the present?

## **Week of November 27—MARK TWAIN'S BIRTHDAY (November 30, 1835)**

### **Overview:**

In 1857, Samuel Langhorne Clemens became an apprentice river pilot on the Mississippi River. While working as a pilot, he heard the call, "mark twain," which indicated that the water in that part of the river was two fathoms deep. Clemens decided to adopt this call as his pen name. From that time forth, the name, "Mark Twain" became better known than Samuel Clemens as the author of many famous books. His masterpiece, *Huckleberry Finn*, is often considered the first great American novel and the forerunner of the realistic novel. Mark Twain wrote on a variety of subjects. Some of his works include such popular novels as *The Prince and the Pauper*, *Tom Sawyer*, *Life on the Mississippi*, and *A Connecticut Yankee in King Arthur's Court*. Twain drew on the rich material of this land for the subject of his works.

### **Suggested Activities:**

1. Write a short story, using as the subject, life on the Mississippi as it was during Mark Twain's lifetime.
2. Make a model of a Mississippi river boat.
3. Prepare a dramatization of a scene from one of Mark Twain's novels and present it in class.

## **Week of December 4—HUMAN RIGHTS DAY (December 10)**

### **Overview:**

On December 10, 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights. This action by the United Nations leads to universal respect for the freedom and dignity of the individual. It constitutes the first world-wide enunciation of the inherent rights of man. Based on the Bill of Rights of the United States and Great Britain, and on France's Declaration of the Rights of Man, some of the articles state simply that, "all human beings are born free and equal in dignity and rights; everyone has the right to life, liberty, and security of person; all are equal before the law; no one shall be subjected to arbitrary arrest; everyone has the right to freedom of movement, freedom to own property, freedom of opinion and expression, freedom of peaceful assembly; everyone has the right to education."

### **Suggested Activities:**

1. Make a study of how some of the other countries celebrate Human Rights Day.
2. Write an essay on the Human Rights of Man.
3. Compare the Declaration of Human Rights with our own Bill of Rights.

## **Week of December 11—LUDWIG VON BEETHOVEN'S BIRTHDAY (December 16, 1770)**

### **Overview:**

"He will make a noise in the world some day", said Wolfgang Amadeus Mozart, when Beethoven played the piano for him. This great meeting took place in Vienna in 1787, when Beethoven was only seventeen years old. Mozart's prediction turned out to come true, for Beethoven did make a big "noise" in the musical world as one of the greatest geniuses of the 1800's. This magnificent composer began studying music at the age of four, and made his concert debut at the age of eight. His first compositions were published when he was eleven. He was also a great success as a pianist, but his career as a performer was curtailed because of a loss of hearing which began when he was twenty-eight. Although he was completely deaf by 1819, he continued to compose until his death in 1827. Beethoven's music is as alive and exciting today as it was when it was first written.

### **Suggested Activities:**

1. Listen to Beethoven's *Pastoral Symphony* and discuss the different characteristics of the season suggested by the music.
2. Discuss the various musical forms written by Beethoven such as a concerto, a symphony, and an opera. Listen to some of these compositions.



## **Week of December 18—BROADWAY BECOMES THE GREAT WHITE WAY (December 20, 1880)**

### **Overview:**

Thanks to the genius of Thomas A. Edison, at night electric lights adorn New York City, and the theatre district especially glitters and sparkles. This brilliance of Broadway, taken for granted today, had its beginnings back in 1880. The electric arc light had already been tested and found to be a much better means of illumination than the gas light in use at that time. Twenty-two of these arc lights were installed between 14th Street and 23rd Street where the theatre district was concentrated on Broadway. On the evening of December 20, 1880, these lamps were lit for the first time and Broadway became "The Great White Way". Not until the turn of the century did Broadway as we know it today, move to the Times Square area to make its permanent home.

### **Suggested Activities:**

1. Trace the history of the birth of electricity.
2. Make a study of the various types of theatrical entertainment offered in New York City, past and present.

## **Week of January 1—JACOB GRIMM'S BIRTHDAY (January 4, 1785)**

### **Overview:**

Do the names Cinderella, Rumpelstiltskin, Hansel, Gretel, or Snow White mean anything to you? Of course they do! They represent many pleasurable hours of reading and listening, for these are the names of characters that appear in some of the most famous stories ever published. Generally speaking, folk and fairy tales of olden times have been kept alive by word of mouth, as they were told and retold throughout the years. Few people ever hunted them down and put them into print. Jacob and Wilhelm Grimm, two brothers who became interested in these stories, assembled them under the title of **Grimm's Fairy Tales**, thus making it possible for the stories to be read and loved all over the world. Collecting the stories was a task which meant hours and hours of walking about the German countryside, and listening to people tell the stories that had been handed down by their grandparents and great grandparents. The first collection of stories by the Grimm brothers appeared in 1812.

### **Suggested Activities:**

1. Have the children make hand puppets of the characters from Grimm's fairy tales.
2. Dramatize one of the fairy tales and present it as a puppet show.

## **Week of January 8—ALBERT SCHWEITZER'S BIRTHDAY**

**(January 14, 1875)**

### **Overview:**

Philosopher, theologian, musician, mission doctor, and winner of the Nobel Peace Prize of 1952—all of these accomplishments were achieved by one man, Albert Schweitzer. Born in upper Alsace, his family moved to the village of Gunsbach, where he was to return at long intervals from his self-imposed exile in Africa. Schweitzer was the son of a Lutheran pastor, and most of his life was spent in investigating the life of Jesus. In 1905, at the age of thirty, he decided to study medicine. When he completed his studies, he moved to French Equatorial Africa where he established, equipped, and maintained a hospital for the natives. Thus began his long career as a fighter against leprosy, sleeping sickness, and a host of tropical diseases. He died on September 4, 1965 at the age of ninety, a humanitarian respected throughout the world.

### **Suggested Activities:**

1. Write a brief biography of other medical heroes who dedicated their lives to helping others.
2. Make a study of the medical program of UNICEF and explain how this organization has helped the children of the world.
3. Do research on the people and customs of French Equatorial Africa.

## **Week of January 15—EDGAR ALLAN POE'S BIRTHDAY**

**(January 19, 1809)**

### **Overview:**

Once in a while, everyone enjoys a mystery story or a tale of horror. Some of the best of these were written by Edgar Allan Poe, a poet, critic, and storyteller of world renown. Poe lived a short and unsettled life, which affected his chances for retaining literary jobs as editor and contributor to many prominent publications. Orphaned at the age of three, Poe was raised by foster parents. He received a good education, first in England, then in a private school in Richmond, Virginia, and finally spending one year at the University of Virginia. After a disagreement with his foster father, Poe ran away to Boston. Thus began a tragic life of loneliness and poverty. It was during this period, that Edgar Allan Poe wrote the poems and stories that were to make him famous. Poe died at the early age of forty.

### **Suggested Activities:**

1. Study and learn the poem, "Annabelle Lee," by Poe.
2. Visit Poe's cottage at Kingsbridge Road and Grand Concourse, in the Bronx.
3. Discuss the reasons for the continuing popularity of Poe's tales.

## **Week of January 22—GOLD DISCOVERED IN CALIFORNIA** **(January 24, 1848)**

### **Overview:**

James Wilson Marshall, who was busy building a sawmill on California's American River near the present town of Coloma, spied a yellow metal flake in a shallow pool. The bright yellow flake was the shape of a melon seed, and it gleamed in the early morning sun. The date was January 24, 1848, and before the day ended, Marshall found and collected half an ounce of these metal flakes. The next day, he found several ounces more. He took these flakes fifty miles down the river from the mill to John August Sutter, a wealthy Swiss trader and landowner, who had built a fort and trading post which had grown into a prosperous community. The two men tested the yellow metal by every means available, and finally Sutter announced, "It's twenty-three carat gold!" Thus started a gold rush that was to last ten years.

### **Suggested Activities:**

1. Trace the course of the westward movement that was caused by the discovery of gold in California.
2. List some of the other countries where gold has been discovered and discuss the effects of the discovery on the area and its people.

## **Week of February 5—ADLAI STEVENSON'S BIRTHDAY** **(February 5, 1900)** **ABRAHAM LINCOLN'S BIRTHDAY** **(February 12, 1809)**

### **Overview:**

The state of Illinois can boast of two great contributions to the American scene — Adlai Stevenson and Abraham Lincoln. Lincoln will always be remembered for his honesty and simplicity. Born in Kentucky, but spending most of his years in Illinois, young Abe spent his boyhood years battling the hardships of pioneer life. This early training was to be of value to the man who was destined to make many important decisions in his later years, as the sixteenth President of the United States. Adlai Stevenson, on the other hand, was twice a candidate for President, but was defeated both times by Dwight D. Eisenhower. However, both Stevenson and Lincoln are fondly remembered for their wit, intelligence, integrity, brilliance, liberalism, and respect for human beings. Lincoln was killed by an assassin's bullet. Stevenson died in the service of his country as the United States Ambassador to the UN.

### **Suggested Activities:**

1. Discuss the ways in which Abraham Lincoln laid the groundwork for today's fight for Human Rights.
2. Write an imaginary conversation between Lincoln and Stevenson on the dignity of man.

## **Week of February 12—NATIONAL NEGRO HISTORY WEEK**

### **Overview:**

America is a land made up of people and cultures from all parts of the world. Every race is represented here. From the Negro race come such famous people as the inventor, George Washington Carver; the educator, Booker T. Washington; the poets, Phyllis Wheatley, Paul Lawrence Dunbar, and Langston Hughes. These are just a few of the Negroes who have made their mark in American history and culture. Although this week has been set aside as National Negro History Week, let us not forget that the contributions made by the Negroes are a continuing and integral part of our growth as a nation.

### **Suggested Activities:**

1. Write a short biography of a famous American Negro.
2. Choose a poem by a famous Negro poet and perform it as a choral speaking activity.
3. Investigate some of the contributions made by Negroes to our American culture.

## **Week of February 19—BROTHERHOOD WEEK**

### **Overview:**

When we hear the word "neighbor", we, as individuals, tend to think only of the person next door. But now, with our vast communication systems and our rapid means of traveling, the world has become smaller. Today, the word "neighbor" is applied not only to people but to nations as well. We in the United States are trying to live in peace with our neighbors. But it is important to remember that without love for your neighbors, near or far, peace will never become a reality. Brotherhood Week reminds us to work toward peace by respecting the rights of others, by extending a helping hand to those in need, and by learning to understand our neighbors, whatever their race, color or creed. It is through mutual understanding and the realization that we are more alike than we are different, that we can establish and maintain a peaceful world.

### **Suggested Activities:**

1. Make a study of all the organizations and private agencies that are dedicated to helping those in need. How do they contribute to world peace?
2. Bring in an article from a newspaper or magazine that illustrates brotherhood in action.
3. Conduct a speech contest in which the students are asked to speak on the subject of brotherhood.
4. Discuss the many ways in which prejudice is damaging to our society and to the individual.

## **Week of February 26—ALEXANDER GRAHAM BELL'S BIRTHDAY (March 3, 1847)**

### **Overview:**

Have you ever thought what it would be like to be without a telephone? This marvelous invention is taken more or less for granted today. Its inventor, Alexander Graham Bell, was born in Edinburgh, Scotland. At the age of twenty-three he and his family moved to Canada. The following year the young inventor came to Boston. There he opened a school for training teachers for the deaf. In connection with his work, he exhibited an apparatus that could transmit sound through the use of electricity. It was this invention, with improvements and modifications, which constitutes the modern telephone. Constant experimentation and improvements have changed the telephone drastically from the first instrument invented by Bell, to the one in our homes today.

### **Suggested Activities:**

1. Write a playlet about the dramatic moment when Bell discovered that his invention worked.
2. Make a study of Bell's other inventions.

## **Week of March 4—UNITED STATES POST OFFICE ESTABLISHED (March 12, 1789)**

### **Overview:**

Herodotus, the Greek historian, wrote about the Persian postal system of 500 B.C. in these words: "There is no mortal thing faster than these messengers . . . neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds." Does this quotation sound familiar to you? It should! Part of this quotation is inscribed on the front of the General Post Office in New York City. There was very little public mail in 500 B.C. because very few people could read or write. But as the nations of the world grew, so did the need for good postal systems, as this was an important means of communication. In our own country, in 1755, Benjamin Franklin was appointed the first Postmaster General under the Continental Congress. In 1789 Samuel Osgood was appointed the first Postmaster General under the United States Constitution.

### **Suggested Activities:**

1. Set up a school post office for the distribution of letters written by the members of one class to another, establishing all the steps used in a real Post Office.
2. Arrange a trip to your local Post Office.

## **Week of March 11—SUSAN B. ANTHONY, SUFFRAGIST**

### **Overview:**

In a democracy, Election Days are extremely important, for then, and only then, do the people have an opportunity to choose the candidates they want as their leaders. On Election Day, Americans who are eligible go to the polls to cast their votes. This is democracy in action. But, there was a time here in the United States when only men were allowed to vote. This seemed unfair to a woman from Massachusetts who believed that, according to the Fourteenth Amendment to the Constitution, women had just as much right to vote as did men. Her name was Susan B. Anthony, a woman who devoted herself almost exclusively to the fight for woman's rights. She was once a teacher, then the proprietor of a weekly paper called *The Revolution*, and finally the president of the National Woman Suffrage Association. It was largely due to her efforts that American women can vote today.

### **Suggested Activities:**

1. Compare the place of women in today's society with that of women who lived fifty years ago.
2. Investigate the political situation in countries which still do not have equal rights for women.

## **Week of March 18—SPRING BEGINS**

### **Overview:**

After a long, cold winter, when the snow melts and the plants and the trees are again able to show a trace of green, Spring finally arrives. Of all the seasons of the year, Spring is considered by many to be the pleasantest season of all. Spring means many things to many people, but it is certainly the season of the year that has been an inspiration to artists, poets, and composers since the beginning of time.

### **Suggested Activities:**

1. Write a poem about Spring.
2. List all the signs of Spring that are apparent to you.
3. Make a study of some of the famous poems that have been written about Spring.
4. Make a collection of pictures of flowers and find out which of them bloom in the Spring.

## **Week of March 25—BIRDS IN FLIGHT**

### **Overview:**

Twice a year one of nature's most interesting mysteries, bird migration, takes place. As the seasons change, many birds travel long distances seeking warmth. Some of them will travel thousands of miles away from their nesting areas. Authorities have not been able to agree as to why this phenomenon occurs. But the birds continue to migrate along very definite routes called flyways. How they find their way over oceans, with nothing to guide them, still remains unexplained. The patterns of bird life and migration are under constant study by many governmental and private agencies. Perhaps someday the mystery will be solved. But whether or not migration is ever explained, the birds themselves will continue to grace our landscape with their everlasting beauty.

### **Suggested Activities:**

1. Trace the flight pattern of a migratory bird that interests you.
2. On a map of the United States, paste the pictures of various species of birds according to the areas in which they are generally found.

## **Week of April 1—FIRST DEMONSTRATION OF TELEVISION (April 7, 1927)**

### **Overview:**

After you have finished your work and are looking for a little relaxation, what do you do? Read a book? Play a game? Perhaps you enjoy looking at television. Was television always available as a form of entertainment and relaxation? It would seem so today, with virtually every family the proud owner of this remarkable invention. But it is a very young invention. As a matter of fact it is only forty years old, for the first demonstration of television took place on April 7, 1927. On this day Herbert Hoover, then Secretary of Commerce, and Walter S. Gifford, president of the American Telephone and Telegraph Company, conducted a conversation. This conversation was transmitted by wire from Washington, D.C., to Bell Telephone Laboratories in New York City. Visual images were received at the New York end. Thus television was born.

### **Suggested Activities:**

1. Simulate a television studio in your classroom. Write an original script and produce the play in your "television studio".
2. Arrange for a class trip to one of the major networks, for a guided tour and a behind-the-scenes view of television.

## **Week of April 8—PAN AMERICAN DAY (April 14)**

### **Overview:**

Once a year, a day is set aside to celebrate the establishment of the Pan American Union in 1889, a union built on understanding, cooperation, and mutual respect between the countries of North and South America. By and large, most of these countries have remained very good friends through the years. Attempts to establish a Pan American Union were made as far back as 1820, when Henry Clay set forth the first principles of Pan Americanism. Then the Monroe Doctrine came into being. In 1826 Simon Bolivar called for the first conference of American Nations, but it wasn't until 1889 that such a Congress actually met. The Pan American Union, housed in Washington, D.C., tries to promote understanding and peace among the nations of North and South America.

### **Suggested Activities:**

1. Make a list of all the countries that are members of the Pan American Union. Discuss their reasons for joining.
2. Learn a dance from one of the South American countries.

## **Week of April 22—SAN FRANCISCO EARTHQUAKE (April 18, 1906)**

### **Overview:**

An earthquake is one of the most devastating phenomena that can happen on earth. Yet there are as many as a million earthquakes a year. Most of the tremors take place beneath the surface of the sea and cause little damage. However, earthquakes have demolished huge cities and started great fires, destroying lives and property. This has happened to cities that are built on soft ground. Earthquakes have also started tidal waves that have swept sea-coast towns, drowning thousands of people. During an earthquake, the earth has sometimes split open. This happened during the San Francisco Earthquake of 1906. In 1900, San Francisco was a young and vigorous city which had burned down many times and had been rebuilt in a makeshift way. But after the earthquake, which killed hundreds of people and destroyed thousands of buildings, the city was again rebuilt, this time more carefully. It has been able to withstand the many tremors that have occurred since 1906.

### **Suggested Activities:**

1. On a map of the world, indicate the places where earthquakes are most frequent.
2. Discuss some of the ways international aid and understanding have been fostered, as a result of a severe earthquake.



## **Week of April 29—FIRST NATIONWIDE TEST OF SALK POLIO VACCINE (April 26, 1954)**

### **Overview:**

On April 26, 1954, almost two million school children across the country participated in one of the most dramatic testing programs ever conceived. They were all inoculated with a vaccine which, after years of study and research, had been discovered by Dr. Jonas Edward Salk and his associates. This vaccine has proved to be effective as a weapon against one of mankind's most dreaded diseases—poliomyelitis, more commonly known as polio, acrippler and often killer of children. A great deal of important information, about how polio strikes and how the body defends itself against this disease, had been recorded during the past hundred years or more. It was Salk's task to use this knowledge to produce a vaccine that would prevent polio. The world will forever be indebted to the man who has all but eliminated this disease from the face of the earth.

### **Suggested Activities:**

1. Make a study of some of the foundations that exist for research into the prevention of diseases.
2. Discuss the many elements involved in any research project.
3. Discuss the reasons why a doctor or a scientist may wish to devote many years, sometimes his life, to medical research.

## **Week of May 6—ROBERT E. PEARY'S BIRTHDAY (May 6, 1856)**

### **Overview:**

In 1908 Robert E. Peary headed for the North Pole on the "Roosevelt," a ship specially built for Arctic exploration. After many months of traveling, Peary, Matt Henson and four Eskimos reached the North Pole on April 6, 1909. This was not the first time that Peary had tried to explore this region. In 1891, the Philadelphia Academy of Natural Sciences put him in charge of a polar expedition, and in the ensuing years he made several more attempts. His adventures were the subjects of many of his books, among them, **The North Pole: Its Discovery in 1909, Secrets of Polar Travel, and Northward Over the Great Ice.** After Peary's successful discovery he was given the rank of Rear Admiral and sent as a delegate to the International Polar Commission in Rome. Peary died in Washington, D.C., on February 20, 1920.

### **Suggested Activities:**

1. Arrange showings of the films, **Nanook of the North** and **Nomads of the North**. These films may be obtained from the Bureau of Audio and Visual Instruction.
2. Make a diorama of a typical Eskimo village.
3. Make a study of life in an Eskimo region.

## **Week of May 13—THE COMPLETION OF THE TRANSCONTINENTAL RAILWAY (May 10, 1869)**

### **Overview:**

In a bank vault in San Francisco there is a gold spike. This spike is now owned by Stanford University. Other than the fact that it is gold, why is this spike so valuable and so important? It is important because it marked the climax of an extremely dramatic scene that took place at a point in the Promontory Mountains, north of Great Salt Lake, Utah. The day was May 10, 1869, and between the noses of two locomotives the golden spike was driven to commemorate the completion of the first chain of railroads to span the North American continent. Over the recently completed telegraph line flashed the message, "The last rail is laid . . . the last spike driven . . . the Pacific railroad is completed!" This was the first transcontinental railway of the United States. This railroad brought the two coasts, the Atlantic and the Pacific, within a few days' journey of each other.

### **Suggested Activities:**

1. Make a study of how the railroad systems have improved through the years.
2. On a time line beginning with 1869, draw pictures showing the modernization of our railroad engines. Project this into the future.

## **Week of May 20—FIRST IMMIGRATION QUOTA ACT (May 19, 1921)**

### **Overview:**

If you were to walk on any busy street in a large city of the United States, you would more than likely see an Italian restaurant, a Polish food store, a Jewish delicatessen, a French pastry shop, and many more stores and shops owned by people who came from other countries, or whose forefathers were immigrants. Except for the American Indian, everyone in our country is an immigrant or is descended from immigrant stock. Up to 1921, virtually any literate person who was in good physical and mental health, of good moral character, and eligible to become a citizen, could enter the United States. However, in 1921, President Harding signed a law restricting the number of immigrants who might enter the country. This act was called the Immigration Quota Act. Although this act restricted the flow of immigrants to our country, it in no way stopped immigration. A new immigration law has been signed by President Johnson. The abolition of the old law will go into effect on July 1, 1968.

### **Suggested Activities:**

1. List the contributions to our culture of the many peoples of the United States.
2. Make a study of the reasons for immigration.
3. What does President Johnson's law on immigration provide?

## **Week of May 27—ALMANAC FOR MAY, JUNE, AND JULY**

### **Overview:**

May 30, June 14, and July 4 are three days set aside each year to celebrate certain events in American history. May 30 is designated as Memorial Day. On this day we pause to remember and honor all the men and women who have given their lives for their country in all its wars. It is customary to observe the day with military parades and appropriate services. June 14 is Flag Day. It marks the anniversary of the day in 1777 when Congress resolved that the flag of the United States should consist of thirteen stripes and thirteen stars. In 1818 Congress adopted a new law for our flag that still retains the original thirteen stripes for the thirteen colonies, with a star for each state. July 4, Independence Day, is the birthday of the United States of America. Independence Day marks the anniversary of the Declaration of Independence, which was adopted by the Continental Congress in the year 1776.

### **Suggested Activities:**

1. Indicate the proper way of displaying the American flag for various functions.
2. Trace the development of the field of stars in our flag, from the original circle of thirteen to the present.

# MEET THE ARTS

**October 11—INTRODUCING—(Repeated March 13)**

**Basic Idea:**

What are the arts? What do they do? The arts are languages in which artists talk. The artist picks the language most natural for him—music, painting, sculpture, dance, theater, literature, or architecture. He wants to tell how he feels or what he sees. In his own language he describes the inside world of feelings and the outside world around him. He can create a real world (like architecture) or a fantasy world (literature and theater). In this program we meet all the art languages and see how they communicate.

**Ways to Continue:**

- A. If it is possible, take your students to visit a museum or your local library. Look for paintings that really speak to them, and have them describe the feelings each one arouses.
- B. Listen to recordings of music, and ask your students to select those that convey a great deal of emotion. Help them group the pieces in terms of the emotions they convey.
- C. Your class might play charades, describing in pantomime emotions such as excitement, joy, surprise, fear.
- D. Choose any subject that interests your class, and treat it as we did the cat on the program. Make an exhibit that describes it in various art forms and shows how the different forms of art enrich its meaning.
- E. Encourage your students to judge various buildings in your community in terms of the feelings they evoke. Do these feelings correspond to the functions of the buildings? Do houses look warm and inviting? Do public buildings suggest the activity that goes on inside?

## **October 18—SHAPE—(Repeated March 20)**

### **Basic Idea:**

How many of us ever stop to think that everything has a shape? If we could look at the common objects we see every day, and forget what they are, but just notice their shapes, the world would have quite another look to us. All things are made of straight lines, or curves, or combinations. Artists focus on shapes and have many ways to tell us about them and use them. Let us see how artists employ shapes to help us see the world more clearly or from a new angle.

### **Ways to Continue:**

- A. See how many pictures your class can find in old magazines that illustrate the idea of straight or curved shapes. You might assign one particular subject the children like, such as household items.
- B. Using a flashlight, cast light on some objects you have selected, and ask your class to discuss the contrasting shapes they see in the shadows.
- C. Propose that on their way to school your students see how many different objects they can discover with predominately straight or curved shapes. They might follow up by drawing a few simple diagrams.
- D. Help your students grasp the concept of straight and curved shapes in the sounds of the alphabet. Identify the shapes or different words. Start, for example, with a word that sounds round like "roly-poly," or one that sounds sharp and straight like "click."
- E. Have your class play the shape charades game, for example, selecting shapes from your classroom.
- F. Listen to musical selections, and discuss the quality of the shapes in each piece. Possibly ask your class to draw the shapes and use them as the basis for designs.
- G. Bring paintings of interesting shapes to the classroom for discussion.
- H. Look for predominant shapes in the architecture of different parts of the world in your social studies class.

## October 25—RHYTHM—(Repeated March 27)

### Basic Idea:

There's rhythm all around you: the rhythm of breathing, walking, working; the rhythms of nature and the things you see. Rhythm is inside you. You see it and feel it without being aware of it. Let's look at the rhythm of people, nature, and the city, and discover how we respond to rhythm. Then let's see how artists use rhythm aurally and visually—how they create rhythm and how you can find it.

### Ways to Continue:

- A. Your class may discover visual patterns of rhythm in the arrangement of chairs in the school auditorium. They may note how steps combine in groups of six or more to complete a stairway. You might stimulate them to add other things that illustrate visual rhythm.
- B. Engage your class in planning a television program of their own, using additional ideas to describe visual rhythms.
- C. The students may enjoy looking for patterns of rhythms in textiles, and separating the regular and irregular rhythm patterns. An interesting exhibit of fabrics could be planned by the class to illustrate this idea.
- D. If a tape recorder is available, the children may enjoy recording the rhythms that they hear, for example, natural sounds like a cricket chirping, or mechanical sounds like the construction of a building.
- E. Your students could beat out rhythms of favorite songs, or do simple dance steps to accompany the music. Experiment with variants on hand-clapping, finger-snapping, drumming on desk, or combination of the three.
- F. The children could bring in favorite records to play illustrating different rhythms. Social studies can be incorporated here, by listening to rhythms of countries the children are studying.
- G. Read poems aloud for rhythm. Try to read one line with different emphasis, to change rhythms of the poem as you read it.
- H. Find examples of visual rhythms by looking at paintings or photographs in magazines.

## November 1—FORM—(Repeated April 3)

### Basic Idea:

We have investigated elements an artist uses—elements like shape and rhythm. Now let's discuss form. A work of art is made up of many elements organized into a form by the artist. Let's find the elements he has put into his work of art, how he has assembled them, and why. Then let's step back and see the total form.

### Ways to Continue:

- A. Your class may enjoy discussing their experiences with different types of space—open and free, crowded, warm and snug, scary.
- B. Encourage the students to comment on the different types of buildings they have visited in their own community such as the firehouse, a church, hospital, gas station, or restaurant. The discussion might be based on why a certain kind of interior space creates a special sensation or impression.
- C. The social studies interest of the children may offer opportunities for the study of specific homes people live in and how these dwellings often relate to the nature of the land and the culture of the people. For example, the cliff-dwelling Indians may be contrasted with the Indians who make temporary homes.
- D. You may want to interest your class in furniture forms. Studying chair illustrations or even better, examining actual chairs, the class may be motivated to study the design and angle of the back, and arms; to ponder a bit about the length of the legs, the distance between the edge of the seat and the back to determine whether or not the total form suggests ease and comfort or rigidity and formality in the use of the chair. Children could be encouraged to exhibit other utilitarian objects in which form plays a major role.
- E. Cut out geometric shapes and arrange them in many ways, as is shown at the end of the program. Let the children find pleasing arrangements that are abstract as well as those that suggest a real object.
- F. Introduce haiku, an ancient form of Japanese poetry, in literature class as a good example of form in writing. Haiku has five syllables in the first line, seven syllables in the second line, and five syllables in the third line. It must be written in just this form and it presents a challenge to write meaningful thoughts in such a succinct form. Try introducing the writing of haiku poems by giving them two lines from a haiku and letting the children find a third line. Emphasize the concept of form or structure within the haiku poem and how writers use their imaginations.

## November 8—CONTENT—(Repeated April 10)

### Basic Idea:

Artists can tell narrative stories or create moods with their works. Discovering the artist's intention, his basic idea, his "message," is another important aspect of learning about art.

When you read a story, look at a painting, or watch a play—stop and think about what you've seen. Why did the artist choose these characters to tell the story? Why did these things happen to them? Can you find a pattern in what the artist is saying? Can you see a bigger meaning in his work? Maybe it's symbolic, maybe he's emphasizing a trait in human nature that you recognize. In all works of art, after you respond to the subject matter and the form and the style of the artist, stop and think of the artist's intention. See what new aspects of life he points out, what new light he sheds on the commonplace.

### Ways to Continue:

- A. The class may be interested in other stories that tell a moral, making simple puppets and putting on their own puppet show.
- B. You could suggest that the students recall a moment of trying emotion such as disappointment, fear, or the loss of something dear. As each child acts out his story like the mime, the class could guess the meaning.
- C. Your students might enjoy the idea of selecting a group of prints and finding appropriate mood music to go with each picture.
- D. The social studies classes may become interested in political cartoons and the way the artist uses this medium of expression to project a special point of view.
- E. Your students may be interested in examining posters or advertisements and noting the methods the artist used to "sell" an idea or product.
- F. Each student could choose a picture he especially liked and write a story explaining what is happening in it; or, he might list all the different words he could think of which would describe the picture, what it expresses, and how it makes him feel.
- G. Favorite pieces of music might be examined to see if the children can identify what the artist is saying. What do they respond to in the music—the mood, the narrative?



## November 15—YOU DECIDE—(Repeated April 24)

### Basic Idea:

So far we've met the arts in many different ways. We've met them as a language, a way of talking. We've seen how artists use elements like shape and rhythm and how they build many elements into a form. We've thought about the content in a work of art, of the artist's intention as he chooses his subject matter.

In this section we help the children evaluate a work of art on their own, using the experiences gained in the previous programs. We ask them to make up their own minds about what a work says and how they feel about it by following three basic steps:

1. General view: What's the whole idea? What do you notice first? How does it make you feel?
2. Specific (detailed) view: What elements (details) do you see? How does the artist use them? How did he put them together or what is the form?
3. Conceptual view: What is he saying? What new ideas does it give me? Now that I understand it, do I like it?

### Ways to Continue:

- A. The class could collect pictures of buildings, sort them for their special functions, and note the characteristics distinctive to each category. If possible, take the children on a walking tour of your community, examining buildings for the ways in which they fulfill the requirements of their purposes. You may want to compare pictures of buildings constructed for similar purposes in different periods or styles, then let the children choose the type of building they wish and try to design one for that purpose.
- B. The same approach could be used for a closer study of paintings or sculpture, scrutinizing them on the basis of the ideas we have discussed. Have the children relate their first impressions, then describe what they discover after they have examined the work more carefully. It may prove interesting to discuss whether the initial impression is retained, reinforced, or changed as a result of closer observation.
- C. Have the children write limericks, perhaps as a total class activity, with different children each adding one line. If the result proves rather nonsensical, you might lead into a discussion of the distinction between nonsense rhymes and poetry with meaning, which usually has a lasting impact, even if it comes as a subtle after-effect. You might also discuss the importance of rhyme in poetry, showing that it is not an essential element.

## November 22—IT'S ALL AROUND YOU—(Repeated May 1)

### Basic Idea:

Art is all around you. Artists use what they see and experience to point out and comment on aspects of everybody's life. Some people think of art as a thing apart—to be visited—and forgotten as they return to the business of living. In this program we emphasize the common things of a child's world and how art can transform them to beautiful, meaningful experiences. Artists can cause you to look at your world anew and discover still lifes on your kitchen table, rhythm in your work, eloquent stories in the face of the man on the bus.

### Ways to Continue:

- A. The attention to the details of natural forms studied through a magnifying glass, or by making crayon or charcoal rubbings of the object, will reveal to the students new aspects of design.
- B. Have your students leaf through old magazines in search of pictures which seem to be especially effective in highlighting the commonplace aspects of life. Let them examine these, noting composition, the use of carefully planned light and shadow to create a mood or emphasize an area, graduations of focus within the picture, perhaps the angle from which it was taken. The children may want to compare these commercial and news photographs with photographic studies of a more purposefully artistic nature, as found in many books.
- C. Have your class gather newspaper and magazine advertisements and study the lettering used. Discuss the art involved in the design of different types of lettering for different purposes—the type of product and the aspects of it which the advertiser wants to stress demand lettering which connotes strength or fragility, grace or stability, antiquity, modernity, or agelessness; it must also attract the eye and be easy to read and remember. The lettering on greeting cards of different types, book jackets, and posters is well suited to a study of this kind. Your students may want to create their own advertisements, cards, and book jackets, or perhaps to letter a favorite poem or quotation.
- D. Your class may want to collect folk songs about one theme, such as work, war, Bible stories, etcetera. Folk songs are a particularly good illustration of the way in which art can express and relate to aspects of everyday life. An investigation into the background of these songs will heighten their significance and provide many interesting historical commentaries. Perhaps your students would like to illustrate these songs, or design suitable lettering for the verses.

# YOU AND THE ARTIST

## TO THE TEACHER:

In this series the activities suggested for children will be very closely related to the work of important artists. In this way it is hoped that the children will develop a deeper awareness of their own creative powers and a richer understanding of the individual expressions of artists. The general areas of art covered in these telecasts will be drawing, painting, clay modeling, and constructing with a variety of materials. The following suggestions for utilization give a general overview of each lesson, pre-telecast suggestions, materials needed, and follow-up suggestions.

## Week of February 5—ART AND LIFE

### Overview:

There are fundamental creative impulses in life which move into all forms of art. Such strong life forces as rhythm, movement, balance, harmony, stress, and tension are the concern of writers and poets, composers, dancers, actors, architects; in fact, they are the concern of all who create. As man responds to his environment, he seeks to communicate his ideas and feelings in many ways. Artists find special ways to do this. Writers use words; dancers use their bodies in space; composers use sound; architects use space and volume; sculptors deal with mass, and positive and negative space; painters use lines, colors, and shapes. The first program in this series will seek to establish the relationship of art to life. The visual presentation will show how artists communicate through a personal vocabulary in their own medium, and the students will be challenged to discover related elements in art and life.

### Pre-telecast Suggestions:

Ask the children to describe some of their observations of nature and their experiences in daily life, to illustrate the sense of life and vitality. Some examples from nature might be the rolling waves of the sea, the bending trees in a storm, or the sudden flight of birds. Some of their own experiences might be riding on a roller-coaster, pushing into a subway, riding a skateboard, dancing, chasing someone, or fighting. Permit the students to express their ideas spontaneously.

### Follow-up Suggestions:

After the telecast, the students should observe more sensitively line, texture, form, and rhythm in the world they see.

## PEOPLE IN MOVEMENT

### Week of February 12—IN YOUR DRAWINGS AND PAINTINGS

#### Overview:

Today we will observe a variety of people in different activities. You will see visual materials which will illustrate the many ways people use their bodies in daily life, in work, and in play. In this program we will take a very close look at human forms in action and will direct the child's observation to line and form. We will encourage in him awareness and perception, which will enable him to be more expressive in his representation of people in action.

#### Suggested Materials:

Manila, newsprint, and colored construction paper in large size. Cray-pas, crayons, pastels, charcoal, paint, and brushes. Optional materials may be wooden drawing boards or large cardboards that will serve as drawing boards. Tape, clips, and staples may be needed.

#### Follow-up Suggestions:

The children may select drawing and painting materials from the above suggested list. They should be allowed freedom of choice. If you have a classroom with small, fixed desks, you may want to let some students work on newsprint taped to the blackboard. Others may tape or clip their paper on large cardboards to extend the size of the work surface. After discussing the television presentation, ask the students to enact a few quick pantomimes. This should be enough stimulation to get them started in drawing and painting people in movement.

### Week of February 19—IN THE DRAWINGS AND PAINTINGS OF NATHANIEL KAZ AND CHARLES WHITE

#### Overview:

Today's program will seek to reinforce the student's own art experiences in expressing people in movement. The work of artists will be shown, and the emphasis will be on individual interpretation and original use of drawing and painting media.

#### Pre-telecast Suggestions:

Be sure the students have had time to evaluate their own work before this telecast. Guide them in developing awareness of the personal and individual quality of their interpretations. This awareness should grow out of the teacher's encouragement of original thinking and original use of materials.

#### Follow-up Suggestions:

Encourage the students to make a very personal statement in terms of what they have just seen. Let them compare similarities and differences in the way they work and in the way professional artists work. The drawing and painting activities should help them to further develop this idea and should give them confidence to go on to the next experience suggested in this series.

## **Week of February 26—IN YOUR SCULPTURES AND CONSTRUCTIONS**

### **Overview:**

Today's program will seek to encourage interest in further exploration of people in movement. Techniques will be suggested for working in the round. We will move from the two-dimensional to the three-dimensional in our approach to this activity. Suitable materials and approaches will be illustrated in the telecast.

### **Suggested Materials:**

Ceramic clay, plastic bags, rags, water, plaster, aluminum pie and cake plates, linoleum tiles, coffee cans, sponges, wires of various weights, U-tacks, wire cutters, pliers, wooden blocks, cardboard, and hammer.

### **Follow-up Suggestions:**

Now the students should be directly involved in both seeing and working with forms in space. The wire may be used to express ideas in both line and mass. The clay will very quickly respond to direct, spontaneous modeling. The students should be conscious of designing in the round and should be encouraged to turn the forms constantly as they work. You may wish to offer the students opportunities to explore both wire and clay. They may choose to make either single figures or groups of figures. In class evaluation, you might point out that there is a special quality of rhythm, tension, and power evolving from group compositions.

## **Week of March 4—IN THE SCULPTURES OF NATHANIEL KAZ AND WILLIAM KING**

### **Overview:**

In this telecast, we will become acquainted with the work of important sculptors who have used the human figure as a subject for highly individual art expression. The work of Nathaniel Kaz will be explored in detail to illuminate the creative process from its inception to its culmination.

### **Pre-telecast Suggestions:**

Have class evaluation of the students' work. Ask the students to bring in pictures of sculptures by Degas, Barlach, Giacometti, and Boccioni. Add whatever source materials you have and see if you can arrange to borrow reproductions. Allow them to become acquainted with the individual statement and technique used by different sculptors. Let the children freely express their reactions to the artist's work.

### **Follow-up Suggestions:**

After the telecast, the students can evaluate their own work in relation to the work they have just seen on the program. They may now more clearly see similarities and differences in their work and in the work of mature artists. At this time you may want the children to select several clay pieces to be fired and perhaps to plan a class exhibition.

## PEOPLE AND FANTASY

### Week of March 11—IN YOUR DRAWINGS AND PAINTINGS

#### Overview:

Young people enjoy creating imaginary characters. They do it all the time in story-telling and play-acting. With sensitive guidance, this natural ability can be channeled into powerful art expression. The program today will introduce fantasy as a source for creative expression in drawings and paintings. The students' attention will be directed toward the use of line, color, and composition, and to the creative use of materials.

#### Suggested Materials:

To the drawing and painting supplies previously mentioned, add an assortment of printed and textured papers, newspapers, magazine pages, and white liquid glue.

#### Follow-up Suggestions:

Now the children may use a great deal of imagination in the way they combine materials. They may use mixed media on colored paper. They may incorporate scraps of newspaper and patterned areas of magazine pages in any way they wish. Allow the students free rein in subject matter and materials. Encourage them to express their own ideas in interpreting people in fantasy.

### Week of March 18—IN THE WORK OF WILLIAM ACCORSI, MONCHITO CARRASQUILLO, AND RONALD MARKMAN

#### Overview:

Work of several artists will be examined on today's program to acquaint the students with the richness and abundance of art drawn from the dream-world of the artist's imagination. The work of William Accorsi will be explored in depth and examined closely.

#### Pre-telecast Suggestions:

Conduct a class evaluation of the students' work. Ask the students to collect examples of art which express an unreal world. Add reproductions by such artists as Miro, Chagall, Rousseau, Chirico, Ensor, and Ernst so that the students can be familiar with a range of work representing different periods, as well as styles, methods, and materials used in expressing fantasy.

#### Follow-up Suggestions:

The students may observe with more understanding some of the ways in which fantasy may be expressed in art: by the relationship of people to places, by the use of colors and shapes, by the arrangement and composition of forms, by placing real people in unreal situations, and by placing unreal people in real situations. Allow the students to compare their own work with the work of painters and sculptors.

## **Week of March 25—IN YOUR SCULPTURES AND CONSTRUCTIONS**

### **Overview:**

In the telecast today, the theme of People and Fantasy will be explored further and extended into sculpturing in clay and constructing with other materials. We will see children at work and will observe the very personal way they interpret ideas and use materials. The viewer will be encouraged to seek new and original ways to work.

### **Suggested Materials:**

To the ceramic clay supplies previously mentioned, add an assortment of cardboard boxes of various sizes and shapes, cardboard tubes, oaktag, other hard papers, colored papers, white liquid glue, scissors, paint, and brushes.

### **Follow-up Suggestions:**

The student may model individual or groups of imaginary creatures in clay. They may wish to use modeling tools, orange sticks, ice cream sticks, or other pointed objects, to enable them to work better. Other students may make constructions from an assortment of boxes. Those children should be encouraged to bring in their own materials so that they will begin to see design possibilities as they collect boxes of different kinds. The constructions may incorporate the use of colored and textured papers or may be painted.

## **PEOPLE IN THE REAL WORLD**

### **Week of April 1—IN YOUR DRAWINGS, PAINTINGS, AND SCULPTURES**

#### **Overview:**

Through drawing, painting, and sculpture, children can describe some of the things that matter to them. Family, friends, possessions, environment—all are meaningful source material for creative expression. Today's telecast will direct observation to familiar things in order to create awareness of oneself in relation to people, places, and things.

#### **Suggested Materials:**

Use any of the materials previously mentioned for drawing, painting, and sculpture. At this time, some children may wish to experiment with mixed media or may wish to develop more skill in working with familiar materials.

#### **Follow-up Suggestions:**

Help the students draw on their own observations in representing people by allowing them to re-enact important or exciting experiences in charades. Have them evaluate their work from the standpoint of interpretation of subject matter, design of composition, and use of materials.

## **Week of April 8—IN THE PAINTINGS OF ERNEST CRICHTON, JACOB LAWRENCE, AND GEORGE TOOKER**

### **Overview:**

Artists all through the ages have used faces and figures to express ideas drawn from real life experiences. Some artists have done this by direct representation, some with ridicule, some with humor, some with social comment. There are artists today who express the anxiety of modern times through their representation of people. In today's program, we will see how artists use figures from daily life to express their own point of view about the world in which they live.

### **Pre-telecast Suggestions:**

Use some prints selected from the New York City Board of Education Text-book List, such as:

Seurat: "Sunday Afternoon on Grande Jatte"

Modigliani: "Girl with Braids"

Vermeer: "Young Woman with a Water Jug"

Brueghel: "Wedding Feast"

These are just suggestions. You may have others to show. Let the students become acquainted with the work of painters and sculptors who use people in the real world as subject matter.

### **Follow-up Suggestions:**

Try to get the children to see the specific ways artists master their chosen media and use materials to make their statements personal.

## **Week of April 22—IN THE WORK OF GEORGE SEGAL**

### **Overview:**

In today's program, we will see how George Segal approaches his work in terms of environmental sculpture to express his personal reality.

### **Pre-telecast Suggestions:**

Discuss with the students the special ways in which artists work to comment on man's place in the world.

### **Follow-up Suggestions:**

Plan a trip to see the work of George Segal and other artists. Segal is represented in the collections of the Museum of Modern Art and the Whitney Museum of American Art.



## THINGS PEOPLE MAKE

### Week of April 29—FROM YOUR OWN COLLECTION OF MATERIALS

#### Overview:

Materials are available to use today in such variety and abundance that they become a very natural source for inventive and ingenious creative expression. On today's program, we will see how students use commonplace materials with resourcefulness and imagination.

#### Suggested Materials:

Scraps of wood, old play blocks, spools, toothpicks, wooden spoons, styrofoam, parts of old toys and games, puzzle parts, mechanical parts, paper cups, cork, shells, buttons, wire, eggboxes, hammer and nails, screws, assorted fabric scraps, and white liquid glue.

#### Follow-up Suggestions:

The students will have no trouble getting right into this activity. However, they may be so enthusiastic about the amount of materials in their collections, that they will need guidance in their selections. They will need time to sift out several ideas before their work takes final shape.

### Week of May 6—FROM FOUND OBJECTS—THE SCULPTURES OF LOUISE NEVELSON

#### Overview:

In the past, artists have reacted to their environment and used it as subject matter. Many of today's artists are using the objects found in their environment as the materials from which they create their art. By placing the found objects in a new context, we may really "see" the object for the first time, or the object may lose its former identity completely to become part of the artist's personal image. Today, we will become familiar with the work of artists who use the found object.

#### Pre-telecast Suggestions:

The previous program should prepare the students very well for today's viewing. If they have had class evaluation of their own work, they will be even better prepared to bring a deeper understanding to the work of mature artists.

#### Follow-up Suggestions:

Plan a museum visit and encourage the students to go to museums and galleries to become familiar with the work of contemporary artists. Back issues of *Art in America* and *Art News* can be a good source of additional material of artists working with found objects. Other artists of interest are Jason Selley, Joseph Cornell, and Edward Kienholz.

## THINGS PEOPLE CONSTRUCT

### Week of May 13—FROM YOUR OWN DESIGNS

#### Overview:

On today's program, we will see how children invent and construct non-objective forms in space, and how they further explore the possibilities of animation and movement in their constructions. Suggestions will be made for classroom experiences in this area.

#### Materials Needed:

Add to the materials formerly suggested in the program for the week of May 1 such things as small motors, batteries, wheels, and other metal or plastic odds and ends.

#### Follow-up Suggestions:

Encourage the children to experiment freely. They will have to try many different ways of joining and activating their constructions. It will be fun to experiment with some of the new adhesives currently available. Let the children be responsible for collecting and organizing their own supplies.

### Week of May 20—FROM THE DESIGNS OF SCULPTOR FRANCIS JENNINGS

#### Overview:

The sense of change and movement is very definitely a part of much of today's art. Fine artists, industrial designers, and architects are strongly influenced by it. On today's program, we will see how this concept influences the world we live in. The work of sculptor Francis Jennings will be highlighted.

#### Pre-telecast Suggestions:

Suggest that the children bring in examples of the designs of fine artists, architects, and industrial designers; for example, sculptures, constructions, automobiles, contemporary architecture, kitchen equipment. Help them to become aware of the influence of today's world on design.

#### Follow-up Suggestions:

Have the students collect illustrations of good design. They might also like to bring in machine-made objects that demonstrate effective functional design. Encourage them to become aware of the design quality of every object they come in contact with in every phase of daily life.

### Week of May 27—ART AND LIFE (Repeat)

See listing for week of February 5.

# FORM AND FANCY

## TO THE TEACHER:

It is hoped that these telecasts will be used as an integral part of ongoing art activity in the classrooms, not as complete experiences in themselves. It will be the responsibility of teachers to utilize and adapt the telecasts to suit their own particular needs. Although the television programs will offer many unique opportunities for learning, the most meaningful interaction and the most satisfying art experiences occur through direct relationships of teachers and students in their own classes.

The revised edition of the New York City Board of Education Curriculum Bulletin, **Art in the Elementary Schools, 1964-65**, which provides an excellent background for all art experiences, includes detailed development of most of the areas covered in FORM AND FANCY. Teachers will find it helpful to refer to this manual often during the progress of the television series. Books that will help teachers enrich their own background in preparation for the series are:

- Cox, Doris and Weismann, Barbara W. **Creative Hands**. John Wiley and Sons, Inc., 1951.
- Duncan, Julia Hamlen and D'Amico, Victor. **How To Make Pottery and Ceramic Sculpture**. Simon and Schuster, 1947.
- Glubok, Shirley. **The Art of Lands in the Bible**. Atheneum, 1963. **The Art of the North American Indian**. Harper and Row, 1964.
- Johnson, Lillian. **Paper Shapes and Sculpture: The Basic Methods and Materials**. David McKay, 1960. **Papier-Maché**, 1958.
- Johnson, Pauline. **Creating with Paper**. University of Washington Press, 1958.
- Lord, Lois. **Collage and Construction in Elementary and Junior High Schools**. Davis Publications, 1958.
- Riley, Olive L. **Masks and Magic**. Studio Publications, Thomas Y. Crowell Company, 1955.
- Rottger, Ernst. **Creative Paper Design**. Reinhold Publishing Company, 1961. **Creative Clay Design**. 1963. **Creative Wood Design**. 1963.

The City of New York is rich in art resources and museums. Museum visits particularly suited for enriching the art experiences suggested in this television series are:

Museum of Modern Art	Metropolitan Museum of Art
Solomon R. Guggenheim Museum	The Brooklyn Museum
Museum of Primitive Art	Museum of Contemporary Crafts

## **Week of October 9—BE YOUR OWN DESIGNER**

The natural inventiveness of children can often result in highly creative art expression. Today's program will start off the series by encouraging the children to use their own natural inventiveness, discovering design possibilities in discarded games and toys and using them to create their own original constructions. Children's work will be shown to demonstrate individual and original design.

### **Have on hand:**

a collection of dismantled parts of toys and games, such as sticks, logs, blocks, strips, beads, jig-saw puzzle pieces, wheels, knobs, and liquid all-purpose glue.

### **Follow-up Suggestions:**

The children can experiment with selected wooden and plastic shapes, grouping and regrouping them to find ways of designing their own constructions. They should be encouraged to be selective in the final choice of shapes before joining them into a finished piece.

## **Week of October 16—WORKING WITH PAPER**

Paper offers limitless opportunities for creative expression. There is such a variety of papers so readily available to teachers and children that it is almost an endless resource for constant experimentation and use in the classroom. Today's telecast will be the first of three programs dealing with the use of paper in creative design.

### **Have on hand:**

construction, tonal, and transparent paper in assorted colors and sizes; assorted papers of various textures; scissors; pins; paste; liquid all-purpose glue; rubber cement; and newspaper.

### **Follow-up Suggestions:**

The children should have a chance to try out their own ways of handling paper before the telecast. Let them use just one or two papers to start. Let them cut out shapes directly with their scissors, designing as they cut. Let them explore ways of tearing, punching, folding, and manipulating paper. They can start with simple forms, dividing, sliding, and shifting them, until they decide on a completed design to paste down. After the telecast, they can continue with a wider selection of papers of different colors, weights, and textures.

## **Week of October 23—DESIGNING PAPER FORMS**

Today's program will offer suggestions for further work with paper as a material for creative expression. This time we will be constructing a variety of paper forms. Some ideas will be explored to help the children see design possibilities in many different kinds of discarded paper and cardboard materials. Children's work will be shown.

### **Have on hand:**

scissors, pins, liquid glue, and paper punch. Add to the other papers you have collected such things as cardboard boxes, tubes, packing materials, and straws. Look for firm papers of different weights and textures, solids and patterns. You may even have some pre-cut shapes of rectangles, circles, and strips. The children can gather all kinds of other paper materials to keep in their own treasure boxes or add to the class collection.

### **Follow-up Suggestions:**

The children can experiment with devising different ways of shaping, cutting, and combining stiff papers and other cardboard and paper materials. Some may wish to experiment with joinings that need no adhesive. Others may need tape, paste, or glue. Their design will grow from the materials they select and can be non-representational or representational.

## **Week of October 30—CREATING PAPER FORMS TO MOVE IN SPACE**

Today we will further explore design and possibilities with paper, this time designing paper forms in space that move or have moving parts. Works by Brancusi, Calder, and Lippold will be shown, to help the children see how artists design forms to express movement in space.

### **Have on hand:**

boxes, papers, cardboards, scissors, and other materials suggested in Programs 2 and 3. You will also need string, wire, springs, thread, and anything else the children can find to devise ways to make their paper forms come alive.

### **Follow-up Suggestions:**

The children may wish to create non-objective forms that float or swing; others may prefer to create human, animal, or fanciful forms. The nature of the materials they select will in some ways help the children decide in which way their ideas will take shape.

## **Week of November 6—LET'S WORK WITH CLAY**

Clay is a wonderful medium for children to work with. It responds so quickly that children usually need little encouragement to start. Today's program will be the first of three devoted to clay as a medium for art expression. Work by contemporary sculptors and ancient artists will be shown.

### **Have on hand:**

moist, ready-to-use ceramic clay on the G-I Supply List. If there is no kiln, self-hardening "instant papier-maché" can be used, but the ceramic clay is really much better. Plasticine (a type of clay mixed with oil) is not recommended. Each child should have a large wedged ball of clay in a plastic bag or wrapper. A floor tile, piece of linoleum, or old dinner plate can be used under the work, so that it can be turned easily. Sponges, water cans, and cleaning rags are essential.

### **Follow-up Suggestions:**

The children can start working with their hands and fingers so that they can have direct experience discovering the qualities inherent in the material. Allow them free rein to discover what they can from their own experiences.

## **Week of November 13—MODELING WITH CLAY**

Today's program will be devoted to clay modeling. Children will be seen at work to demonstrate how feelings and ideas can be expressed by modeling in clay in different ways. They can also see how work can change in position, size, and shape as it develops. Clay sculptures of single figures and groups of figures will be shown.

### **Have on hand:**

in addition to materials suggested in Program 5, tongue depressors, pen holders, orange sticks, bent wire, hair pins, old dental tools, and anything else the children can devise to use as modeling tools.

### **Follow-up Suggestions:**

The children can model human and animal forms. They should be encouraged to work freely and boldly on simple basic shapes. Tools for working out surface detail should be used sparingly, in order not to distract from the essential form of the work.

## **Week of November 20—MORE WAYS WITH CLAY**

What else can we do with clay? On today's program we will move from clay modeling to suggest other methods of handling the material. Clay artifacts and sculptures by ancient and contemporary artists will be shown to illustrate how many different ways clay can be used.

### **Have on hand:**

in addition to materials previously suggested: dowel rods, glass jars, or rolling pins for rolling out clay slabs, and blunt knives or ice cream sticks for cutting slabs into desired shapes.

### **Follow-up Suggestions:**

The children, after having several previous clay experiences, should have increased ability and confidence, and should be quite eager to try out new methods and ideas. They may even wish to combine lump, slab or coil methods of construction to express their own ideas in clay. They may work on one form or several related forms, either representational or non-representational.

## **Week of November 27—WHAT ABOUT WOOD?**

Today's program will introduce creative wood design as an area for art expression. The hardness and resistance of wood will prove an interesting contrast to the pliability of clay. Some starting experiences in wood design will be suggested and some materials presented so that the children will get some ideas of the wide choice they may have in their own wood collections. Several wood sculptures by artists will be shown. Children's work will also be shown.

### **Have on hand:**

wood pieces in assorted sizes and shapes, such as wood scraps, sticks, clothes pins, toothpicks, colored balls, drawer knobs, wheels, spools, picnic spoons and forks, driftwood, and wooden parts from discarded toys and games. Some of these may be ordered from the G-1 Supply List. However, the children will enjoy going on their own treasure hunt for materials. You will also need all-purpose glue, hammer and nails, and some sturdy cartons for separating and storing supplies.

### **Follow-up Suggestions:**

The children should be guided in the selection of wood shapes for their first experiments in designing simple constructions. It is advisable that small groups of children share materials, tools, and work space, at one time.

## **Week of December 4—CREATING WOOD FORMS AND FIGURES**

On today's program we shall move from preliminary experiences in creative wood design to planning and constructing simple figures and animals. Early American wood carvings and contemporary wood sculptures will be shown.

### **Have on hand:**

additional materials and tools when the children have had ample opportunities to develop confidence and skill in handling them. Hand saws, clamps, screw drivers, nails, hammers, sandpaper, and other suggested supplies are listed in the G-1 Supply List.

### **Follow-up Suggestions:**

The children can use their own ideas to create people, animals, castles, or even whole villages of imaginary creatures. They can approach this in different ways: by selecting wood shapes because of the resemblance in form to something already in mind, by cutting wood down to specifically designed shapes, or by selecting shapes that begin to suggest forms after being shifted and rearranged in trial combinations.

## **Week of December 11—DESIGNING WOOD FORMS WITH MOVING PARTS**

Forms with moving parts appeal to children of all ages. On today's program, several suggestions will be made to help the children develop their own ideas in designing jointed figures and animated forms. An assortment of wood objects will be presented to encourage the children to use inventive and original methods of construction.

### **Have on hand:**

screw eyes, washers, wire, paint, and any other related materials that can be combined with the wood forms.

### **Follow-up Suggestions:**

The children, after having had several opportunities to develop their ideas and skills in creative wood design, should be eager to manipulate and assemble more materials in more complex types of construction. They may want to paint or wax their completed work.



## **Week of December 18—EXPLORING EVERYDAY MATERIALS**

The most commonplace and familiar materials of daily life can offer unlimited possibilities for creative art expression. Papers, cardboards, and new synthetics in a variety of colors, shapes, and sizes are regularly used in homes and discarded. On today's program we will take a close look at some of these things in a new light—as materials for creative design. We will also see how contemporary artists have made use of some of these materials in very personal and original art expression.

### **Have on hand:**

a collection of things commonly found around the house, such as boxes and containers of assorted shapes and sizes, packing materials, yarn, wire, string, ribbon, spools, thread, sponges, paper cups, cardboard tubes, feathers, fabric scraps, straws, hair curlers, buttons, and beads. Let the children collect things for their own treasure boxes.

### **Follow-up Suggestions:**

The children should have no trouble getting ideas for creating inventive and original forms. Having such an interesting assortment of all kinds of things in front of them, they can choose their own methods of combining materials into imaginative and amusing constructions.

## **Week of January 1—MAKING TOYS AND GAMES**

Children have a natural instinct for seizing and adapting all kinds of things to serve them in creative play. Many times these play activities grow into spontaneous and original art experiences, especially when problems of design, construction, and function are effectively solved. Today we shall see how it is possible to draw on children's play activities as motivation for creative design.

### **Have on hand:**

cardboard boxes of assorted shapes and sizes, corrugated cardboard, large pieces of cardboard, string, colored paper, paint, brushes, cans, sticks, staplers, paste, and scissors.

### **Follow-up Suggestion:**

The children can create all kinds of constructions to play with, such as stores, apartment houses, rockets, boats, trains, cars, even a puppet stage!

## **Week of January 8—NEW WAYS WITH PAPIER-MACHE**

Many children have used papier-maché in puppetry with great satisfaction. On today's program we will explore some new ways to use the materials in creative art and in craft activities. A variety of papier-maché objects will be shown to demonstrate the potential of this material for further experimentation.

### **Have on hand:**

newspaper, facial tissue, paper napkins, "instant papier-maché," wallpaper paste, pans and bowls for mixing paste, paint and brushes, wire, sticks, pipe cleaners, feathers, beads, buttons, and related materials suggested in Program 11.

### **Follow-up Suggestions:**

The children should be given free rein to use their own methods and develop their own ideas. If they have had on-going art experiences from the start of this series, they should be quite at ease and even eager to experiment freely with the material.

## **Week of January 15—MASKS AND TOTEMS**

In many cultures, masks and totems have played an important part in custom and ritual. They fascinate us because of the different ways they have been used, and because they are art objects in themselves. Many of them are exceptionally beautiful. Materials from nature have often been used in inventive and imaginative ways. Several kinds of masks and totems will be shown today, and suggestions will be made to the children for making their own.

### **Have on hand:**

any materials your children have decided to work with. Children working consistently from the beginning of FORM AND FANCY have had many opportunities to develop skills in handling paper, wood, clay, papier-maché, and found materials. Let them use whatever they wish.

### **Follow-up Suggestions:**

The children may wish to design theatrical masks that they can wear in the performance of an original play, or they may draw on learnings in social studies to give them ideas for creating masks that are related to their studies of North American Indians. They might even create masks and totems to express completely uninfluenced designs of a fantastic nature.

## **Week of January 22—LET'S SHARE IN A SHOW**

The final program will be a review of the series FORM AND FANCY. Children's work will be displayed to show how many different ways creativity can be developed in classrooms.

### **Have on hand:**

a selection of children's work from your own classes, highlighting their art activities this term. Plan your own art exhibition.

### **Follow-up Suggestions:**

The children will enjoy reviewing art experiences and sharing in a school exhibition.

# MUSIC FOR YOUNG PEOPLE

## November 29—INTRODUCING THE WOODWINDS

Yehudi Menuhin introduces the first program which features the New York Woodwind Quintet. Each member of the Quintet provides a simple explanation of his method of tone production, evoking the familiar experiences of the children. For example, playing a flute is compared to blowing over the top of a soda bottle; the length of tubing in a French horn is likened to a garden hose. The music selected for demonstration gives each instrument an opportunity to illustrate its sound alone and with the other instruments.

## December 6—THE VOICES OF A STRING QUARTET

The Juilliard String Quartet presents a demonstration of violin playing, bringing in the range of different voices belonging to instruments in the violin family. Members of the Quartet show how their music can produce all sorts of moods by playing "angrily," "dreamily," "sadly," and "gayly" selections from the greatest of string quartet literature. The film closes with a rendering of the Fugue of Beethoven's *Quartet, Opus 59, No. 3*.

## December 13—MEET THE BRASSES

Thomas Scherman opens the program which features the New York Brass Quintet. Each musician explains his own instrument, and then, the Quintet plays several selections. Meaning of overtones or harmonic notes is made clear. The children learn how valves enable the player to lengthen his tubing and lower the pitch of the instrument. Music from the brasses has many surprises; the students learn that brass instruments can be gentle and lyrical as well as bold and brassy.

## December 20—THE DEVELOPMENT OF A MUSICAL INSTRUMENT

A duo of Claude Jean Chiasson, harpsichord, and Thomas Brockman, piano, demonstrates how composers in each historical period have been quick to take full advantage of all possibilities of the instruments as new inventions added new dynamics to the music world. Mr. Chiasson explains and demonstrates the development of the harpsichord from a one keyboard simple box, to the two keyboard instrument. Thomas Brockman takes the students through each new development of the piano from the time of Mozart.

### **January 3—PERCUSSION, THE PULSE OF MUSIC**

Members of the New York Percussion Trio explain that percussion instruments are important in music because they provide its rhythm, accent, and a special quality of sound. They demonstrate all types of percussion instruments, from timpani and snare drums to whistles, cow bells, and triangles. Beating time in a mambo, the children try out their own skills.

### **January 10—THE ELEMENTS OF COMPOSITION**

Take melody, add harmony, rhythm, counterpoint, and you have a musical composition, one element at a time. Members of the New York Woodwind Quintet return to explain and illustrate the component parts of music. Two young students of flute and clarinet play a duet by Tellemann to illustrate counterpoint. In closing, a familiar melody is selected, and the children themselves choose the components for their own composition.

### **January 17—A MUSICAL PARTNERSHIP**

The French horn, capable of producing melody, and the piano, a percussion instrument able to produce symphonic effects, are instruments which contrast with each other and blend exquisitely. To illustrate this musical partnership the program features John Barrows, French horn, and Vera Brodsky, piano. The program shows blending and contrasting of voices in composition and demonstrates how composers have capitalized on this partnership.

### **January 24—THE SOUND OF A STRADIVARIUS**

Logically this program features the Stradivarius Trio and three of the finest examples of Stradivarius instruments. As the artists explain that it takes more than just a fine violin to produce beautiful sound, the children learn some of the secrets of both violin making and violin playing.

### **February 7—THE CLASSIC GUITAR, A MINIATURE ORCHESTRA**

Rey de la Torre, the young Cuban classic guitarist, asks students to listen carefully to the delicate voices of the guitar. He plays music which demonstrates the historical development of the guitar from the time of the lute to the present. The program emphasizes the extraordinary versatility of the instrument, illustrating with varying qualities of sound.

## **February 14—THE STORY OF THE STRING QUARTET**

The string quartet often is considered the most perfect form of chamber music, and its historical growth provides a basic lesson for any music appreciation course. However, the approach which members of the Juilliard String Quartet use here is one which has strong appeal for young people. To more fully illustrate their musical selections, the artists have selected great paintings from each historic period and ask their young audience to imagine how the audiences must have felt and looked when they heard works by Orlando Gibbons, Haydn, Beethoven, and Debussy.

## **February 21—THE MEANING OF CHAMBER MUSIC**

Members of the Trio-Concertante—Frances Magnes, violin, Madeline Foley, cello, and Claude Frank, piano—show how composers have used this beautifully balanced group of instruments. No one voice predominates. Through discussion and musical illustration, the program goes to the very core of chamber music and its true meaning.

## **February 28—THE PERSONALITY OF MUSIC**

Madame Agi Jambor, noted Hungarian pianist, selects short compositions which contrast delightfully with each other and bring out the special flavor and personality of their composers. Weldon Wallace, music critic for the **Baltimore Sun**, serves as music commentator and sums up the message of the program thus: "In people we speak of differences in looks and personalities; in music, differences in style. Now, when you know the music of different composers very well, you will be able to recognize the style of a composer as you would the face of a friend."

## **March 6—MELODY AND POLYPHONY, FLUTE AND HARP**

The program features Edna Phillips, former member of the Philadelphia Orchestra, at the harp, and Samuel Baron, flutist in the New York Woodwind Quintet. The two performers play instruments which are directly descended from the earliest types of wind and string instruments. This melodic and polyphonic music combines most happily. Miss Phillips, in demonstrating her modern harp, invites the children to test its pedals and to see for themselves how the harp is played.

# MUSIC: U.S.A.

## TO THE TEACHER:

The musical life of America is interwoven with its social, economic, and cultural development. Thus, the story of music in America is almost the story of America itself. Recognizing that some study of our music will contribute to a better understanding of our society, MUSIC: U.S.A. will present some highlights of our fascinating musical heritage. Through the creative presentation of music of intrinsic value related to other curricular interests, it is hoped that the children of our viewing audience will gain a very real sense of our history and tradition, which, in turn, will give them a stronger faith in and love of our country.

Sources of music materials used in this series are:

### **Basic Music Series (songs and accompanying records):**

**Birchard Music Series.** Ernst, et al. Evanston: Summy-Birchard Co., 1962.

**Growing with Music.** Wilson, et al. Englewood Cliffs: Prentice Hall, Inc., 1963.

**Making Music Your Own.** Youngberg, et al. Morristown: Silver Burdett Co., 1965.

**Music for Living.** Mursell, et al. Morristown: Silver Burdett Co., 1965.

**Music for Young Americans.** Berg, et al. New York: American Book Co., 1959.

**This Is Music.** Sur, et al. Boston: Allyn and Bacon, Inc., 1962.

**Together-We-Sing.** Wolfe, et al. Chicago: Follett Publishing Co., 1962.

### **Record Series:**

**Adventures in Music,** RCA Victor Record Division, New York.

**Bowmar Orchestral Library,** Bowmar Records, Los Angeles.

**Victor Record Library for Elementary Schools,** RCA Victor Record Division, New York.

**Rhythm Instruments and Pre-Orchestral Instruments,** Peripole, Inc., Far Rockaway.

### **Reminders:**

1) In any television experience, it is important to set a suitable atmosphere and establish proper attitudes before the program begins. 2) During the lesson, pupils should be encouraged to sing at the volume which permits them to hear the television teacher and each other. 3) Children should be trained to listen as they sing. 4) Always establish the correct pitch for singing with a pitch pipe or a melody instrument.

## **Week of October 9—THIS LAND IS YOUR LAND**

America's musical heritage has come to us from many countries; some of it is homegrown. It is music of every kind and for every occasion. From east, west, north, and south; from mountain, plain, swamp, and river; the melodies of all people are interwoven into one great symphony which we call MUSIC: U.S.A. "This Land Is Your Land" is an example of music that is homegrown. Written by Woody Guthrie, who has been dubbed the "Minstrel of America", it is a musical tribute to our country. One of the most popular of Guthrie's songs, it's the perfect theme for MUSIC: U.S.A.

We hope that throughout this series you will remember that America's musical heritage is to be found not only in history books. It is a living thing to which each of us can contribute in some way: as the composer who creates the music, as the performer who translates the notes into sound, or as the intelligent listener who receives the music's message.

### **Songs to Sing:**

This Land Is Your Land  
America

**Making Music Your Own, Book 5, p. 2**  
**Making Music Your Own, Book 5, p. 64**

## **Week of October 16—MUSIC OF OUR FIRST AMERICANS**

The first American folk songs were those of the American Indian. Music was an integral part of his life and he used it to cure the sick, to gain success in war or in the hunt, to achieve anything he believed was beyond the power of the individual. Indian songs often have their origin in stories and legends.

### **Songs to Sing:**

The Rainbow Cradle (Navajo)  
Appeal to Sky God (Hopi)

**Music Across Our Country, p. 31**  
**Music Across Our Country, p. 36**

### **Related Listening:**

**Music of American Indians, RCA Victor (78 rpm) E-89; (45 rpm) WE-89**

## **Week of October 23—MUSIC IN GOOD OLD COLONY TIMES**

Today, in many places of worship in America on a Sabbath, you may hear people singing "Old Hundred." This hymn, which is based on Psalm 100 in the Bible, is a part of our heritage from the Pilgrims. The background from which it comes was austere in the extreme; the use of music, except as a part of the service of worship, was frowned upon. On the other hand, life in Colonial Williamsburg—the gay capital of the Virginia Colony—presented a brighter picture. There, music was considered one of the social graces.

### **Songs to Sing:**

Old Hundred  
Come, Ye Thankful People

**This Is Music, Book 5, p. 33**  
**This Is Music, Book 5, p. 36**

### **Related Listening:**

**Minuet (from the "Quintet in E Major") by Boccherini, Basic Listening Album, RCA Victor**



## **Week of October 30—MUSIC OF THE REVOLUTION**

The most famous song to come out of the Revolutionary War was "Yankee Doodle". Of uncertain origin, this tune was brought to America, then a British Colony, in 1755 by the British, who used it to poke fun at the homespun, unmilitary-like Colonial troops. What the Americans lacked in appearance, they more than made up for in fighting skill and the will to be independent. They turned the tables on the British, took "Yankee Doodle" for their own, and made it the battle march of the Revolution.

### **Songs to Sing:**

Yankee Doodle

The American Hero of Bunker Hill

Johnny Has Gone for a Soldier

### **Related Listening:**

Chorale and Fugue on Yankee Doodle, Thomson, Bowmar Orchestral Library, No. 65

### **Related Reading:**

Stories of Our American Patriotic Songs, by Dr. John Henry Lyons, The Vanguard Press, Inc., New York

Yankee Doodle Boy, by Joseph Plumb Martin, Edited by G. F. Scheer, Wm. R. Scott, Inc., New York

## **Week of November 6—MUSIC OF THE MOUNTAIN FOLK**

At the beginning of the nineteenth century, immigrants from the British Isles settled the valleys and mountain areas of the Appalachian and Blue Ridge Mountains. Settlements were far apart, and travel through the mountains were difficult. For generations, inhabitants of this area were completely isolated from the rest of the world. Consequently, a way of life that hearkened back to 18th-century England was preserved. A music-loving people, the mountain folk sang. Their songs were songs from the old country. They sang ballets (ballads), lonesome tunes, love songs, play-party songs, and religious songs. They also had songs to please the "least-uns", their children.

### **Songs to Sing:**

Black Sheep

Sourwood Mountain

Making Music Your Own, Book 5, p. 42

Birchard Music Series, Book 5, p. 41

### **Related Listening:**

Kentucky Mountain Portraits, Mitchell, MG 50134

## **Week of November 13—MUSIC OF CREOLES AND CAJUNS**

New Orleans, one of the oldest settlements on the Mississippi River, has a mixture of cultures that is unique. Colonized first by the French, then the Spanish, and again by the French, it was included in the territory purchased by President Jefferson in 1803 for the United States. The descendants of the original French and Spanish colonists are called Creoles, and many of them were wealthy plantation owners and slave holders. "Cajuns" are the descendants of the Acadians from Nova Scotia who found refuge in this area about the middle of the eighteenth century. Many of these people speak only French while others speak a patois (a mixture of French and English). Out of this mixture of cultures comes a group of songs known as Creole folk songs.

### **Songs to Sing:**

Michie Banjo  
Dear Lahyotte

**Making Music Your Own, Book 5, p. 110**  
**Music In Our Life, p. 22**

### **Related Listening:**

**Louisiana Story: Acadian Songs and Dances, Thomson, Epic LC-3809**

## **Week of November 20—MUSIC OF THE AMERICAN NEGRO**

Among the Negroes of the South during slavery time, a type of song developed which is called Negro folk music. In common with folk of other lands and other times, especially those oppressed by ruling classes, the Negro found expression in songs of sorrow, hope, and spiritual triumph. These could be classed as sacred songs. There were also secular songs and dances—work songs, lullabies, children's game songs, love songs, and social songs. A distinctive characteristic of Negro folk music is the way it transforms listeners into participants, if in no other way than the patting of the foot in response to the syncopated rhythm.

### **Songs to Sing:**

The Mockingbird Song  
This Ol' Hammer  
Kum ba Yah  
Sometimes I Feel Like a Motherless Child

**Music Across Our Country, p. 140**  
**Music in Our Times, p. 134**  
**This Is Music, Book 5, p. 163**

### **Related Listening:**

**Voices Incorporated, Roots, CL 2393**

## **Week of November 27—MUSIC ON CANALS AND RIVERS**

In the early 1800's, Americans were talking about the adventure and excitement of life on the Erie Canal. It extended across New York State, from Buffalo on Lake Erie to Troy and Albany on the Hudson. It was the first important waterway built in the United States. It was not long before the canal was filled with barges and the songs of the "canawlers" who drove their mules or horses along the towpaths, towing the barges. They sang to relieve the monotony of their work and to keep themselves awake at night, for their boats moved day and night. It was reported that the citizens of Albany complained because the singing of the "canawlers" at night kept them awake.

### **Songs to Sing:**

The Erie Canal  
Buffalo Gals  
The Erie

**Making Music Your Own, Book 5, p. 6**

## **Week of December 4—MUSIC AND THE GOLD RUSH**

In 1848 gold was discovered in California, and the greatest migration in history reached its height in the next two years as "would-be" millionaires rushed to the gold fields to make their fortunes. Whether the gold seekers went by sea around the Cape, or took the overland route, it took weeks of traveling, and tunes popular "back home" went with them on their long, tiresome journey. They made up their own words (called parodies) to familiar tunes, and the songs helped to make their hardships more bearable. Many a prospector did find gold; many more didn't but stayed on to farm or start a business. California was admitted into the Union in 1850 as a free state.

### **Songs to Sing:**

Clementine  
Sweet Betsy From Pike  
Sacramento

### **Related Listening:**

**49'er Emigrant Train** (from the "Death Valley Suite"), Grofe, Capital T272

### **Related Reading:**

**California Gold Rush**, by McNeer

## **Week of December 11—WHERE THE DEER AND THE ANTELOPE PLAY**

At the time when the grasslands of the Great Plains served as an open grazing land, cowboys drove herds of cattle back and forth from Texas to the grazing lands of Wyoming and Montana over the Chisholm Trail. They relieved the monotony of the trip by singing. Some of their songs were a practical way to quiet their herds and prevent a stampede. In every outfit there usually was one man who could play the guitar, fiddle, mouth organ, or banjo. Seated before a fire near the chuck wagon in the evening, the cowboy would spin yarns and sing.

### **Songs to Sing:**

Night Herding Song  
Home on the Range  
All Day on the Prairie

**Music in Our Country, p. 65**

### **Related Listening:**

Rodeo, Hoe-Down, Copland, RCA Adventures in Music, Gr. 5, Vol. 2  
Favorite Cowboy Songs, RCA Victor LPM-1130

### **Related Reading:**

Tall Tale America, by Walter Blair, Coward McCann

## **Week of December 18—'Twas the NIGHT BEFORE CHRISTMAS . . .**

"A Visit from St. Nicholas" is the title and "'Twas the night before Christmas, when all through the house. . ." is the first line of the charming poem by Clement Clarke Moore. Written by him in 1822, as a special Christmas gift for his children, this poem has captured the imagination of successive generations of children, becoming one of the most beloved of all Christmas tales. Its musical setting by the American composer Ken Darby has increased its appeal.

### **Songs to Sing:**

'Twas the Night before Christmas—set to music by Ken Darby, arranged by Harry Simeone, Shawnee Press, Inc.

### **Related Listening:**

'Twas the Night before Christmas, Fred Waring and His Pennsylvanians, Decca

### **Related Reading:**

A Visit from St. Nicholas, by Clement Clarke Moore  
The Poet of Christmas Eve, by S. W. Patterson, Morehouse-Gorham Co.

## **Week of January 1—MUSIC ON THE RAILROADS**

The men who built the railroads sang as did those who guided the trains. They sang while working, and they sang about their work. Someone has said that railroad songs are as varied as the men who worked in the roundhouse or sat in the cab. The men who laid the track for the Transcontinental Railroad were often chosen for their singing ability because the head tracklayer sang directions to his crew. The loading and unloading of the railroad ties and rails was heavy work and required concerted effort; the men were aided by the rhythm of the work songs.

### **Songs to Sing:**

The Railroad Cars Are Coming      **Making Music Your Own, Book 5, p. 152**  
Pat on the Railway  
Drill Ye Tarriers, Drill

### **Related Listening:**

**Famous American Railroad Songs, RCA Victor CAL/CAS 1056**

## **Week of January 8—MUSIC OF THE SINGING SCHOOL**

The Singing School was an important American social and recreational event. Its original purpose was to improve singing in churches. Young and old people met to learn to sing hymns with the aid of sol-fa syllables and shaped notes. Music Conventions grew out of the singing schools; these Conventions varied in duration from a few days to two weeks. One of the first Conventions to be held was conducted by Lowell Mason for the purpose of training teachers of music. Lowell Mason is often referred to as the "Father of Public School Music," because it was his interest in children's music which led to the introduction of music in the public schools of America.

### **Songs to Sing:**

Invitation to the Singing School      **This Is Music, Book 5, p. 72**  
Springtime Roundelay, Mozart

## **Week of January 15—MUSIC OF THE ADVANCING FRONTIER**

The story of the United States from 1790 to 1890 is largely a story of advancing frontiers. The story of the music of that period is as varied as the account of the territorial advancement. Singing was one of the chief forms of recreation on the frontier, and the songs varied from those created by unknown frontiersmen to parodies—new words set to popular tunes of the day. Because it was small enough to carry in the strongbox with the rest of his worldly goods, the fiddle was the ever-present companion of the pioneer.

### **Songs to Sing:**

Old Joe Clark      **Music In Our Country, p. 49**  
Pop! Goes the Weasel  
Turkey in the Straw

### **Related Listening:**

**Joe Clark Steps Out, Vardell, MG 50134**

## **Week of January 22—MUSIC OF BROADWAY**

On March 31, 1943 when the final curtain fell on the opening-night performance of the Theatre Guild production of *Oklahoma!* at the St. James Theater, the audience roses at its feet in a standing ovation. It was acclaimed by many as the perfect musical. Richard Rodgers wrote the score, and Oscar Hammerstein II wrote the book and lyrics of the history-making musical version of the Lynn Riggs' play, *Green Grow the Lilacs*. *Oklahoma!* had a record-breaking run, totaling more than 2,200 performances in New York. It represented the flowering of an art form in which music and dance and story all combined to develop the plot and the characters. The result was a stunning interpretation of the spirit of America for Americans.

### **Songs to Sing:**

Oh, What a Beautiful Morning  
The Surrey with the Fringe on Top

### **Related Listening:**

Recording of the Soundtrack of the Film Musical—Todd A-O

## **Week of February 5—AMERICAN STATESMEN AS PATRONS OF MUSIC**

From the very earliest times, music has been a strong influence in the lives of many of our patriots. Benjamin Franklin, throughout his long life, was keenly interested in music. Frequently in his own home, he gave concerts, playing the harmonica, which he did so much to perfect. Diaries and accounts of George Washington indicate his interest in music and dancing. Records show that fifteen years before the Revolution, he imported a spinet from abroad. Thomas Jefferson loved music deeply and deplored the lack of it in America. Records show that he considered a plan to import musicians from abroad. He was a skillful violinist and often played duets with Patrick Henry and John Tyler.

### **Songs to Sing:**

Hail, Columbia  
Hail to the Chief  
My Days Have Been So Wondrous Free

### **Related Reading:**

*Stories of Our American Patriotic Songs*, by Dr. John Henry Lyons, The Vanguard Press, Inc.

## **Week of February 12—MUSIC OF THE CIVIL WAR**

Soon after Lincoln's inauguration as President, shots were fired on Fort Sumter, and four years of tragic struggle between the North and South followed. Music played an important role in this war—what was sung by the soldiers as well as by the folks back home. Every important event, every victory and defeat produced its quota of songs—marching songs, rallying songs, songs of sentiment, weariness, and finally, of immense jubilation when the conflict was over. Thousands of songs were written, and when the course of popular taste and historical evolution sifted them, a great number remained that may still be counted as moving and stirring music.

### **Songs to Sing:**

The Battle Hymn of the Republic  
When Johnny Comes Marching Home  
Dixie

### **Related Listening:**

Lincoln Portrait, Copland (Standard Repertoire)  
American Salute, Gould, Bowmar Orchestral Library, No. 65

### **Related Reading:**

Stories of Our American Patriotic Songs, by Dr. John Henry Lyons, The Vanguard Press, Inc.

## **Week of February 19—MUSIC FOR MARCHING FEET**

Few, if any, types of music have more popular appeal for all people than that of the brass band. Band music is especially suited for large outdoor gatherings and gives a special tone to all national celebrations. The most famous military band in the United States is the Marine Band, and the one name which is almost synonymous with band music is that of John Philip Sousa. He was known as the "March King" and his "Stars and Stripes Forever" has been called the trademark of American music. Other famous band leaders are Patrick S. Gilmore and Edwin Franko Goldman.

### **Songs to Sing:**

Stars and Stripes Forever  
We Love the U.S.A.

### **Related Listening:**

America Marches (The Goldman Band), RCA Victor CAL 125

## **Week of February 26—MUSIC LIGHT AND GAY**

American audiences have been captivated by light opera since 1879 when Gilbert and Sullivan's English operetta *Pinafore* made its debut here. Light opera is a musical drama with full orchestra, singing—both solo and ensemble—some spoken dialogue, and ballet. The story often is an adaptation of a play, and usually is highly romantic and sentimental, with an abundance of comedy. Victor Herbert, sometimes called the "First King" of Light Opera, dominated our musical stage for thirty years with enormously popular shows, such as *Babes in Toyland* and *Naughty Marietta*. Reginald DeKoven was another early innovator of this popular art form. Other illustrious names—Friml, Kern, Romberg, Berlin, and Gershwin—have also come to be associated with the Light Opera Repertoire.

### **Songs to Sing:**

Starlight (from the <i>Wizard of the Nile</i> )	Birchard Music Series, Book 5, p. 148
Because You're You (from <i>Mademoiselle Modiste</i> )	This Is Music, Book 8, p. 124

### **Related Listening:**

*The Immortal Victor Herbert*, RCA Victor LM/LSC 2515

## **Week of March 4—MUSIC OF TIN PAN ALLEY**

The sightseer, intent on finding New York's Tin Pan Alley, would have difficulty locating this famous thoroughfare. More a description than a locality, Tin Pan Alley was the name given to the song industry, which set out to sell popular songs in this country around the turn of the century by "song plugging" and engaging special performers to introduce the newest songs. Once located in the hub of show business in lower Manhattan, Tin Pan Alley followed theatrical activity as it gradually moved up Broadway to the vicinity of Times Square. Today, Tin Pan Alley is not limited to any one street or city but extends throughout America.

### **Songs to Sing:**

Let Me Call You Sweetheart  
A Bird in a Gilded Cage  
In the Good Old Summer Time

### **Related Listening:**

*Concert in the Park*, RCA Victor LM/LSC 2677



## **Week of March 11—MUSIC SWEET AND HOT**

Jazz is said to be the most typically American product we have. The word "jazz" is probably of Creole origin and means "to speed up." It has developed in varying stages from its reputed origins among the Negro musicians of New Orleans to the world-famous annual Jazz Festival at Newport, R.I. The term "jazz" is difficult to define because it is not a particular kind of music. Rather, it is a language of music, and as such, communicates ideas and moods. Three men are especially remembered for "making a lady of jazz", George Gershwin, who composed the melodies; Ferde Grofe, who orchestrated them; and Paul Whiteman, who gave such polished performances of them. The combined efforts of these artists gave us jazz music in the symphonic style.

### **Songs to Sing:**

When the Saints Go Marching In  
Lonesome Road  
Ev'ry Night When the Sun Goes In

### **Related Listening:**

What Is Jazz?, Leonard Bernstein, Col. CL-919  
Cool and Progressive Jazz: Sometimes I'm Happy, Brubeck, Col. CL-699

## **Week of March 18—CLASSICS IN MODERN DRESS**

During the days when America consisted of just thirteen colonies and LaSalle was exploring the Mississippi River, a large family of musicians named Bach lived in or near Thuringia, a province in northern Germany. There were Bachs who were church organists, some who were violinists in court orchestras, and others who were town pipers. Johann Sebastian Bach was the greatest of them all. Living all his life within the narrow confines of his native province, he has become a model and a never-ending source of inspiration for other musicians through the years. The measure of his genius lies in the fact that his music is remarkably adaptive to all ages and styles of play, while maintaining virility and gaining stature in the process. Of all classical music, the works of Bach are undoubtedly the most adaptive to jazz. In this "new dress," Bach especially appeals to young Americans today.

### **Songs to Sing:**

While Bagpipes Play	Music Around the World, p. 161
The Piper's Tune	This Is Music, Book 5, p. 39

### **Related Listening:**

Bach's Greatest Hits, Philips PHM 200-097

## **Week of March 25—MUSIC OF THE SEA**

Whalers and clipper ships and ho! for the life of a sailor! With the end of the War of 1812, a period of greatly expanded sea trade followed. Whaling ships from prosperous Nantucket and New Bedford sailed the high seas. American Clipper ships sailed to the Orient and other world ports. Since very early times sailors have sung on board ship to help themselves "pull together" and work more effectively. Their songs were sturdy, rhythmical sea chanties. Forecastle songs were sung for fun and relaxation.

### **Songs to Sing:**

A-Rovin'	<b>Making Music Your Own, Book 6, p. 60</b>
Away for Rio	<b>Voices of America, p. 158</b>
Blow, Ye Winds	<b>Birchard Music Series, Book 5, p. 47</b>

### **Related Listening:**

**Shanty Men, Folkways**

**Songs of the Sea, Folkways**

**Driftwood at Sea, RCA Victor LPM/LSP 2443**

## **Week of April 1—MUSIC OF OUR FIGHTING MEN**

It has been said that a singing army is a victorious army. "If we had had your songs, you would never have beaten us," is the reputed statement of a Southern army officer to a Northerner at the end of the Civil War. In any case, through the centuries, it has been recognized that martial music enlivens the spirit and minimizes the fatigue of fighting men. Since the early days of the Revolutionary War, the United States has had a group of fighting men trained for war on land or sea. Today, our Department of Defense is formed by this oldest branch of our armed services, the Marine Corps, along with the Army, Navy, and Air Force. Each of these services maintains musical organizations, such as bands, choruses, and in some cases orchestras, and each has its own official song.

### **Songs to Sing:**

The Marines' Hymn	<b>Voices of America, p. 161</b>
The Army Goes Rolling Along	<b>Voices of America, p. 164</b>
Eternal Father, Strong to Save (Navy Hymn)	<b>Voices of America, p. 162</b>
Lord, Guide and Guard the Men Who Fly (Army Air Corps Hymn)	

## **Week of April 8—MUSIC ON THE COLLEGE CAMPUS**

Since the middle of the 1800's, a few "popular" songs from every decade pass the test of time, are adopted by our colleges, and then, as a part of their hallowed tradition, return to become a distinctive part of our musical heritage. For example, "The Sweetheart of Sigma Chi", the famous Sigma Chi Fraternity song which was written in 1912 by Vernor and Stokes, is still popular among students and is a favorite of all who like to sing and harmonize. The many-faceted life on a college campus is reflected in its music—its Alma Mater, its football songs, its fraternity and sorority songs, its love songs, its graduation songs, and the songs the students sing just because they are brimming over with the joy of living.

### **Songs to Sing:**

Vive l'amour	<b>This Is Music, Book 6, p. 228</b>
The Sweetheart of Sigma Chi	<b>Music in Our Times, p. 142</b>
Amici	<b>This Is Music, Book 7, p. 9</b>
Gaudeamus Igitur	<b>Music in Our Times, p. 144</b>

### **Related Listening:**

**Living Voices on the Campus, RCA Victor CAL/CAS 715**  
**Academic Festival Overture, Brahms**

## **Week of April 22—MUSIC OF OUR NEWEST STATES**

Alaska has been called America's "Last Frontier". Pioneers of this century can still find adventures in the untamed wilderness of this, our forty-ninth state (1959). Anchorage, her largest city, has a community chorus and a symphony orchestra. Hawaii, our fiftieth state, was the last to join the Union (1960). Just as the folk songs and dances of continental United States tell the story of the people who helped this country grow, so the songs and dances of Hawaii tell the story of her people. Traditions and rituals were remembered and passed from generation to generation through songs and chants. The Hawaiian song which is best-known and best-loved is "Aloha Oe" (Farewell to Thee), composed by Queen Liliuokalani.

### **Songs to Sing:**

Aloha Oe	<b>This Is Music, Book 5, pp. 158-159</b>
My Sweet Sweeting	<b>This Is Music, Book 5, p. 157</b>
Bring the Days of Summer	<b>Music Sounds Afar, p. 198</b>
Alaska's Flag	<b>This Is Music, Book 5, p. 156</b>

## **Week of April 29—MUSIC OF TOMORROW**

The music of America has changed and developed as its people have changed and developed. Today, in this mature nation, the treasure of its musical heritage is available to all. This is so because we are on the threshold of a new age—one of unparalleled progress in the growth and development of science, technology, communication, and transportation. What effect will it have on the music of tomorrow? Who knows? We do know that music grows out of life. That will be true tomorrow as it is today and was yesterday. Tomorrow's music is being made today. Of the songs we have sung in this series, which do you think will stand the test of time and will become a part of the music of tomorrow? Why not make a list with your class. You might call it your All-Time Hit Parade.

### **Songs to Sing:**

Review favorite songs sung during the series.

**Please note:** The program of the week of May 27 will be a repeat of a favorite lesson. Please have your students write in, giving us their choice.

## **Week of May 6—MUSIC FOR FUN AND FROLIC**

There is nothing which can produce a warm friendly feeling so quickly as the spontaneous joining of voices in song. And one of the most conducive atmospheres for it is around a glowing campfire, when dusk brings an end to the activities of the day. Among the songs that Americans have always enjoyed are fun songs, play-party songs, square dances, and singing games. Last, but by no means least, are the nonsense songs that are perennial favorites with old and young alike.

### **Songs to Sing:**

I Know an Old Lady

Good Friends, Good Fellow

Chumbara

The Sow Took the Measles

Beautiful

That's Life

**Making Music Your Own, Book 6, p. 118**

**Making Music Your Own, Book 6, p. 37**

**Making Music Your Own Book 6, p. 38**

**Music in Our Life, p. 123**

**Music in Our Life, p. 128**

**Music in Our Life, p. 122**

## **Week of May 13—MUSIC FESTIVAL TIME, PART I**

Throughout the United States in cities and in the country, the advent of summer will bring a flood of music from festivals, both large and small. The music festival appears to be a direct outgrowth of the music convention introduced by Lowell Mason and others. The earliest of these festivals was held at Worcester, Massachusetts. After the Civil War, the festivals of the Handel and Haydn Society in Boston introduced music festivals as we know them today. In New England, today, the best-known festival is the one at Tanglewood, the Berkshire Festival. Those at Music Mountain, Falls Village, Connecticut, and Cummington, Massachusetts, are also very popular. The Early American Moravian Festival takes place annually in Winston-Salem, North Carolina. Bethlehem, Pennsylvania, has its Annual Bach Festival. The Festival of the Arts at Saratoga, with the Philadelphia Orchestra in residence, is one of the newest festivals. Folk festivals and jazz festivals abound throughout the country.

## **Week of May 20—MUSIC FESTIVAL TIME, PART II**

The coronation of the Festival Queen and the simultaneous unfurling of the gay Festival Flag early in June will launch the annual New York Summer Festival for the fifteenth year. From early in June until Labor Day, in parks, playgrounds, stadiums, and theaters in all boroughs, the hundreds of free and inexpensive events and attractions that add up to the world's largest festival will be staged. New Yorkers will have a choice of Shakespeare-in-the-Park, Evenings with Music by the East River, ball games, tennis matches and dancing under the stars to name bands. The New York Philharmonic Orchestra again will give free outdoor concerts, which have been received so enthusiastically, in all boroughs. All of the above are but a small sampling of the hundreds of events which will be available. So what is there to say except New York Is a Summer Festival! Enjoy it!

### **Songs to Sing:**

In the Good Old Summer Time

The Sidewalks of New York

Manhattan (from **Garrick Gaieties**) The Rodgers & Hart Songbook, Simon and Schuster, Inc.

## **Week of May 27—AT YOUR REQUEST**

This program will be a repeat of a favorite lesson.

# POCKETFUL OF FUN

## TO THE TEACHER:

These programs are planned to interest the pre-school child with a balanced variety of absorbing activities such as songs, dramatizations, creative crafts, discussions, rhythms, stories, and games. All the activities will be designed to stimulate curiosity, imagination, and active participation. The groundwork will be laid for a future school experience which, it is to be hoped, will be more enjoyable as well as more rewarding. While the approach will be geared to a very young level, the content of these programs will be of interest to a wider age range and may be viewed profitably by older children.

### Some Suggestions:

1. Keep paper and pencil handy to note ideas, recipes, crafts, etcetera. Listen to the credits at the end of each program for book titles, authors, and publishers.
2. Arrange for enough free space in your viewing room to permit active participation.
3. Note that most programs include a story; on those which do not, there is one suggested.
4. Refer to the listing of resource material on page 117, which you may find helpful.
5. Use these programs wisely by following up the interests they may stimulate.

## October 10—FUN WITH YOU

**Purpose:** To initiate a year of fun and learning.

### Today we will:

Begin to do some of the things our song tells about.

#### *Pocketful of Fun Song*

Our pockets are just filled with fun,  
For you, and you, and you.  
So come and join us everyone;  
Please do, please do, please do.  
Sing a song; play a game;  
Try many things, some old, some new.  
Oh, we'll have fun together,  
With you, and you, and you.

### Today's Story:

*It's Nice to Be Little* by John Stanley. Rand-McNally, 1965.

## **October 17—A FAMILY TREE**

**Purpose:** To emphasize the many pleasures and responsibilities of belonging to a family.

### **Today we will:**

Discuss the various members and sizes of families.

Dramatize taking care of baby.

Make a "tearing" picture.

Do rhythms involving the family in a playground.

Play a readiness memory game.

Play with our special POCKETFUL OF FUN family and sing some songs.

### **Today's Story:**

*Is It Blue as a Butterfly?* by Rebecca Kalusky. Prentice-Hall, 1965.

## **October 19—A HOUSE TO LIVE IN**

**Purpose:** To find out about the different houses people live in and the materials used to build them.

### **Today we will:**

Look at model houses and discuss their differences.

Play some readiness games involving judgment and memory.

Make a house of plastic bricks and another of cartons.

Do "house building" rhythms.

Sing a song involving rhyming participation.

### **Today's Story:**

*A House for Everyone* by Betty Miles. Knopf, 1958.

## **October 24—WHO LIVES HERE?**

**Purpose:** To learn about some animal houses; To find some imaginative ways to make "pretend" houses.

### **Today we will:**

Discuss animal houses and make a paper-bag nest.

Discuss "pretend" houses and make a variety of them, using sheets and blocks.

Do rhythms using blocks to guide us.

Learn a fingerplay and a singing game.

### **Today's Story:**

*Anybody at Home?* by H. A. Rey. Houghton-Mifflin, n.d.

## **October 26—HALLOWEEN TREATS**

**Purpose:** To find out about this delightfully scary day and some of the things people do to celebrate it.

### **Today we will:**

Discuss the various activities, real and imagined, that take place on Halloween.

Make a scarestick.

Play readiness games involving memory and matching skills.

### **Today's Story:**

**Hooper, the What-What Owl** by Earl and Natalie Cole. Duell, Sloan and Pierce, 1963.

## **October 31—PUMPKIN SURPRISE**

**Purpose:** To prepare for our Halloween party and enjoy the festivities.

### **Today we will:**

Discuss how pumpkins become jack o'lanterns.

Make a paper-bag jack o'lantern; Decorate cookies for our party.

Learn a fingerplay about jack o'lanterns.

Play a variety of party games as we enjoy the "trick or treat" pleasures of this day.

### **Today's Story:**

**Peter Pumpkin** by John Ott. Doubleday, 1963.

## **November 2—NOW IT'S FALL**

**Purpose:** To learn about the fall season and its effect upon our activities; To see how some growing things react to colder weather.

### **Today we will:**

Discuss and learn how to dress for this season.

Observe the changes we find in the fall as we look at leaves and branches.

Make a scribble leaf picture and a leaf family.

Enjoy some brisk outdoor activities as we do our rhythms.

Play a readiness game involving visual similarities.

Learn a singing game.

### **Today's Story:**

**My Time of Year** by Katherine Dow. Walck, 1961.



## **November 9—AUTUMN DAYS, AUTUMN WAYS**

**Purpose:** To carefully observe the wondrous changes autumn brings to living things.

### **Today we will:**

Examine, discuss, and sing about a variety of plants and seeds that we find on a fall "treasure hunt".

Learn about the preparations some animals make for colder weather.

Make a fall collage using natural materials.

Have rhythms out in the fallen leaves.

Find a "riddle" tree and play a guessing game.

### **Today's Story:**

**Buzzy Bear Goes South** by Dorothy Marino. Watts, 1961.

## **November 14—A PET TO PET**

**Purpose:** To learn about the pleasures and responsibilities of owning a pet;  
To find out about some dog breeds.

### **Today we will:**

Have dramatic play in a pretend pet shop and play with a dog puppet.

See and discuss a few breeds of dogs.

Make a stand-up dog picture.

Observe and play with a real poodle.

Enjoy a singing game about a dog named Bingo.

### **Today's Story:**

**The Poodle Who Barked at the Wind** by Charlotte Zolotow. Lothrop, Lee & Shepard, 1964.

## **November 16—PET PARADE**

**Purpose:** To see what a real pet shop looks like and to learn about some unusual pets.

### **Today we will:**

Go to a real pet shop and see a variety of animals.

Choose some unusual pets to bring home and enjoy observing and playing with them.

Make a paper turtle and sing about it.

Play an imitative singing game.

### **Today's Story:**

**Patsy's Pet** by Charlotte Steiner. Doubleday, 1955.

## **November 21—GIVE THANKS**

**Purpose:** To re-examine many of the everyday things we take for granted and to appreciate how they contribute to the comfort and pleasure of our lives.

### **Today we will:**

Discuss the meaning of "being thankful", using our toys to dramatize the explanation.

Make a "thank you" scrapbook.

Play with clay.

Learn a "thank you" dance before we enjoy a simple Thanksgiving feast.

### **Today's Story:**

*The Thank You Book* by Francoise. Scribner's, 1947.

## **November 28—INDIANS OF LONG AGO**

**Purpose:** To learn about the members of the families who were the first to live in this country.

### **Today we will:**

Discuss Indians and their families, as we look at pictures and real examples of the clothing they wore.

Examine and play with real Indian toys.

Make an Indian headdress and a pillowcase papoose carrier.

Sing a counting song as we create an Indian chief.

### **Today's Story:**

*Doki* by Mariana. Lothrop, Lee & Shepard, 1955.

## **November 30—INDIAN WAYS**

**Purpose:** To learn about the homes Indians lived in and the ways they communicated with each other.

### **Today we will:**

See a model tepee and discuss a tribal village.

Make a paper-bag tepee and play a readiness game with Indian designs.

Tell and retell a story with actions.

Examine and play a real Indian tom-tom.

Use the tom-tom to send messages and then play a guessing game with it.

### **Today's Story:**

*Brave Little Indian* by Bill and Bernard Martin. Holt, Rinehart & Winston, 1954.

## **December 5—JOIN THE TRIBE**

**Purpose:** To appreciate the unique craftwork, music, and dance of some Indian tribes.

### **Today we will:**

Examine some priceless Indian artifacts which will be on display at our pow-wow.

Make an Indian necklace and a paper-bag rattle.

Sing some Indian songs and find a magic charm which transports us to the exciting world of Indian music.

### **Today's Story:**

**Indian Two Feet and His Horse** by Margaret Friskey. Children's Press, 1959.

## **December 7—GROWING UP**

**Purpose:** To become aware of the ways in which we are growing, changing, and always learning.

### **Today we will:**

Remember how it used to be when we were babies and discuss how much we've grown and learned since then.

Learn to lace our shoes; Make flour dough.

Play some "growing" games as well as a readiness matching game.

### **Today's Story:**

**The Very Little Boy** by Phyllis Krasilovsky. Doubleday, 1962.

## **December 12—DO THIS, DO THAT**

**Purpose:** To encourage an imaginative approach to "making up" and doing things yourself.

### **Today we will:**

Dramatize nursery rhymes, using toys as actors.

Paint, with emphasis on physical set-up and brush techniques.

Move like toys as we have rhythms.

Play a drawing-guessing game using pictures as clues to familiar rhymes and stories.

### **Today's Story:**

**What Anna Saw** by Inger and Lasse Sandberg. Lothrop, Lee & Shepard, 1965.

## **December 14—JINGLE ALL THE WAY**

**Purpose:** To introduce the approaching Christmas holidays and discover the joy of giving.

### **Today we will:**

Create tree decorations with a variety of materials.

Look at some gift ideas and make an edible present out of peanut butter and honey.

Do rhythms about what we see in a toy shop window.

### **Today's Story:**

*Something for Christmas* by Palmer Brown. Harper & Row, 1958.

## **December 19—WRAPPINGS AND TRIMMINGS**

**Purpose:** To find our own ways to contribute to the warmth, excitement, and gaiety of the approaching holidays.

### **Today we will:**

Make decorations for the home and "paint-print" gift wrappings.

Play a matching readiness game.

Play a few singing games.

### **Today's Story:**

*Little Bear's Christmas* by Janice. Lothrop, Lee & Shepard, 1964.

## **December 21—MAKE WAY FOR SANTA**

**Purpose:** To celebrate a very happy day of the year; To meet one of the most important people in a child's experience.

### **Today we will:**

Have a special "party" kind of day with many songs and song-games.

Present gifts to Santa Claus.

### **Today's Story:**

*The Night before Christmas*, filmed by the New York Telephone Company.

## **January 2—HOW DOES IT FEEL?**

**Purpose:** To use our fingers as we explore our important sense of touch.

### **Today we will:**

Discuss how things feel, using a variety of common objects.

Play a guessing game based on the use of descriptive "feeling" words.

Play with sandblocks and make a pair.

Demonstrate fingerpaint technique and enjoy the sensation of "fingering" a picture.

Play a game involving tactile similarities.

### **Today's Story:**

*My Bunny Feels Soft* by Charlotte Steiner. Knopf, 1958.

## **January 4—CANDLES ON THE CAKE**

**Purpose:** To learn the meaning of "having a birthday" and to explore some of the delightful ways this special day is recognized and celebrated.

### **Today we will:**

Dramatize a birthday party with our toys.

Discuss the meaning of birthdays and make a birthday card.

Play a riddle game with a variety of birthday gifts.

Play a readiness game as we count candles on the cake and enjoy singing about them.

Make wishes on a "magic" cake and act them out.

### **Today's Story:**

**A Very, Very Special Day** by F. U. DeArmand. Parents' Magazine Press, 1963.

## **January 9—HAPPY BIRTHDAY!**

**Purpose:** To enjoy the fun of having a birthday party with all the trimmings.

### **Today we will:**

See a variety of homemade party hats and make one.

Discuss the fun of parties and make a party favor.

Play some party games; Play some rhythm instruments.

Have a birthday party with toys as guests, festive table, and a real cake with candles.

### **Today's Story:**

**Birthdays Are for Everyone** by Charlotte Steiner. Doubleday, 1964.

## **January 11—WINTER WONDERS**

**Purpose:** To appreciate the beauty of snow; To find out what snow is; To discover some of the ways we enjoy it.

### **Today we will:**

Discuss what snow is; what snowflakes look like.

Make "surprise" cut snowflakes and a winter scene out of a fall scene.

Play a readiness game involving differences among snowflakes and another game finding the missing parts of a snowman.

Have rhythms as we participate in snowy day activities.

Play a shivery singing game.

### **Today's Story:**

**The Day Daddy Stayed Home** by Ethel and Leonard Kessler. Doubleday, 1959.

## **January 16—BUNDLE UP**

**Purpose:** To discover that winter weather causes people to dress differently.

### **Today we will:**

Discuss and learn how to dress for cold weather.

Make a soapflake snowman.

Play a readiness game with matching mittens; counting discs.

Sing about the cold, our clothing, and snowmen.

### **Today's Story:**

*Josie and the Snow* by Helen Buckley. Lothrop, Lee & Shepard, 1964.

## **January 18—FOOTPRINTS IN THE SNOW**

**Purpose:** To investigate the different indoor and outdoor activities we enjoy in winter.

### **Today we will:**

Discuss various winter sports and watch some children doing them.

Make a pillow snowman and a frosty picture.

Do rhythms involving winter activities.

Play readiness games as we find differences among snowmen and count nested snowmen.

### **Today's Story:**

*Snow Time* by Miriam Schlein. Whitman, 1962.

## **January 23—THE WHEELS GO ROUND**

**Purpose:** To discover how wheels help us move from place to place and how dependent we have become on their use.

### **Today we will:**

Discuss the many wheeled objects which children use and enjoy.

Learn about the different wheeled vehicles which all people travel on.

Sing about the "wheels of a bus".

Make a cookie-box train with block accessories.

Do rhythms related to wheeled things.

Dramatize a train ride and sing along the way.

### **Today's Story:**

*How Do I Go?* By Mary Ann and Norman Hoberman. Little, Brown, 1958.

## **January 25—HOW SHALL WE GET THERE?**

**Purpose:** To learn about travel on water, in the air, and out in space.

### **Today we will:**

Discuss and play with a variety of ships and boats.

Discuss space travel and play with an astronaut in his spaceship.

Make boats of odd materials, turn clothespins into airplanes, and a paper bag into a space helmet.

Do rhythms related to the many ways of travel we now know.

### **Today's Story:**

**Little Bear Goes to the Moon** by Else H. Minarik from **Little Bear**. Harper & Row, 1957.

## **February 6—PEOPLE AT WORK**

**Purpose:** To introduce some of the many jobs people have and to discover how these jobs relate to our well-being; To initiate some thought about job choices we might make.

### **Today we will:**

Discuss the working people we find in our neighborhood with special emphasis on the policeman.

Make a policeman's hat; a storekeeper's apron.

Dramatize work in a grocery store.

Play a readiness singing game involving counting and a pantomime-action game involving different workers.

### **Today's Story:**

**What Do You Want to Be?** by Francoise. Scribner's, 1957.

## **February 8—MORE PEOPLE AT WORK**

**Purpose:** To continue the exploration of the jobs people have and to learn about the courageous work of firemen.

### **Today we will:**

Discuss the work of the fireman and how we can help him.

See a fireman's clothing and discuss its use.

Look at and play with some model fire trucks.

See a film concerning the activities in a fire house.

Dramatize the fireman's work in rhythms.

Show how to make a carton fire truck and use it for dramatic play.

Play a readiness matching game.

### **Today's Story:**

**Daddies, What They Do All Day** by Helen W. Puner. Lothrop, Lee & Shepard, 1946.

## **February 13—POCKETFUL OF VALENTINES**

**Purpose:** To indicate some of the mailman's work and relate it to Valentine's Day; To learn what Valentine's Day is and enjoy celebrating it together.

### **Today we will:**

Discuss and dramatize the mailman's work, examine his hat and bag, and make a paper-bag mailbag.

Discuss the meaning of Valentine's Day.

Look at some Valentine cards and make a Valentine bouquet.

Read some Valentine poetry and play some Valentine games.

### **Suggested Story:**

**Love Is a Special Way of Feeling** by Joan Anglund. Harcourt, Brace & World, 1960.

## **February 15—SOUNDS AROUND US**

**Purpose:** To listen attentively to the many sounds we hear and try to identify them.

### **Today we will:**

Discuss sounds we hear outdoors and indoors.

Play a listening game with common objects.

Introduce the cymbals and play a listening game with rhythm instruments.

Experiment with the different sounds we can make as we tap on a variety of surfaces.

Do rhythms based on the identification of recorded sounds.

Sing songs, making sounds of our own.

### **Today's Story:**

**Listen to My Seashell** by Charlotte Steiner. Knopf, 1959.

## **February 20—TUNE UP**

**Purpose:** To introduce a few musical instruments; To make some we can play; To enjoy the sound of music.

### **Today we will:**

Discuss stringed and blowing instruments, using the guitar and the recorder.

Make a few instruments we can play.

Experiment with different pitches we can make when tapping on various objects.

Listen to recorded music and do interpretative rhythms.

Play our instruments and sing together in a special "concert".

### **Suggested Story:**

**Kiki Loves Music** by Charlotte Steiner. Doubleday, 1954.



## **February 27—EVERYTHING HAS A SHAPE**

**Purpose:** To discover that all things have shape; To identify round and square shapes and others derived from them.

### **Today we will:**

Play a game, guessing some familiar toys by their shapes.  
Discuss shapes and sort out objects that are round and square.  
Change round and square shapes into rectangles, triangles, and crescents.  
Make pictures using shape cut-outs.  
Sing, as we play the tambourine and the triangle.  
Do rhythms about objects with specific shapes.  
Play a shape guessing game with our toys.

### **Suggested Story:**

*A Kiss Is Round* by Blossom Budney. Lothrop, Lee & Shepard, 1954.

## **February 29—EVERYTHING HAS A SIZE**

**Purpose:** To investigate the sizes of things around us; To learn the meaning of big and little; To realize that size is a relative matter.

### **Today we will:**

Discuss and compare the size of various objects, and learn to use a simple ruler and measuring stick.  
Make a mobile after we select shapes of various sizes.  
Sing, do a fingerplay, and play a game about sizes.

### **Today's Story:**

*Everything Has a Size* by Bernice Kohn. Prentice-Hall, 1964.

## **March 5—LET'S MAKE BELIEVE**

**Purpose:** To discover the pleasure of changing ourselves into pretend people and things.

### **Today we will:**

Discuss the fun of dressing up in old clothes and material.  
Make a pipe cleaner crown and a paper plate mask.  
Pretend to be various objects in a rhythm sequence.  
Sing about a strangely dressed fellow named Aiken Drum.

### **Today's Story:**

*Giant John* by Arnold Lobel. Harper & Row, 1964.

## **March 7—PRETEND FUN**

**Purpose:** To explore some of the ways we can pretend, using dramatization and puppets.

### **Today we will:**

Discuss various ways we all "pretend".

Play with a puppet mouse and learn some of the art of puppeteering.

Make a paper bag puppet.

Meet Jim Henson, whose Muppets will entertain us with a delightful mixed-up fairy tale.

### **Today's Story:**

**The Big, Big Box** by Barbara Adam. Doubleday, 1960.

## **March 12—MARCH WINDS**

**Purpose:** To learn what wind is and discover some of the ways we see it at work.

### **Today we will:**

Discuss windy weather and find out that wind is moving air.

Feel the wind and see some of the things it blows.

Use wind to make a "blowing" picture.

Make a soap sailboat and have a boat race.

Find out how the wind affects weather.

Look at clouds blown in by the wind and sing about their interesting shapes.

### **Suggested Story:**

**Follow the Wind** by Alvin Tresselt. Lothrop, Lee & Shepard, 1950.

## **March 14—FOLLOW THE WIND**

**Purpose:** To watch the wind at play as it sails our kites and spins our pinwheels.

### **Today we will:**

Discuss and look at some unusual kites.

Follow a kite as it soars up into the sky.

Play a readiness memory game.

Make a colorful pinwheel and play a counting game with pinwheels.

Enjoy some windy day rhythms.

### **Today's Story:**

**Gilberto and the Wind** by Marie Hall Ets. Viking, 1963.

## **March 19—THE GREATEST SHOW ON EARTH**

**Purpose:** To meet some of the exciting circus performers; To appreciate their skills and talents.

### **Today we will:**

Welcome the circus parade.

Discuss and see some people and animals who work under the big top.

Make a balloon barbell and dramatize being a strongman.

Join some of our POCKETFUL friends in the circus ring and sing about their delightful performances.

### **Today's Story:**

See the Circus by H. A. Rey. Houghton-Mifflin, n.d.

## **March 21—CIRCUS TIME**

**Purpose:** To learn about some of the wild animals in the circus and the training involved in their performances.

### **Today we will:**

Discuss performing animals in the circus.

Make a shoebox cage.

Enjoy a fingerplay about "Five Fierce Lions", using finger puppets.

Make flippers and become trick seals.

Be various circus performers in a rhythm sequence.

### **Today's Story:**

The Circus Baby by Maude and Miska Petersham. Macmillan, 1950.

## **March 26—HERE COME THE CLOWNS**

**Purpose:** To see some funny clowns and enjoy their unique contribution to the "greatest show on earth".

### **Today we will:**

Show a variety of amusing clowns and discuss their appearance.

Make a paper-bag clown hat, a tissue paper ruff, and funny shoes.

Discuss and demonstrate clown make-up.

Meet a surprising clown and enjoy a few tricks.

### **Suggested Story:**

The Big Book of the Real Circus by B. Brewster and F. Sutton. Grosset & Dunlap, 1958.

## **March 28—SPRING IN THE AIR**

**Purpose:** To look for signs of spring and to enjoy the exhilarating freshness of this new season.

### **Today we will:**

Discuss the changes that spring brings.

Look at a variety of spring flowers and observe the differences.

Make a spring bouquet with cotton and crepe paper; Draw a variety of flower shapes.

Play a readiness game involving shape differences.

Learn a spring dance and play a singing game.

### **Today's Story:**

*The Happy Day* by Ruth Krauss. Harper & Row, 1949.

## **April 2—PLANT A SEED**

**Purpose:** To grow a spring garden and learn about the care plants require.

### **Today we will:**

Show and discuss some seeds found in the food we eat.

Plant lima beans, carrot and radish tops.

Plant grass seed, and make a porcupine potato.

Learn what we must do to help plants grow.

Enjoy spring rhythms.

### **Today's Story:**

*The Carrot Seed* by Ruth Krauss. Harper & Row, 1945.

## **April 4—WHO LIKES SPRING?**

**Purpose:** To observe the effects of warmer weather on the habits of animals.

### **Today we will:**

Discuss the changes in animals' living habits as we see them leaving their winter homes.

Sing a spring song and draw a picture about it.

Do a fingerplay about two little birds.

Look at a few birdhouses and make one out of a shoebox.

Play a readiness game involving similarities.

Sing a cumulative song about the "tree in the wood".

### **Suggested Story:**

*No Roses for Harry* by Gene Zion. Harper & Row, 1956.

## **April 9—BUNNIES 'N BASKETS**

**Purpose:** To enjoy the pleasures of this happy season and meet some busy rabbits.

### **Today we will:**

See a rabbit puppet who knows about a magic bunny hill.  
Make a cotton bunny picture.  
Welcome a timely guest.  
Make bunny ears to wear.  
Do rhythms based on what might be inside a magical egg.

### **Today's Story:**

**The Golden Egg Book** by Margaret Wise Brown. Golden, 1947.

## **April 11—BONNETS 'N BOWS**

**Purpose:** To learn how to decorate Easter eggs; To celebrate the coming holidays with a simple party.

### **Today we will:**

Discuss and look at decorated eggs and learn to decorate our own.  
Play a readiness game involving design similarities.  
See some of our POCKETFUL friends dressed up for the holiday.  
Make a paper-plate Easter bonnet.  
Sing and play a game as we all participate in an egg hunt.

### **Today's Story:**

**Happy Easter** by Kurt Wiese. Viking, 1952.

## **April 23—LISTEN TO THE RAIN**

**Purpose:** To learn about the importance of water to all living things and to appreciate the rain that provides it.

### **Today we will:**

Discuss some of the uses of water and learn where it comes from.  
See pictures which will help us realize the beauty of water.  
Enjoy water play with a variety of objects.  
Make fingerprint using soapflakes and instant starch.  
Play a memory game about a rainy day.

### **Today's Story:**

**Don't Think about a White Bear** by Eve Merriam. Putnam's, 1965.

## **April 25—A WET WORLD**

**Purpose:** To find out how we protect ourselves from the rain; To enjoy some indoor fun on a rainy day.

### **Today we will:**

Discuss clothing worn in the rain and how it helps to keep us dry.  
Make lemonade; Make paper fish and play a magnetic fishing game.  
Do a variety of rainy day rhythms.

### **Today's Story:**

*Plink, Plink* by Ethel and Leonard Kessler. Doubleday, 1954.

## **April 30—TALK ABOUT TIME**

**Purpose:** To introduce the concept of time and some of the ways we measure it.

### **Today we will:**

Discuss the various times of day and the possible activities engaged in at those times.  
Learn about the parts of a clock and how to tell the hour.  
See and listen to a cuckoo clock.  
Play readiness games involving differences, counting, and rhyming.  
Play rhythm sticks, sing, and do a fingerplay.

### **Suggested Story:**

*It's about Time* by Miriam Schlein. Scott, 1955.

## **May 2—ME AND MY SHADOW**

**Purpose:** To learn how to make shadows and enjoy some shadow play.

### **Today we will:**

Discuss shadows and see how they are made.  
Make some finger shadows.  
Draw shadow silhouettes.  
Play a shadow guessing game.  
Enjoy a shadow play about a little white duck.

### **Today's Story:**

*The Shadow Book* by Beatrice S. deRegniers. Harcourt, Brace & World, 1960.

## **May 7—FARM FRIENDS**

**Purpose:** To learn about the important work of the farmer; To find out about the animals and people who live on a farm.

### **Today we will:**

Discuss the farm which provides food for our table.

Meet some animals who live on a farm and sing about the sounds they make.

Play a readiness game as we learn about mother and baby animals.

Do rhythms about the farmer's work.

### **Today's Story:**

**Who Took the Farmer's Hat?** by Joan L. Nodset. Harper & Row, 1963.

## **May 9—FUN IN THE PARK**

**Purpose:** To learn about the many things to do in the park; To see some of the animals in the zoo.

### **Today we will:**

Discuss the fun we can have in a park.

Visit the zoo and see some of the animals who live there.

Meet a visitor from the Bronx Zoo who will introduce us to a ferret.

Do rhythms about a day in the park.

### **Today's Story:**

**The Baby Bee Bee Bird** by Diane Massie. Harper & Row, 1963.

## **May 14—DOWN TO THE SEA**

**Purpose:** To explore the beach and have fun with sand and shells.

### **Today we will:**

Discuss the sandy beach and the sea.

Play with sand.

Show and discuss a shell collection.

Make a collage using natural materials found at the beach.

Sing a cumulative song about the sea.

### **Suggested Story:**

**I Saw the Sea Come In** by Alvin Tresselt. Lothrop, Lee & Shepard, 1954.

## **May 16—SHORELINE TREASURES**

**Purpose:** To investigate the mysterious, fascinating world of undersea life.

### **Today we will:**

Show and discuss the live sea animals we find in a salt water tank provided by the New York Aquarium.

Play a readiness game involving similarities.

Sing a number-rhyming song about sea animals.

### **Today's Story:**

**Story in the Sand** by Donald Myrus & Albert Squillace. Macmillan, 1963.

## **May 21—SAND AND SURF**

**Purpose:** To find out more about the ways we can enjoy ourselves on a trip to the beach.

### **Today we will:**

Discuss the fun of going to the beach and the things to bring along for a beach trip.

Make a paper-bag beachbag.

See a doll play at the beach and enjoy the sand and water.

Play a guessing game with objects hidden behind a beach umbrella.

Play an action singing game.

### **Today's Story:**

**Harry by the Sea** by Gene Zion. Harper & Row, 1965.

## **May 23—LET'S TAKE A VACATION**

**Purpose:** To find out about the changes the approaching summer season will bring; To plan for the warm vacation days ahead.

### **Today we will:**

Discuss the various seasons of the year and the clothing needed for each of them.

Learn about the summer and its effect upon our activities.

Find out some ways to keep cool and make a cardboard fan.

Discuss places to go on a vacation and make a game to take along.

Play a vacation pantomime game and do related rhythms.

### **Today's Story:**

**May I Bring a Friend?** by Beatrice S. deRegniers. Atheneum, 1965.

## **May 28—EMPTY POCKETS**

**Purpose:** To remember some of the pleasant ways we had a POCKETFUL OF FUN.

### **Today we will:**

Look at a few of the things we've made and sing about them.

Print designs using painted string.

Listen to music and decide what rhythms it brings to mind.

Play rhythm instruments; Join our POCKETFUL friends for a memory game;

Sing some of our favorite songs.

### **Today's Story:**

**Belinda and Me** by Bettye Hill Braucher. Viking, 1966.



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# ROUNDABOUT

## October 9—A PAIR NEEDS TWO

### Program:

Jim notices many different parts of his body and his clothing that come in pairs. The children are invited to help him identify pairs among shoes, socks, gloves, and mittens.

### Some Suggestions:

1. Play the scramble game which Jim plays, matching clothes.
2. Develop a simple game: "Where's a Pair?" Children find pairs and name them.
3. Take advantage of dressing and undressing routines to practice keeping pairs of clothing items together.

## October 13—DRUMS

### Program:

Jim plays simple rhythmic patterns on substitute drums such as a plastic pail and a cereal box. He explores a set of bongo drums and a conga drum, finding different ways to play them, contrasting loud and soft, fast and slow, hard and light. He also demonstrates how dramatic ideas can be shown on drums. Children are led in beating out the rhythm in words such as "Jim Jeffers" and "Roundabout."

### Some Information:

1. Drum tones are affected by the size of the drum, the area of the vibrating surface, the material of which the drum is made, the tightness and thickness of the vibrating surface, the way in which the drum is struck.
2. Drums with heads made of skin are affected by humidity. For non-adjustable drums, the tone can be improved by placing it near a strong electric bulb.
3. It helps children to get better tonal results by "spanking" the drum as against allowing the hand to rest on the drum after it has been struck.

### Some Suggestions:

1. Children may help to collect boxes that can serve, for a short time, as drums.
2. It's interesting to listen to the different sounds made by striking a drum with the palm, the fingers, the finger tips, by using a wooden mallet, a hard rubber mallet, a soft beater; by striking the center of the head, near the rim, on the rim, on the sides of the drum, etcetera.

## **October 16—TURTLE**

### **Program:**

Jim examines a box turtle, calling attention to the shell, legs, head. The turtle eats a hamburger. Comparisons of size and features are made between the box turtle and the painted turtle. A four-minute film shows a variety of turtles, including the huge Galapagos, pancake, and spotted turtles which can be seen at the zoo.

### **Some Information:**

1. Turtles belong to the reptile group and have scales on legs, neck, and tail.
2. A box turtle is a land turtle which can enclose himself completely in his hard, hinged shell.
3. Turtles eat worms and insects. Pet turtles often like raw hamburger, salad, and eat two or three times a week.

## **October 20—BRUSH PAINTING**

### **Program:**

Sam, an artist, demonstrates how different brushes and paint make different kinds of lines and shapes such as wide, narrow, circular, dots, repeating lines for rhythm, filling in lines for shapes.

### **Some Suggestions:**

1. Large pieces of paper are highly desirable to extend freedom of movement. The cheapest source is the want-ad section of newspapers.
2. Powder paints, mixed with water, are much cheaper than mixed paints. But the paint should have rich color and not be too diluted.
3. Small amounts of paint, one inch deep, are economical, particularly since colors tends to become muddy when mixed indiscriminately as children work. Small plastic capped jars are fine.

## **October 23—BARBERSHOP**

### **Program:**

Jim visits a barbershop where the barber gives him a shave. A four-year old boy and an aide watch the process. The boy gets a haircut. All three leave the barbershop together.

### **Some Suggestions:**

1. Set up a corner for dramatic play of "beauty parlor" or "barbershop" with a special chair and props—covering cloth, safety razor minus blades, small box with cord for electric clippers, mirror, smocks for barber and beautician, etcetera.
2. Scissors can be too realistic and should be avoided in this play.
3. It is not unusual for the younger children to have real fears about having their hair cut. Dramatic play may give the teacher a clue about which children have these feelings.

## October 27—BAKING

### Program:

Jim checks ingredients for baking cookies, measures them as the recipe requires, and puts cookies in oven.

### Some Information:

#### Recipe for Brown Sugar Cookies

1/2 cup soft shortening	2 cups flour
1 cup brown sugar (packed)	1/2 teaspoon soda
1 egg	1/2 teaspoon salt
1/4 cup soured milk, buttermilk, or water	

Mix shortening, brown sugar and eggs thoroughly. Stir in milk or water. Measure flour by dip-level-pour method (or by sifting). Blend flour, soda and salt; stir in. Chill at least 1 hour. Heat oven to 400°. Drop rounded teaspoonfuls of dough 2" apart on greased baking sheet. Bake 8 to 10 minutes. (3 dozen 2 1/2 inch cookies)

### Some Suggestions:

1. It is advisable to bake small quantities with small groups of children rather than try to involve many children in one operation.
2. Because of the chilling required, this is a good recipe to carry over for two days. This relieves the time pressure in a short school day.

## October 30—MAKE-UP SONGS

### Program:

Jim and Ruth sing some American folk songs with a group of six children. They make up words to go with some of the songs. The songs on the program are:

"Kum Ba Ya" in *Sing Together Children*. Delaware, Ohio: Cooperative Recreation Service, Inc.

"Clap Your Hands", "Mary Wore a Red Dress", and "It Rained a Mist", Seeger, Ruth Crawford: *American Folk Songs for Children*. Garden City, N.Y.: Doubleday & Co.

"Hush Little Baby" in *Songs for Pickin' and Singin'* edited by James F. Leisy. Greenwich, Conn.: Fawcett Publications, Inc.

"Nick-Nack Paddy Whack", Landeck, Beatrice: *Songs to Grow On*. N.Y.: William Sloane Associates, Inc.

### Some Suggestions:

1. The more familiar songs are, the more children enjoy them, so don't worry about many repetitions.
2. Folk songs are flexible; they take to new words. If it's hard to fit the new words to the rhythmic patterns, these can sometimes be stretched without harm. Otherwise, take time to "make the words fit."
3. Songs which sing about children help them feel important. They may include children's names, their clothes, things they like to do, etc.

## **November 3—FIREMAN**

### **Program:**

A fireman dresses in the special clothes which he wears for firefighting—helmet, boots, and running coat. He shows some equipment carried on a fire truck—an ax, a sledge hammer, and hoses. Jim sees a fire, pulls the fire alarm, and fire trucks are rushed to the scene.

### **Some Suggestions:**

1. Point out fire alarm box and fire hydrant on a neighborhood walk and discuss their functions.
2. Invite a firefighter to your school. Brief him beforehand about language which children will understand.
3. Pieces of garden hose and folded-paper fireman's hats will set off dramatic play.

## **November 6—DANCE ALONG**

### **Program:**

Carolyn invites the children to dance along with her while she demonstrates dances. Movements include bounces, images of small balls, stretches, etc.

### **Some Suggestions:**

1. Using verbal images to initiate movement helps children develop their imagination as a basis for movement and dance. For example: "Can you make yourself as tiny and round as a little marble, or a tiny ball?" "Can you feel how a rubber band stretches and pulls?"
2. When children start one movement idea, it is desirable to find ways to build on it. For example: A swing can be done sitting, standing, turning, jumping, forward and back, up and down, sideways, figure eight, etcetera.

## **November 10—HINGES**

### **Program:**

Jim drives up in his car and calls attention to the hinges on the trunk of his car and his suitcase and his door. In his workshop he fixes the lid of his tool box with hinges, invites viewers to locate other hinges in the body, and shows hinges on crabs and clams.

### **Some Suggestions:**

1. Find different parts of the body which move like hinges.
2. Locate hinges in the school or at home.
3. Help children predict the direction in which doors and similar hinged objects will move in relation to where the hinges are placed.
4. Find hinges on toys and talk about how they work.

## **November 13—LIVING OR DEAD?**

### **Program:**

Jim shows his parakeet that has just died and compares him to his new pet bird, a royal bunting. Jim reads the story, *The Dead Bird* by Margaret Wise Brown, while some of the action is illustrated. Jim talks about feelings people have concerning death.

### **Some Suggestions:**

1. Help children learn that death is a fact of life and cannot be reversed. It's a concept they need to cope with sometimes at quite an early age.
2. Avoid confusing death with "sleep" or "going far away". If anything, this creates added anxiety for children.
3. Acknowledge that people have different beliefs about death, some of them religiously based. Parents are the appropriate resource for such explanations.

## **November 17—TELEVISION**

### **Program:**

Jim takes the viewers behind the scenes in a television studio and demonstrates that, through movement of the camera, the television picture of Jim changes so that he looks closer at times and further away at times. He demonstrates the use of the microphone on a boom which moves as he moves and the use of lights which he adjusts to get a better television picture.

### **Some Suggestions:**

1. A box with a circular can or box for camera lens may be made as a dramatic play prop. A cylinder, as from a paper roll, may be used as a microphone to stimulate verbalization. A flashlight with batteries can be used for lighting.
2. A large carton with a cut-out for children's faces can be a satisfactory television set for dramatic play.

## **November 20—SUPERMARKET**

### **Program:**

Jim takes two children shopping in a supermarket. He has a list of the items he needs to buy eggs, hamburger, and cereal. They notice the large variety of foods sold. Each child chooses a favorite cereal. They pay the checker at the check-out counter.

### **Some Suggestions:**

1. Take two or three children to a supermarket and purchase something for your school.
2. Have some familiar store supplies (empty milk cartons, cans, and cereal boxes) available for children to play with. A toy cash register and play money make good additions to their play material.

## **November 27—WHEELS**

### **Program:**

Four children play with a variety of wheeled toys. Jim and the children examine the wheels and how they work. Jim takes two of the children on a trip. Comparison of wheel size (height and width) are made, using the children as reference points.

### **Some Suggestions:**

1. Have a variety of wheel toys available for children to explore.
2. Take a few children for a walk and notice wheels.
3. On a rainy day, play "Who Can Find Some Wheels" game with five or six children.
4. Music time: Include opportunity for children to move like wheels.

## **December 1—TRIP TO THE ZOO**

### **Program:**

Craig, a little five-year-old boy, visits the zoo with Jim. He sees tigers, lions, elephants, giraffes, monkeys, birds, and other zoo animals.

### **Some Suggestions:**

1. A visit to the zoo is exciting and interesting, but it is also tiring for young children. It is well to make arrangements for comfort facilities and food to suit your group. Additional adults, parents, and aides are invaluable.
2. Animal accessories, combined with blocks, can be helpful in arousing interest in zoo animals before the program. After the program, they are fine for helping children play out their recall as well as their confusions and concerns about animals.
3. An inexpensive way of making accessories of animals requires magazine photos of animals, pasted onto stiff cardboard and clamped between two small pieces of wood to make a stand. Children can help sand the strips of wood before they are cut up.

## **December 4—WATER IMAGES AND SONGS**

### **Program:**

A five-minute film of water moods is shown, quiet, rushing, sparkling, reflecting. Jim and three of his friends sing folk songs and play guitars. The songs are "Ku-Ku-Ri-Ku" (an Israeli song), "Come Back Liza" (calypso), "Pretty Kitty," "Put Your Finger in the Air," and "The Muskrat Song."

### **Some Suggestions:**

1. Encourage children to sing along and pantomime in their own way some of the actions in the song, "Put Your Finger in the Air."
2. Make up other verses for this song. It will give children good practice in listening and rhyming while they enjoy a song.
3. Allow time for children to observe beauty in nature. Your absorption in it is even more effective than too much talk at that time.

## **December 8—CLINIC**

### **Program:**

Jim brings his young friend, Ernest, with his mother to the clinic for a check-up. They wait for their turn in the waiting room. The doctor examines Ernest's chest, throat, nose, and ears. She gives him a booster shot.

### **Some Suggestions:**

1. It is possible to get some used hypodermic needles with needle and contents removed from a clinic for children's dramatic play. Toy stethoscopes can be made with lengths of rubber tubing and a stopper.
2. Costumes can add greatly to dramatic play—nurse's caps, clean men's shirts tied with a belt, small boxes or suitcases for doctor's bags. Long strips of cloth can be used for bandaging dolls which may have met with imaginary, serious accidents.
3. Children need to play out their worries and fears about pain and doctors with adults accepting the reality of their fears.

## **December 11—WHAT SHALL I WEAR?**

### **Program:**

Jim plays a game with the children called "What Shall I Wear?" Film segments show a snowy scene, sunny day, and bed time. Jim selects clothes from a clothesline to correspond with a particular weather condition or activity.

### **Some Suggestions:**

1. Play the game with children using paper dolls and illustrations of weather conditions.
2. Ask children to dress dolls according to the actual weather condition.

## **December 15—SHADOWS**

### **Program:**

Shadow of a mobile of fish moves and changes as Jim moves mobile. A three-minute film of children's shadows as they play on a sunny day is shown. Children are asked to identify objects and movements by the shadows which are cast by a street lamp at night. In his workshop, Jim uses a flashlight to show the relationship between the source of light, the object, and the shadow of the object. He makes shadow shapes on the wall with his fingers and hand.

### **Some Suggestions:**

1. When children are outside on a sunny day, it may be interesting to them to try making their shadows disappear.
2. Experimentation with flashlights can be accomplished in bright rooms by putting up a carton into which children can put their hands and small objects.
3. Marking a child's shadow with chalk when he comes to school, then re-marking his shadow when he is ready to go home, will help demonstrate how shadows change at different times of the day, depending on the angle of the sun.



## **December 18—BABY**

### **Program:**

This is a visit with a ten-month old baby and his parents. Kevin plays with his toys, tries to walk, and to feed himself. His mother and father play with him, feed him, bathe him, dress him, and put him to sleep.

### **Some Suggestions:**

1. Have baby dolls, crib, wash basin, carriage, etcetera, available.
2. Let children bathe dolls. Provide some old towels for the drying process.
3. Talk about age, i.e., being one year, four years, or thirty years old.
4. Older children, at times, feel their younger brothers and sisters are a nuisance. Sometimes feelings of irritation, annoyance, and anger are expressed in words or by beating dolls. It is desirable to have children surface their feelings so that they can be dealt with in a way that is helpful to them.

## **December 22—FAMILIES**

### **Program:**

Jim looks at his old photo album and talks about his childhood and his family (mother, father, and Jim). Three other families are introduced: Large family at home consisting of a baby, mother, father, grandmother, great-grandmother and great-grandfather; Large family consisting of ten children, mother and father on a picnic; Maternal family consisting of three children, mother, grandmother, and great-grandmother.

### **Some Suggestions:**

1. Have housekeeping corner easily available where children can play "family."
2. Dress-up clothing, both male and female, invite dramatic "family" play.
3. During storytime, tell a story about your family—your mother, father, siblings, etcetera. This may start the children talking about their family.
4. Remember that children live in all kinds of family situations.

## **January 5—WHAT DO YOU HEAR?**

### **Program:**

Jim plays a game with the children who are asked to identify various sounds before seeing what makes the sounds.

### **Some Suggestions:**

1. Devise your own variations on this game.
2. Poetry which rhymes is very helpful in matching sounds. Nursery rhymes continue to be favorites because one can anticipate the rhyming word at the end of a phrase.
3. Careful observation of children during such activities may help the teacher to identify children who may be having some difficulty because of hearing loss.

## **January 8—NEIGHBORHOOD WALK**

### **Program:**

Jim and a little three-year-old boy walk through his neighborhood on their way to the shoe repair shop. Along the way they find many things to do and to look at. These are everyday incidents: looking in windows, walking on ledges, a fire hydrant being turned on, a street being torn up with a jack-hammer, changing traffic lights, a fire-alarm box, etc.

### **Some Suggestions:**

1. Very short trips with a group of children can be interesting and not taxing, if time is allowed to observe what the environment has to offer.
2. Visit various nearby stores in the neighborhood. Window shopping is fun, too.
3. Talk with children about things they saw on the way to school or on the way home.
4. Repeat the same walk at different times of the year to observe changes due to the seasons.

## **January 12—SING ALONG**

### **Program:**

Jim and Ruth sing some American folk songs with guitar accompaniment with a group of four children. The songs are "Kum Ba Ya," "Wind Blow East," "Bye'm Bye," "This Old Hammer," and "Rained A Mist."

### **Some Suggestions:**

1. The most effective way to "learn" a song for young children is to hear it many times by someone who evidently enjoys singing the song.
2. Songs need not be learned from the beginning. There may be a part of the song which is easier than the rest. Children should be encouraged to "join in" on just such a phrase whenever it appears in the song.

## **January 15—CARPENTER**

### **Program:**

Jim visits a carpenter who makes a toy chest for his little girl. The carpenter demonstrates the use of a saw, a hammer, a plane, a drill, and screwdriver while making the chest.

### **Some Suggestions:**

1. Children find working with tools very satisfying. It helps them identify with real work of adults.
2. Making "something" is less important than manipulation at first. A board full of holes is eminently satisfying.
3. Take your lead from children when it comes to making "things." It's fine for solving problems—trying to figure out how to make something from wood—but only when they feel the need for this next step.

## **January 19—KITTEN**

### **Program:**

Jim and a little boy watch and play with a little, white, five-month-old kitten. They focus on his whiskers, ears, body, tail, nails, etcetera.

### **Some Information:**

1. Kittens should be fed three times a day. They may like to eat dried milk mixed with water, cooked beans, chittlins (chitterlings), fish (especially), cat food, hamburger, leftover chicken bones with scraps of meat.
2. To train a kitten, get a box and put some dirt in it, or torn-up bits of paper for him to use.
3. Kittens are not bathed. Instead, they should be brushed with a stiff brush frequently. They lick themselves to keep clean.

### **Some Suggestions:**

If a kitten is held with your index finger between his forepaw and your thumb and forefinger touching while the kitten's body is held in the crook of your elbow, close to your side, he will be controlled so that children can touch him, stroke him and examine him closely with safety.

## **January 22—RHYTHM**

### **Program:**

Jim invites the children to pantomime rocking movements with him. Jim shows graphic representations of different rhythmic patterns which occur kinesthetically, in sound, and visually.

### **Some Suggestions:**

1. Children become more aware of rhythmic patterns in their surroundings when adults are aware and appreciative of them. They "catch" such feelings.
2. Once in a while, when children are fingerpainting, they may enjoy having some incidental music to respond to rhythmically.
3. The concept of rhythm includes movement that is felt, seen, and heard. Children should experience all types and not associate rhythm with music, alone.

## **January 26—DRAMA IN DANCE**

### **Program:**

Carolyn, dancer-teacher, dances with three children for the first three minutes. After the children leave, she invites the viewing children to dance with her, using dramatic images as the basis for movement.

### **Some Suggestions:**

1. Children need to repeat ideas in movement over and over again in order to absorb the feeling.
2. It is helpful if the teacher can join in movement with the children provided she does not set a rigid pattern of movement for them. It is the spirit and sense of exploration that count.

## **February 5—LIBRARY**

### **Program:**

Four children visit the children's department in a public library. They look at books. One child wants a specific book, a story about a lion, and the librarian helps to find it. There is a storyhour in the library and the children listen to the story about Muffin in the **Noisy Book**. Each child checks out a book to take home. Jim has also been to the library. He tells the children about the book he borrowed.

### **Some Suggestions:**

1. Arrange for a visit to the children's department at the library.
2. Have children borrow books and also return them.
3. If possible, have someone at the library read a short story to the children.

## **February 9—CLAY**

### **Program:**

Jim manipulates a large piece of clay, using primary processes of squeezing, rolling, pinching off, smoothing, bending, twisting, etcetera. A sculptor makes a head of a four-year-old boy. Jim joins two children playing with clay.

### **Some Information:**

Clay, when somewhat dry, can be restored by making a deep thumb impression, filling with water, and working through. Hard clay can be restored by placing in a plastic bag, adding water, and closing tightly. Rolling clay into fist-size balls and filling a deep thumb impression with water keeps clay in good working condition when stored in plastic bag. One portion for a child should be the size of an adult fist.

### **Some Suggestions:**

1. Focus on various processes of manipulating clay, rather than on object.
2. If child names his object, pick up his clue.
3. Encourage descriptive words of how clay feels and looks.

## **February 16—SING IT AGAIN**

### **Program:**

Ruth plays the guitar and sings with four children and Jim. The children respond with action as well as song. The songs are "Kum Ba Ya," "Jim Along," "Michael, Row Your Boat Ashore," "Jennie Jenkins," "Train Is A Comin'" and "Ha, Ha, This-a-Way."

### **Some Suggestions:**

1. Try your own variations of "Jim Along." It's a good song to use in helping some transition periods. It can add an element of fun in getting from one place to another or from one activity to another.
2. Frequent singing and much repetition helps children to catch the melody and the words of songs. It's inhibiting to children to insist that they sing "louder." It's a much better musical and learning experience to encourage them to listen to themselves as they sing.

## **February 19—WHAT GOES TOGETHER?**

### **Program:**

Jim plays a game with the viewing children called "What Goes Together?" The things which go together are table and chair, plate and silverware, plug and socket, tape recorder and tape, toothpaste and toothbrush, dustpan and floor brush.

### **Some Suggestions:**

1. Make use of incidental opportunities during the day to have children notice associations similar to those which appear on the program.
2. Establish places where objects that are used together are kept together, such as sponges and bowls, dustpan and broom, dolls and housekeeping area, etcetera. When children help teachers in cleaning up, there are many opportunities to practice relating things which belong together and are, therefore, kept together for convenience.

## **February 23—JOBS**

### **Program:**

Jim visits a construction crew, a bakery, and takes a trip with two children on a train. He discusses various occupations in each place—the construction worker, the baker, the railroad ticket clerk, and the conductor.

### **Some Suggestions:**

1. It is a good idea to point out the importance of working, which makes the children aware of what their parents do for a living.
2. Either on field trips or in the school, point out the strength and safety of a building. Also, try to find a building under construction so the children can see the men at work.
3. If there's room, children can make two aisles of seats, for a train. Through dramatization children can sell tickets, conduct passengers to their seats, check tickets, yell "All Aboard!" and drive the train.
4. Simple cookies or graham crackers can be decorated with icing and sprinkles—then eaten.

## **February 26—BOILING WATER**

### **Program:**

Jim examines a raw egg and identifies its parts. He points out cues for boiling water and boils the egg. He then examines the boiled egg which has become hard in boiling. He then shows the characteristics of raw spaghetti. After boiling, the spaghetti becomes soft.

### **Some Suggestions:**

1. Simple boiling activities in the classroom can duplicate the foods used on the program and use other foods for testing.
2. Emphasis should be placed on having children predict whether the food, when cooked, will become harder or softer. The boiling, itself, is a way of testing their hunches or "hypotheses."

## **March 1—RHYTHM IN DANCE**

### **Program:**

Carolyn and nine children dance together. They use 4/4 rhythm on the drum to which they move like clocks. They move in double time to the drum. Sitting on the floor, they move to a slow 4/4 rhythm with wide movements. Standing and moving across the floor, they combine slow 4/4 rhythm with double time. Wide swings are done in 3/4 time.

### **Some Suggestions:**

1. It's interesting to try the same type of movement standing in one place, sitting on the floor, and moving across the floor.
2. It is well to repeat basic ideas, such as a slow rhythm and a double time rhythm many times. It takes a long time to feel the regularity of rhythm.
3. Encourage children to do many kinds of swings—low, high, very wide, twisting, and appreciate all the differences in swings that children can think of to do.

## **March 4—DENTIST**

### **Program:**

A father and his daughter, Vicki, visit the dentist for their regular check-up. The dentist examines Vicki's teeth and demonstrates with a model the correct way of brushing teeth. Vicki practices it. The father's teeth are x-rayed and cleaned. The dentist's instruments and equipment are demonstrated.

### **Some Suggestions:**

1. Set up an area for dramatic play with paper towels and a small mirror. Role play first as a caution so that children do not put their fingers in other children's mouths.
2. A plaster of paris model of teeth and a few toothbrushes can be used for practicing the approved up-and-down brushing techniques.
3. Encourage children to express their feelings about going to the dentist. It's best to acknowledge that sometimes it's painful to have your teeth fixed. Stress that the pain will stop after teeth are fixed.

## **March 8—FINGERPAINTING**

### **Program:**

Sam, an artist, and two children try out different hand and arm movements such as wiggling, scratching, turning. They trace the shape of a very large cardboard spiral. The children fingerpaint with Sam's encouragement.

### **Some Suggestions:**

1. When paint dries out so that the hands don't slide smoothly, drip a little water on the paper to restore the consistency of the paint.
2. Here is a good opportunity to have children learn words that describe what happens during fingerpainting and how it feels—slippery, slimy, sticky, scratch, knuckles, fingernails, fingers, palms, wrists, arms, swirls, jagged, curly, dots, lines.

## **March 11—TWO FOR THE JOB**

### **Program:**

A group of young children playing outside, engage in several activities that are done by two people—carrying large blocks, pulling a rider in a wagon, swinging, talking on telephones, see-sawing, and playing "house" with cooking and serving. A calypso-style song accompanied by guitars and bongo drums and other percussion instruments tells the story that, when there are "two for the job, it's more fun for him and more fun for me."

### **Some Information**

Viewing children are asked to join in on the chorus:

Chorus: Then I can see—there are two for the job,  
It's more fun for him—and more fun for me.

## **March 15—FOLK SONGS**

### **Program:**

Faye introduces three children by singing about them—Amy, six, from Puerto Rico; Loretta, eight, from Ghana; and Shaily, seven, from Israel. Each child sings her own folk song. Faye and others join in. Viewing children are asked to join in the simpler parts of the songs.

### **Some Suggestions:**

1. Encourage children to sing the easier phrases with Faye.
2. Invite someone from the community who can sing folk songs to the children.
3. Best of all, learn some folk songs yourself and share them with your children.

## **March 18—AIRPORT**

### **Program:**

Jets taking off and flying in the sky, ticket clerks, baggage handling, the crew which prepares the plane, the crew which flies the plane and the work they do, passengers being cared for by stewardesses, eating in flight, the view of the ground from the air, the plane landing, passengers deplaning—all are included in the program.

### **Some Suggestions:**

1. Simple uniforms such as cape, felt "wings" to be pinned to jackets, and coveralls will help encourage dramatic play about air transport.
2. Airplanes can be built with blocks, large enough for rows of chairs to be included. Felt strips make excellent seat belts. Aluminum trays such as those in which many foods are packed will stimulate "stewardess" role playing. A wheel mounted on a block is handy for the "captain."
3. Two strips of wood nailed together in the form of an airplane by the children can be used for auxiliary props in block play. A little paint helps.

## **March 22—SONGS TELL A STORY**

### **Program:**

Faye plays the guitar as she sings several folk songs which have story lines. She talks briefly about the story content of each song. The songs are "Deep Blue Sea," "I Been Workin' on the Railroad," "Michael, Row Your Boat Ashore," "Wake Me," and "The Keeper Would A-Hunting Go."

### **Some Suggestions:**

1. As children play, try to record some of the singing they may do, either in manuscript, if you are able, or on tape.
2. Play back the songs which children make up and comment favorably on some aspect that is interesting—maybe an expressive word, maybe a lilt-ing phrase, maybe the rhythm.
3. Make up songs yourself which fit the activities of children or their feelings and sing them spontaneously to accompany the activity of the moment.

## **March 25—HOW DOES IT FEEL?**

### **Program:**

Sam Gilliam, Jr. feels many objects and puts some of them into piles according to their texture—smooth, rough, and scratchy. He uses some of the objects with different textures to make a three-dimensional pattern. A four-minute film of kinetic sculpture is shown.

### **Some Suggestions:**

1. Open milk cartons or other boxes may be set on a tray as the collection area for objects of different textures. Teachers and children can collect and categorize objects of different textures.
2. A "feel box" can contain many objects of markedly different texture, such as hard and soft, rough and smooth, springy and stiff. Two other boxes can be used for sorting objects of each kind.
3. Children may arrange textured objects in a shoe-box lid or on a piece of cardboard. When they are satisfied with the arrangement, objects can be glued down.

## **March 29—CHILDREN EVERYWHERE**

### **Program:**

Children in the United States and in other countries play with many of the same toys and materials. Film and still photography are combined to show them playing with water, sand, balls, dolls, animals, and musical instruments. Jim and a little boy explore a small neighborhood park.

### **Some Suggestions:**

1. Talk about countries where children's parents or grandparents were born.
2. Use the rich resources of visitors or residents from other countries, sharing items of interest to young children—toys, instruments, food, songs.
3. Avoid emphasis on the "bizarre," but do not try to eliminate differences.



## **April 1—WHAT'S INSIDE ME?**

### **Program:**

Jim invites children viewing to locate various bones in their bodies which he compares to an accurate model of a skeleton. Faye and Jim sing "Dry Bones" with guitar accompaniment.

### **Some Suggestions:**

1. The song "Dry Bones" can be combined with pointing and feeling various bones in the body.
2. Comparisons can be made with animals, such as chickens, which have many bones similar to the human skeleton.

## **April 5—CONTRAST IN DANCE**

### **Program:**

Children and dance teacher dance together, exploring movements that stretch high and curl down low, reach forward and back, stretch the back and curl the back, movements that are wide and narrow, sharp and smooth, busy and quiet, fast and slow, high and low. They move across floor with wide strides, then with tiny, perched walks; in straight lines and in circles.

### **Some Suggestions:**

1. It helps to have the teacher move with children so that they may catch your spirit without in any way trying to have them follow your exact movements.
2. If you use accompaniment, it can be very simple and still satisfactory. A clear-toned drum, a wood block, claves (which can be made from lengths of doweling or broom handle), a tambourine, or finger cymbals require no special skill but have interesting tone for rhythmic accompaniment.

## **April 8—FASTENERS**

### **Program:**

Jim fastens various materials in appropriate ways—screwing a safety catch onto his workshop door; hammering a wooden handle onto his tool box; pasting, stapling, and clipping paper; buttoning, zippering and tying clothing; and soldering two tin cans together to make a toy for his little girl.

### **Some Suggestions:**

1. A gadget board can be made by attaching different fasteners from the hardware store to a board the size of a puzzle or larger. You can include a door catch, a lock and key (with the key also chained to the board), a bolt latch, a chain latch.
2. A board can be made with practice materials for buttoning, zipping, and tying. Heavy zippers can be sewn to strong pieces of cloth which are then stapled to the board. It is helpful to have a zipper open at one end similar to the ones on jackets.

## **April 22—GLASS**

### **Program:**

Jim watches his friend, Bill, show how he works with glass. He heats glass rods and bends them, twists them, and blows a large bubble of glass. He makes a glass snake and a beautiful glass swan.

### **Some Suggestions:**

1. Talk about the skill and practice needed to do jobs like the one of blowing glass.
2. Point up cautiousness in working with flame and glass. Relate to children's own contacts with flames and with glass objects.
3. Make it possible for children to sense your appreciation of lovely objects.

## **April 26—GUITAR**

### **Program:**

Jackie sings the ROUNABOUT theme, "Kum Ba Ya," using guitar accompaniment. She demonstrates and explains the strings, how tone changes by loosening or tightening strings with the pegs, how to pluck, how to strum. Viewing children are asked to sing along. The songs sung on the program are "Skip to My Lou," and "Aiken Drum."

### **Some Suggestions:**

1. Any stringed instrument such as a ukelele, guitar, autoharp, inside of a piano, violin, viola, cello, or bass can be explored under the teacher's guidance, to see relationship of length and tightness of string to tone.
2. Rubber bands of different thickness, stretched across a stiff box, can be plucked to discover that thick ones make lower tones than thin ones.

## **April 29—BABY ANIMALS**

### **Program:**

Animal babies and their mothers are shown together. They include pets, such as cats and dogs; farm animals such as cows, sheep, horses; and zoo animals such as lions, tigers, giraffes (whose baby is only a few days old), a hippopotamus (whose baby is only 20 hours old), swans, gazelles, bears, and gibbons.

### **Some Information:**

The young animals have special names: Lion—cub, tiger—cub, bear—cub, swan—cygnet, sheep—lamb, horse—foal, cow—calf, gibbon—young gibbon, giraffe—calf, and hippopotamus—calf.

## **May 3—STORY**

### **Program:**

Jim tells the story of *Fun For Chris* by Blossom E. Randall.

### **Some Suggestions:**

1. Acknowledge children's interest in racial differences and help them to cope with some of the implications in their own behavior.
2. Provide opportunities for children to meet people of various racial groups so that the individuality of the person and his relations with the children is paramount—not his race. Sustained encounters are most effective.
3. Provide books, pictures, and toy models which more accurately reflect the cultural and racial complexities of our society.

## **May 6—FOLKLORE**

### **Program:**

Jim reads a poem, "When You Were Very Little" by Betty Miles. The Afro-American Folkloric Troupe consisting of three men and one woman dramatize "Did You Feed My Cow?"; the woman recites "Mother to Son," a poem by Langston Hughes; the group does a choral reading with music of "John Henry."

### **Some Information:**

Members of the Afro-American Folkloric Troupe are Marc Primus, Norman Jacobs, Stella Beck, Charles Thomas. Their aim is to present both American and African folklore materials, as well as contemporary poetry and music, that has its roots in the heritage of the Negro people. They believe that there are many Negro dialects which are the legitimate and sincere means of communication among people and should be appreciated as such. Linguistic theory supports this view. Some persons are reluctant to use this type of dialect because it has, in some historical settings, been used to satirize certain people.

## **May 10—BUS RIDE**

### **Program:**

Classes of preschool children and several teachers and adults take a bus ride through the neighborhood and around the Mall in Washington, D.C.

### **Some Suggestions:**

1. Although children will not be able to read the signs for "Bus Stop," it is a good idea to point out that the sign tells people where the bus will stop. In this way, they begin to see the advantages of being able to read.
2. If there is room, a large carton of the kind in which refrigerators or stoves are packed make good material for dramatic play about buses. Small chairs can be placed inside; the outside can be painted with water paint by the children over a period of time with many helping.

**May 13—RHYTHM (Repeat)**

See listing for January 22.

**May 17—SHADOWS (Repeat)**

See listing for December 15.

**May 20—WHAT'S INSIDE ME? (Repeat)**

See listing for April 1.

**May 24—LIVING OR DEAD? (Repeat)**

See listing for November 13.

**May 27—TRIP TO THE ZOO (Repeat)**

See listing for December 1.

**May 31—DRUMS (Repeat)**

See listing for October 13.

# NEW TRENDS IN OFFICE AUTOMATION

## October 19—WHY AUTOMATE?

### Overview:

Historically, the informational needs of business were simple. As business grew, the methods of processing data changed. Today, we find manual, mechanical, and electronic methods being used. We must, therefore, learn how to keep accounting records, whether they take the form of books of account, ledger cards, punched cards, or reels of tape. We must also learn how to prepare the data for processing and to analyze the results.

### After Viewing:

Stress the need for understanding the principles of bookkeeping and accounting.

Explore the career opportunities in data processing.

## October 26—MACHINE ACCOUNTING: ACCOUNTS RECEIVABLE

### Overview:

The use of the basic accounting machine will be illustrated in this lesson. This machine technique will be compared to the manual method of recording transactions. The machine will be used to prepare simultaneously the journal, ledger, and customer's statement in the accounts receivable cycle.

### After Viewing:

Discuss the incentives for installing an accounting machine.

What other accounting procedures lend themselves to machine processing?

## November 2—PUNCHED CARD EQUIPMENT

### Overview:

The principles of the punched card as a medium for recording accounting data will be explained. The advantages of coding the data into "machine language" will be demonstrated. The basic equipment needed to process the punched cards will be illustrated.

### After Viewing:

Review the technique used to "capture" the data onto the punched cards. Compare the manual and accounting machine techniques of recording data with the punched card technique.

Explain under which circumstance each method would be used.

## **November 9—PUNCHED CARD ACCOUNTING: INVOICES AND ACCOUNTS RECEIVABLE**

### **Overview:**

The punched card equipment will be demonstrated as it is applied to the accounts receivable cycle. The key punch, sorter, and the tabulator will be used to prepare the sales invoice and the customer's statement. The unique contribution of the punched cards in "capturing" data for further processing will be highlighted.

### **After Viewing:**

Discuss the method of preparing the variable and constant data for the punched card applications.

Compare the amount of variable and constant data in the preparation of invoices.

## **November 16—MACHINE ACCOUNTING: PAYROLL WITH MAGNETIC STRIPED LEDGER**

### **Overview:**

The concept of storing information on a magnetic stripe on the back of a ledger card will be explained. The accounting machine will be demonstrated, using magnetic ledger cards in a payroll cycle. The procedure includes the calculation of earnings, the deductions, the updating of employees' earnings cards, and the preparation of the other forms needed in the payroll cycle. This technique will be compared to the manual method of preparing the payroll.

### **After Viewing:**

Discuss the advantages resulting from the use of the magnetic ledger card in the accounts receivable and accounts payable cycles.

Review the data transmitted to the machine automatically by the magnetic stripe and the data that must be keyed into the machine.

## **November 30—HOW TO TALK TO AN ELECTRONIC COMPUTER**

### **Overview:**

This lesson will explain how magnetic tape, punched tape, and punched cards serve as input media for the electronic computer. The need for providing the computer with specific instructions for processing a problem will then be discussed. An accounting problem will then be analyzed in terms of the input data and the program needed by the computer.

### **After Viewing:**

Review the advantages of the electronic computer system from the point of view of accuracy, speed and flexibility.

Explain the continued need for manual and mechanical methods of accounting.

## **December 7—THE ANATOMY OF AN ELECTRONIC COMPUTER**

### **Overview:**

The functional units of an electronic computer system will be described in This lesson will explain how magnetic tape, punched tape, and punched cards tral processor. The control, storage, arithmetic and logical sections of the processor will be explained. The path followed by the instructions and the data, while in the processor, will be shown.

### **After Viewing:**

Compare the automated features of the electronic computer system with those of the punched card system.

Review the function of the central processor.

## **December 14—THE LANGUAGE OF AN ELECTRONIC COMPUTER**

### **Overview:**

This lesson will describe the methods of representing data within the computer. Since computers function in binary mode, this system of number values will be explained. The storage and flow of data through vacuum tubes, transistors, magnetic cores, and wires will be demonstrated.

### **After Viewing:**

Discuss the various methods of representing data in communicating with the computer.

Review the input devices used for such communication.

Review the methods of representing data in electronic form, within the computer.

## **December 21—ELECTRONIC COMPUTER SYSTEM: A BILLING PROCEDURE**

### **Overview:**

This program will describe how electronic computer systems are used by utility companies in billing their customers. The input media illustrated in the procedures are mark-sensed cards, punched cards, and optically recognizable characters. The steps followed by the computer in printing the bills and the punched payment cards will then be explained.

### **After Viewing:**

Compare the manual, mechanical, and the electronic computer procedures in a billing application.

Explain the advantages of magnetic tape over punched cards as input media.

## **January 4—ELECTRONIC COMPUTER SYSTEM: BANK AUTOMATION**

### **Overview:**

This program will explain how the problem of processing checks by banks has been solved by inscribing the necessary data in magnetic ink. The equipment used to print, read, and then interpret the data for the electronic computer system will then be described. This will be followed by an explanation of how the computer system is used to update the master tape which contains the necessary information on each checking account.

### **After Viewing:**

Review the manual procedures for posting the daily debit and credit transactions to a customer's account.

Compare these procedures with those followed by an electronic computer system.

## **January 11—ELECTRONIC COMPUTER SYSTEM: MERCHANDISE CONTROL**

### **Overview:**

The manual methods of achieving a proper merchandise control in department stores will be examined. Several representative ways of "capturing" data in machine language at the point of sale will then be described. Input media shown will be print-punch tickets, punched tape, and optical font tape. The electronic computer system will then be demonstrated as it processes the data and prepares the needed management reports.

### **After Viewing:**

Discuss the advantages of the electronic computer system, considering not only the speed and accuracy of the management reports, but also the variety of the reports.

Show how decision making by management is improved by access to these reports.

## **January 18—ELECTRONIC COMPUTER SYSTEM: FINANCIAL STATEMENTS**

### **Overview:**

A comparison will be made between the steps taken in processing accounting data manually, mechanically, and electronically. A small scale electronic computer, using punched tape as input medium, will be demonstrated. The computer programs involve the preparation of journals, ledgers, and financial statements. A group of students will be observed preparing a flow chart and computer instructions for a simple business problem. The computer will then be used to solve the problem.

### **After Viewing:**

Review the steps taken by the computer in processing accounting data.

Discuss the problem of coding the data found in the source document.



## **January 25—CAREER OPPORTUNITIES IN DATA PROCESSING**

### **Overview:**

In this program representatives from industry will present detailed information regarding opportunities in data processing. The various positions that are available will be explored and analyzed. The effect of automation on bookkeeping and accounting will be discussed.

### **After Viewing:**

Discuss the need for a sound foundation in the principles of bookkeeping and accounting.

Point out the desirability of maintaining flexible attitudes when applying for a job in data processing.

# YOUR PLACE IN BUSINESS

## TO THE TEACHER:

YOUR PLACE IN BUSINESS is intended primarily for students in the secretarial course. However, the programs which deal with general office practices and procedures will be suitable for all business education students. These programs will provide students with insights and information which will help to broaden their general business background.

## February 8—HOW CAN YOU BECOME A SECRETARY?

### Aim:

To develop an understanding of the nature of secretarial work and to learn what personal and vocational competency is required for it.

### Before Viewing:

Discuss the use of such terms as Junior Stenographer, Stenographer, Junior Secretary, Executive Secretary, Gal Friday, to describe secretarial jobs.

### Telecast:

This program will examine the educational requirements, training, experience, and personality needed for secretarial employment. The discussion will highlight many varieties of secretarial opportunities.

### After Viewing:

Have pupils analyze the Help-Wanted advertisements in a Sunday newspaper and compile a list of different secretarial jobs, their requirements, and salaries. Discuss beginning jobs which can lead to "top" secretarial positions. Invite a guest speaker to describe and discuss on-the-job training programs.

## February 15—TAKE A LETTER, PLEASE

### Aim:

To learn how to handle office dictation.

### Before Viewing:

Compare the kind of dictation practice given in class with the kind to be expected on the job.

### Telecast:

The problems of office dictation will be presented so that the student may become familiar with techniques for coping with employers' dictation errors, corrections and changes in dictation content, and similar situations.

### After Viewing:

Pupils should have practice in taking "office style" dictation and in transcribing from corrected notes.

Pupils should be given several dictation experiences containing "employers' errors" to be corrected.

Assign several students to take minutes of class discussions.

## **February 29—GROOMING FOR THE JOB**

### **Aim:**

To become familiar with the requirements of grooming and dress in a business office.

### **Before Viewing:**

Discuss fads, fashions, and style in modern dress.

### **Telecast:**

The elements of good grooming and make-up will be discussed and demonstrated in order to prepare the pupil for the job interview and regular employment.

### **After Viewing:**

Prepare a good grooming and dress bulletin board.

Discuss how to plan a wardrobe of proper clothing for a job interview.

Prepare a clothing budget.

## **March 7—USING TRANSCRIBING MACHINES**

### **Aim:**

To show the need for skill in the use of transcribing machines.

### **Before Viewing:**

Discuss the technical requirements for successful operation of transcribing machines.

### **Telecast:**

Dictating and transcribing machines are used in large and small offices. This program will acquaint pupils with such equipment and will show why skill in their operation is of aid to the secretary.

### **After Viewing:**

Arrange for a live demonstration of dictating and transcribing equipment.

Assign pupils to the operation of transcribing machines.

## **March 14—THE BI-LINGUAL SECRETARY**

### **Aim:**

To show how the combination of secretarial and foreign language skills can provide job opportunities.

### **Before Viewing:**

Discuss the principles of writing shorthand in a foreign language. Display several examples of shorthand written in foreign languages.

### **Telecast:**

This program will explore the employment opportunities for young people who are skilled in a foreign language and also trained for secretarial work.

### **After Viewing:**

Prepare a bulletin board display of foreign language shorthand, typewriting, transcription, and translation.

## **March 21—MEETING THE PUBLIC**

### **Aim:**

To describe the role of the secretary-receptionist as a public relations representative.

### **Before Viewing:**

Discuss the different types of jobs for receptionists.

### **Telecast:**

The program will be directed towards an understanding of the personal qualifications needed by a receptionist and the problems she may encounter.

### **After Viewing:**

Plan several classroom demonstrations involving typical problems which are likely to arise in handling office callers.

Prepare lists of desirable and undesirable personality traits or attitudes for a receptionist or any employee dealing with the public.

## **March 28—USING THE TELEPHONE**

### **Aim:**

To become familiar with telephone techniques and services.

### **Before Viewing:**

Discuss the importance of a good telephone personality and correct telephone usage for every business employee.

### **Telecast:**

This program will stress the importance of the telephone as a means of business communication and will demonstrate up-to-date telephone techniques.

### **After Viewing**

Arrange classroom dramatizations with pupils, simulating a variety of situations involved in accepting and placing calls.

Assign pupils to assist at the school switchboard.

## **April 4—WHEN THE BOSS TAKES A TRIP**

### **Aim:**

To become familiar with the secretary's responsibilities when the employer travels.

### **Before Viewing:**

Discuss the problems encountered in arranging a vacation trip.

### **Telecast:**

The program will highlight what the secretary can do to assist the employer in making travel arrangements for a business trip and her responsibilities in the office while he is away.

### **After Viewing:**

Write a letter reserving a hotel accommodation for an employer for two nights.

Ask for confirmation.

## **April 11—HUMAN RELATIONS IN THE OFFICE**

### **Aim:**

To develop an understanding of how personal relationships affect one's success on the job.

### **Before Viewing:**

Discuss the role of the individual as a member of a family group, a student in school, and an employee in business.

### **Telecast:**

This program will stress the importance of the ability to get along with other people as a qualification for holding a job and securing promotions.

### **After Viewing:**

Draw up a program of office etiquette and compare it with the rules of social etiquette.

Make a list of desirable habits to practice on the job.

## **April 25—THE SHORTHAND COURT REPORTER**

### **Aim:**

To learn the special nature of the court reporter's work.

### **Before Viewing:**

Examine the place of the court reporter in our legal system.

### **Telecast:**

The court reporter's job is both challenging and rewarding. This program will discuss the functions of the reporter and the skills needed for court reporting.

### **After Viewing:**

Plan a field trip to a courtroom to observe the court reporter at work.

## **May 2—HANDLING THE MAIL**

### **Aim:**

To learn how systematic methods of handling the mail can improve office efficiency.

### **Before Viewing:**

Review the general classes of domestic and foreign mail service.

### **Telecast:**

Procedures for handling the mail are determined by the size of the office, the volume of incoming and outgoing mail, and the needs of the business itself.

This program will explore some general mailing practices and present various devices which aid in handling the mail.

### **After Viewing:**

Prepare a check list of the essential points involved in handling incoming and outgoing mail.

Visit a large office stationery and supply store and inspect mailing devices.

## **May 9—DUPLICATING SKILLS**

### **Aim:**

To show the different purposes of various methods of duplicating in a business office.

### **Before Viewing:**

Discuss the economy and efficiency of using the most suitable means of duplicating for each office job.

### **Telecast:**

A wide variety of duplicating and copying machines are available to meet the needs of modern business. This program will demonstrate the use of a copier and a liquid duplicator.

### **After Viewing:**

Prepare a list of duplicating processes used in business offices. List three items which might be duplicated in each category.

Prepare a master of materials to be used for instruction and run off the number of copies required for your class.

## **May 16—FILING TECHNIQUES AND EQUIPMENT**

### **Aim:**

To become familiar with the problems of maintaining complete and accurate business records.

### **Before Viewing:**

Discuss the concept of "files" as "finding" cabinets for records that must be available and maintained.

### **Telecast:**

One of the major problems in business offices is that of storing records. These records vary from correspondence to edge-punched cards to magnetic tapes used in automated systems. This program will demonstrate ways of filing different types of business records.

### **After Viewing:**

Study the kinds of files used in the general office of your school and report on their use.

File materials, as a class project, for the administrative office of the school.

## **May 23—THE JOB INTERVIEW**

### **Aim:**

To learn how the applicant can contribute to the success of his job interview.

### **Before Viewing:**

Have each pupil prepare a list of his job qualifications.

### **Telecast:**

This program will discuss how the applicant should prepare for a job interview; how he should present his qualifications; how he should conduct himself during the interview itself; and what follow-up is required.

### **After Viewing:**

Have each pupil prepare a personal data sheet suitable for an employment interview.

Conduct "mock" interviews, perhaps in cooperation with the school employment counselor.

Administer several types of employment tests.

# LOOK TO THE FUTURE

## **Week of October 9—IN YOUR CRYSTAL BALL**

This first program is based upon the general theme of the dignity of work for people everywhere. It explores the contributions of all members of society—men and women, the manually skilled, the professional, the thinker and the doer. In interviews on a New York street, we meet some of the people who work in this city and discuss the kinds of jobs they have. We also explore various kinds of work in other parts of the city and in other parts of the world. A group of students and the viewing audience join in a game to demonstrate the relationship between school subjects and areas of work.

### **Ideas to Explore:**

What is the meaning of work, and how does it differ from play?

Consider the professional baseball player, the dancer, the book reviewer, etcetera.

Compare work in school with work at home and work in business and industry.

Discuss the advantages and disadvantages of the division of labor.

Review the effects of technological progress on work patterns in school, at home, in business, and in industry, i.e., automation, urbanization.

## **Week of October 16—WORDS, WORDS, WORDS**

Language arts is basic to our ability to communicate and is, therefore, the broadest area of our curriculum. Listening, speaking, reading, and writing skills are necessary tools for virtually all types of work and activities. As such, their importance cannot be unduly emphasized. For persons with special talents in language arts, there have always been many interesting and satisfying occupations. For others, the development of language arts skills can do much to help achieve happy, satisfying experiences. On this program, a group of students playing charades illustrate the importance of the spoken word. A trip through a book manufacturing plant emphasizes the value of the written word. A visit behind the scenes of the television studio shows how important good listening and speaking skills are in this industry.

### **Ideas to Explore:**

Discuss the varied skills in language arts and their relative importance to communication. Can such skills be developed independently of each other?

How are such skills important to students? How are they improved in school?

What school activities and what jobs do not require language skills?

Review the number of skills necessary in watching and evaluating the television program.



## **Week of October 23—EXPLORE WE MUST**

Science has a great effect upon our lives from the development of the smallest household appliance to the current exploration of space. Scientific research continues to go forward and opportunities for the utilization of all kinds of scientific skills will continue for students who have a particular interest in this field. For others, a basic knowledge of the sciences will be of great help in the understanding of common phenomena and everyday experiences. On this program, a group of students demonstrate the scientific basis for some of the appliances we use every day. A trip through a science research laboratory illustrates the skills required in a variety of jobs in this area of work.

### **Ideas to Explore:**

What scientific experiments are being conducted at this time?

What kinds of jobs might result from the success of these experiments?

How will these affect the student?

How have scientific discoveries in the past affected our way of life?

## **Week of October 30—AN APPLE A DAY**

Medical services are constantly being expanded and extended to benefit more and more persons in the community. Good health is a significant factor in the successful participation in any activity. It is therefore important for everyone to be concerned with maintaining high health standards. Participation in any of the many aspects of health careers can be beneficial to the participant as well as to the patient. On this program, an interview with two college students who are preparing for careers in the health services, a trip through a Department of Health Center, and an interview with some of the personnel who work there, show some of the skills required for the many jobs in this field.

### **Ideas to Explore:**

How is good health related to happy family living?

How is good health related to success in school, and to the enjoyment of leisure time?

How can knowledge in the area of health help to solve some of our community problems, such as air pollution, city planning, housing, the water shortage, etcetera?

## **Week of November 6—IN MANY TONGUES**

As communication among peoples in all parts of the world increases, so does the need for the services of multi-lingual persons. Our relationships with other countries, whether they be political, social, or business, depend upon a mutual understanding. One of the important ways in which this understanding may be established is through a knowledge of the language spoken. In terms of our own individual growth, knowledge of another language will contribute to an appreciation of the cultural influences upon our society. On this program a group of students demonstrate the variety of jobs available to those who have a fluent knowledge of a foreign language; singers, interpreters, airline personnel, bi-lingual secretaries, and others. Two teachers who use their knowledge of a foreign language in their work are interviewed.

### **Ideas to Explore:**

How does the study of foreign languages help toward a better understanding and usage of English?

What value does the knowledge of a foreign language have in the business world?

How can the knowledge of foreign languages contribute to the understanding of peoples in other parts of the world?

## **Week of November 13— $2 + 2 =$**

From getting the correct change in a store, to plotting the course of a storm, a knowledge of mathematics is basic to the essential activities which are a part of our everyday routines, as well as to those that are a part of the highly skilled professions. The need for well-trained mathematicians will continue in direct proportion to our technological advances. For students who are proficient in any branch of mathematics, there should be a variety of opportunities in which their skills will be utilized. On this program we meet an architect and a draftsman who show us the importance of mathematics in their work. A group of students illustrates some of the different jobs in which a knowledge of mathematics is necessary. We also see a computer in action, operated by a group of students and a teacher, who discuss its importance in our modern economy.

### **Ideas to Explore:**

Discuss the ways in which mathematics is used in school, other than in mathematics classes.

Discuss the ways in which you use mathematics outside of school.

How does the housewife use mathematics in keeping house?

How do various adults use mathematics in their work?

Consider the importance of mathematics in our lives today as compared to its importance fifty years ago.

## **Week of November 20—OF PEOPLE AND PLACES**

Our knowledge of the past and present will help us to create a better world for the future. What we learn about people—who they are, what they do, and how they act—will help us to know more about ourselves and our society. A knowledge of the social sciences is important to a wide range of jobs. On this program we visit the American Museum of Natural History and see some of the people who work in the study of man's past and man's environment. A trip through the Americana Hotel shows the many workers who are involved in understanding the needs of the public they serve. A group of psychologists from the Bureau of Child Guidance, demonstrates by working with several students, the way in which they study human behavior.

### **Ideas to Explore:**

Discuss the contribution of the study of history to the development of effective citizenship.

How can the study of current events help you in your daily life today?

How can the study of economics help to make you a more intelligent consumer?

How do social studies help you to become a better member of your class, a better member of your school, a better citizen of your community?

## **Week of November 27—DO IT YOURSELF**

The variety of skills which can be developed in the industrial arts program can be a boon to anyone interested in the popular "do it yourself" approach of modern times. The productive use of leisure time can also be the outgrowth of the interests developed in the many shop programs which are part of this curriculum area. For the student with aptitudes in any of the specialized areas, the future holds promise of satisfactory employment if proper training is sought to develop these talents further. On this program a group of students takes a trip through a commercial bakery, a ship's kitchen, and a garment factory and compare the work done there with what they see on a visit to a number of junior high school shops.

### **Ideas to Explore:**

Discuss the value of the industrial arts curriculum as it relates to the discovery and development of new skills.

How are these new skills valuable in the use of leisure time and the development of hobbies?

## **Week of December 4—IN THE SPOTLIGHT**

Whether it's music, dancing, painting, or drama, the arts have always added that extra dimension to the enjoyment of life. Everyone can develop sufficient skills to make participation in such activities pleasurable experiences. Those people who are endowed with artistic ability have the added pleasure of creating both for themselves and for others. On this program we visit Lincoln Center and explore the music, dance, architecture, and sculpture found there. We also meet a professional sculptor, Nathaniel Kaz, who discusses his work, describes the kind of preparation necessary for those who wish to pursue a career in the arts, and answers the questions of a group of students as he works with them modeling in clay.

### **Ideas to Explore:**

How are the arts incorporated into school subjects?

How can participation in the arts help us to enjoy our leisure time? How can this participation help us to develop hobbies?

How does participation in the performing arts add to the student's social development?

Discuss the variety of occupations related to the arts.

## **Week of December 11—NEW YORK, NEW YORK**

New York City, the largest city in the western hemisphere, has many claims to fame. New York is the center for many diverse industries and occupations. It is not surprising, then, that jobs of every description are available to qualified and trained people. It is also not surprising that people from all over the world come to the city to seek their successful futures here. This program takes us on a trip through the New York Stock Exchange, the Fulton Fish Market, the wholesale meat markets, the garment center, and other parts of this great city. We see workers in our complex transportation system, in business offices, around our harbor, and at our airports. A group of students discuss the many different occupations they've seen on the many trips we've taken and point out some of the personal characteristics important to success in any future career.

### **Ideas to Explore:**

What are the major industries in New York City?

Discuss the variety of jobs within each of these industries.

Consider the changing economic picture of New York by comparing the New York of fifty years ago with the present.

## **Week of December 18—TAKING STOCK**

In just a few short years students will be faced with making decisions about their future careers. It is not important or desirable to plan for a specific career at this time, but rather to think broadly of the personal attributes necessary for success in any occupation. What then are the basic requirements for future success? How well do students measure up at this time to the criteria established? What can they do for self-improvement? Now is the time to take stock, to adjust, to eliminate weaknesses, and to fortify strengths. On this program, the personal characteristics and future plans of two young people, Joel and Mary, are described. A group of students and their guidance counselor discuss the vocational choices of Joel and Mary and compare these choices with their personalities. The guidance counselor then administers a self-inventory to the group and to the viewing audience.

### **Ideas to Explore:**

How can you assess your abilities and your interests?

How do your abilities and your interests relate to choices you will make in your future school career and in your later adult life?

What personal characteristics are important to any career?

How can you evaluate your personal characteristics? How can you develop those desirable characteristics which you lack?

## **Week of January 1—YOU AND YOUR SCHOOL**

All school experiences are important in the development of students, particularly those experiences which prepare young people for their futures of economic independence. Basic skills learned in the early grades form the foundation for future specialized training. In our advancing technology, specific training will be in greater demand for every available job. On this program, a panel of five students present their views on why school is important to them. Questions from the studio audience, composed of students from several schools, are answered by the panelists. Two adults who have achieved success in their chosen fields are interviewed. They discuss the part school played in the preparation for their careers.

### **Ideas to Explore:**

Discuss the relationship between school subjects and future careers.

What have you learned in school that is useful to you now outside of school?

Tell about an adult who uses skills in his work that he learned in school.

Compare the jobs available to college and high school graduates with those available to people who have had less education.

## **Week of January 8—YOU AND YOUR FRIENDS**

The ability to make friends and to get along with others is important to success in any future career. Sincere, interested, and thoughtful people, whether young or old, are those who are generally successful in maintaining friendly relationships with others. It is important for young people to develop these qualities. On this program, the necessity of relating to others in different work situations is presented through a picture story. A group of students and their teacher discuss several hypothetical situations on the subject of getting along with others. The students then role-play these situations and discuss possible solutions.

### **Ideas to Explore:**

What qualities do you like most in your best friend?

What are some of the qualities that make a person popular or unpopular?

How do a person's interests relate to the friends he makes?

How is the ability to get along with others related to a successful career?

## **Week of January 15—YOU AND YOUR COMMUNITY**

The kind of relationship that students establish with their neighbors and community workers will indicate their ability to succeed in an ever widening part of society—a society which includes the business world in addition to the more informal world of family and friends. Relationship to one's community is a two-way street. It involves both giving and receiving. On this program, an interview with a group of students illustrates the contributions of students, teachers, parents, and other members of a community to a project to raise money to build a Peace Corps school in another country. Some of the resources the community offers its young people are shown through pictures taken at after-school centers, settlement houses, and community centers. The ways in which each individual can contribute to the welfare of his community in his everyday activities are presented through a picture game, in which the viewing audience is invited to participate.

### **Ideas to Explore:**

Compare the following: getting along in your class, getting along in your school, getting along in your social group, and getting along in your community.

What can you contribute now as a member of your community?

What additional contribution will you be able to make later as an adult citizen?

## **Week of January 22—NOW IS THE FUTURE**

It is important to study the present in preparation for future success, because "futures" are rooted in the past. Setting goals for personal development should be started at an early age for it is that personal development which will determine the choice of a career later on. Exploration of ever widening occupational areas is important now, in preparation for a successful future career. On this program, we visit a Career Fair where several large companies present job opportunities in a variety of fields.

### **Ideas to Explore:**

Compare individual interests, abilities, and personal characteristics of students with the occupations presented at the Career Fair.

Discuss personal and academic requirements for some of the jobs discussed on the program.

# YOUR STREET, MY STREET

## Week of October 9—WHAT MAKES A NEIGHBORHOOD?

### Overview:

A neighborhood is made up of land, buildings, streets, and people. Your neighborhood is usually the area within walking distance from your home. People usually get to know their own neighborhoods best because that is where they live, walk, go to school or shop, visit friends and neighbors, and help each other. When you know your neighborhood and your neighbors well, you can enjoy them better. The children will be exposed to the concept of selling services as opposed to selling goods as we visit various shops and stores in the neighborhood.

### The children may:

1. make a model of their neighborhood using clay, cardboard, colored paper, and crayons.
2. draw a simple map of the school block including symbols for the buildings standing on this block.
3. talk about friends in their neighborhood and the various nationalities among them.

## Week of October 16—GETTING AROUND, IN, AND OUT OF YOUR NEIGHBORHOOD

### Overview:

There are many means of transportation in or near your neighborhood—cars and bicycles, buses and trucks! The neighborhood streets are busy places. Moving vehicles carry people and goods. If you're not in a hurry, you may want to go places by bus. Looking out of a bus window, you may see people and places you have never seen before. In large cities, we have many subways to provide speedy transportation for millions of people. Our program today deals mostly with subway transportation, and the children will have a chance to meet a subway motorman.

### The children may:

1. enjoy hearing the poem "Trains," from *I Go A-Traveling* by James S. Tippett, Harper and Row.
2. visit a railroad station to watch incoming and outgoing freight trains and to observe the different kinds of railroad cars.



## **Week of October 23—FILLING YOUR SHOPPING CART**

### **Overview:**

Shelves empty? There's no quicker way of filling them than to go to a large supermarket. It's fun to walk up and down the aisles in this huge store to see the different kinds of foods sold here. On this program, the children will learn the importance of reading signs inside and outside the supermarket. They will see that food comes in many kinds of packages and from many countries.

### **The children may:**

1. collect and display pictures of various foods. They might group these the way they are grouped in the supermarkets, such as frozen foods, canned goods, etcetera.
2. bring empty cans and boxes from home and play store with emphasis on choice of items and prices.
3. choose one type of food, such as fruit, which might be traced from orchard to table.

## **Week of October 30—NOT ALL STORES ARE BIG**

### **Overview:**

Small stores serve an important need in your neighborhood. Shoes must be taken to the cobbler for repair; clothes must be taken to the cleaners when they are soiled. On your way to these stores, you may notice the delicious smell of fresh bread as the baker removes it from his ovens. Some bakers work through the night so that you may have fresh bread or buns to eat with your milk in the morning. On this program we will see the part of the bakery which the children rarely get to see. We'll also watch a baker skillfully decorate a cake.

### **The children may:**

1. visit a neighborhood bakery and ask questions about the equipment and the materials used in this bakery.
2. visit a large bakery such as the one which bakes the bread for a supermarket. Compare the need for these two types of bakeries.
3. enjoy learning the song "Ho-de-Ho" by Lawrence Kogan in **Our Working World (Families at Work)** by Lawrence Senesh, Science Research Associates, Inc.

## **Week of November 6—WHERE'S THE FIRE?**

### **Overview:**

Fire out of control can destroy almost anything in its path. That is why we have firemen to protect our communities from the dangers of fire. Firemen use a variety of equipment to do their job efficiently and quickly. They prefer to prevent fires rather than to fight them, and they teach people to get rid of fire hazards. The fireman is always on guard, ready to help if you should need him. On this program we will have the opportunity to ask a fireman many important questions.

### **The children may:**

1. draw pictures of the hook and ladder truck, the pump truck, hoses, ladders, extinguishers, and other types of equipment that firemen use.
2. enjoy inviting a neighborhood fireman to discuss fire safety rules in the home.

## **Week of November 13—BRASS BUTTONS, BLUE COAT**

### **Overview:**

The man in the dark blue uniform who tells us when to cross the street, the man who is there to direct traffic, and the man who is there to make sure that everybody obeys the law, is one and the same man—the policeman. Policemen work day and night in order to keep you safe and protect you from harm. But they would much rather prevent trouble before it starts. You can help the policeman keep law and order in your neighborhood. A New York City policeman will be our guest today.

### **The children may:**

1. draw pictures to illustrate the many responsibilities of a policeman.
2. tell what they would like to be when they grow up and give the reasons for their choice.

## **Week of November 20—THAT DOGGIE IN THE WINDOW**

### **Overview:**

If there is one store the children can't pass without peeking in the window, it is the neighborhood pet shop. As you stand at the doorway, the dogs' barking, the cats' meowing and the birds' chirping bid you come in for a look around. The store owner who cares for these animals is as interested in finding a good and loving home for them as he is in selling them. On this program we will meet a number of pets which the children might enjoy having as their own.

### **The children may:**

1. discuss the importance of being kind to animals.
2. explore the many agencies that are concerned with animal care, such as the A.S.P.C.A. and Bide-A-Wee.
3. draw pictures of their favorite animals.

## **Week of November 27—BE HEALTHY, BE HAPPY!**

### **Overview:**

Besides your parents, there are two people responsible for keeping you healthy and happy—the doctor and the dentist. The doctor uses a variety of instruments to check up on your health. The dentist examines your teeth to make sure that your mouth is in perfect condition. It is a good idea to make regular visits to your doctor and dentist, the two people who are so interested in your good health. Today, a doctor and a dentist will answer some questions about their professions.

### **The children may:**

1. enjoy the story called *The Hospital* by Mable Pyne, Houghton Mifflin Co.
2. invite a neighborhood dentist to reinforce the importance of the proper care of teeth.
3. discuss the importance of cleanliness and nutrition in maintaining good health.

## **Week of December 4—WITH SCISSORS, NEEDLE, AND THREAD**

### **Overview:**

How simple it is for a girl to put on a dress or for a boy to put on a shirt! But it isn't so simple to make these articles of clothing. Many people are involved in making it possible for you to go to your neighborhood clothing store to buy the right dress or sport shirt. What part is played by a designer, a cutter, a machine operator? Each plays his part in creating articles of clothing for you. And it all could end in a lovely fashion show!

### **The children may:**

1. enjoy the stories *Factory Kitty*, by Helen Hoke, published by Franklin Watts, and *Let's Go to a Clothing Factory*, by Harry Lazarus, published by Putnam.
2. invite a parent to demonstrate the steps involved in creating a garment at home.
3. discuss the ways in which they can help mothers who sew at home.

## **Week of December 11—A LETTER FOR YOU!**

### **Overview:**

Do you like to receive letters? Everybody does. It is exciting to watch for the postman who carries your daily mail. Some days, he may even bring you a parcel post package. How does the mail reach the post office in your neighborhood before it gets to you? It may come by train, plane, ship, or it may be carried in large trucks from one post office to another. On this program the children will learn the correct way of addressing an envelope. They will also meet a man they know well—the mailman.

### **The children may:**

1. draw a picture to mail to a favorite aunt or grandmother.
2. draw pictures showing some of the ways that make it possible for them to receive mail.
3. like to hear the poem called "The Postman" from *Tirra Lirra* by Laura E. Richards, Little, Brown and Company.

## **Week of December 18—KEEP YOUR NEIGHBORHOOD CLEAN**

### **Overview:**

There are many active campaigns against littering. Even the very youngest children may come to realize that they, too, can play an active part in keeping their homes and neighborhoods clean. A candy or chewing gum wrapper should be disposed of in the corner trash can. This is only one of the many rules that children can learn which would help to make the life of the Sanitation Department worker easier. A sanitation man will tell the children about his job.

### **The children may:**

1. examine the ways in which cleanliness is related to good health.
2. start a campaign to keep their school and classroom clean.
3. draw pictures of the equipment used by Sanitation Department workers.

## **Week of January 1—FUN OUTDOORS**

### **Overview:**

Your city has many public places for sports and fun. In your neighborhood there are sure to be parks and playgrounds where children can go. There may be lakes for skating, or baseball diamonds, or lovely meadows for a picnic lunch. It takes many men from the Department of Parks to mow the grass, plant the beautiful flowers, and prune the trees and shrubs that we admire so much. A few large parks have zoos that house animals from many parts of the world. Today, we'll visit the Children's Zoo in Central Park and enjoy all its charm.

### **The children may:**

1. make a trip to one of the city's zoos—the Bronx Zoo, the Central Park Zoo in Manhattan, the Prospect Park Zoo in Brooklyn, or the Staten Island Zoo.
2. discuss the opportunities for fun in the parks provided for by the Department of Parks and Recreation.
3. learn the song "Picnic in the Park," from **Music Round the Town**, Follett Publishing Company.
4. learn the poem "Balloon" by Karla Kuskin from **In the Middle of the Trees**, Harper and Row.

## **Week of January 8—THE LAND OF STORYBOOKS**

### **Overview:**

You can enter the land of storybooks for many hours of excitement and adventure. Are you looking for a book on animals, on airplanes, or on children like yourself who live in other countries? Whatever your interests are, with the help of your librarian, you'll find the right book in the Children's Room or the Children's Corner of your neighborhood library. As a special treat, you can listen to a story teller tell some of your favorite tales once a week during Picture Book Hour.

### **The children may:**

1. visit the school library or their neighborhood public library. Here, they may learn where to look to find their favorite books.
2. arrange a library corner in their own classrooms, from which they can borrow books following library rules.
3. enjoy the story **Tell Me Some More** by Crosby Newell Bonsall.
4. act out a fairy tale of their choice.
5. memorize a poem to be selected by the teacher. A poem by Aileen Fisher or Karla Kuskin would be a natural follow-up of the program.

## Week of January 15—OUR SCHOOL

### Overview:

School is for many things—for making friends, for learning to live with other people, for asking questions and getting answers. But most of all, school is for helping you to grow up to be a good citizen of your neighborhood, your city, and your country. School can even help you to decide what you want to be when you grow up. These are only a few reasons why school is so important in the lives of boys and girls. On this program the children will have the opportunity to see what schools in other countries look like.

### The children may:

1. prepare a simple map showing the location of their school.
2. visit the offices of the principal, the nurse, the doctor, and the custodian.
3. collect pictures of schools from other countries.

## Week of January 22—NEIGHBORHOODS CHANGE

### Overview:

In some neighborhoods, many old buildings are torn down to make way for new ones. Some of the new ones may be very tall so that more families can live in them. Who builds these houses? What are they made of? What machines are used to build them and what different steps are necessary before they go up? All these aspects will be presented on this program.

### The children may:

1. take a walk to a construction site to examine the materials that go into the construction of a building.
2. discuss changes that have taken place in their neighborhoods.
3. enjoy hearing the story **A House for Everyone** by Betty Miles, Alfred A. Knopf.

# DISCOVER NEW YORK

## Week of February 5—ALL AROUND NEW YORK

Variety is the key to New York. Music, theater, art, sports, along with other unique attractions, make this city one of the greatest in the whole world. The face of New York is made up of the towering spire of the Empire State Building, the glistening modern United Nations buildings, the brilliance of Times Square, the fabulous city-within-a-city that is Rockefeller Center, the magnificent Statue of Liberty . . . and much more! The diversity in nationalities is as great as the diversity in the skyline. For example, it is said that New York has the largest number of Italians outside of Italy, and more Irish than the third largest city in Ireland. It's difficult to go far in New York without hearing someone speaking Spanish. This variety of cultures gives New York the interest and international flavor so attractive to millions of visitors and residents. The mayor of our city, John V. Lindsay, will be interviewed by three children from P.S. 20, Brooklyn.

### **Suggested Activities:**

The flavor of New York can be captured by taking a boat trip around this city. Here you will see, in about three hours, sites of important events in history. You will be impressed by New York's exciting and ever-changing skyline. To arrange a boat trip around New York, you may call the Circle Line Reservation Department at CI 6-3200.

## Week of February 12—IN AND OUT OF NEW YORK

Two large airports, La Guardia and Kennedy, make this city the chief air traffic center of the country. These two airports serve commercial airlines from all over the world. Kennedy Airport is the newest, largest, and busiest airport serving the city. It was first opened in 1948, and it occupies an area as great as all of Manhattan Island below 49th Street. From the observation decks, which are open to the public any time, one can see the constant activity and the international life that gives this airport its vital significance. The children will see old planes and new, meet an airplane pilot, and visit the A.S.P.C.A. Animal Hotel at Kennedy Airport.

### **Suggested Activities:**

Guided tours are under the auspices of the Port of New York Authority. The tours take about an hour and a half, and are scheduled to begin at 10:00 A.M. and 1:00 P.M. Requests for tours should be made by telephone to the Port Authority tour clerk at 656-4398. Because of the heavy schedule of requests, teachers are advised to arrange class visits for January through June no later than November 1st. Visits for July through December should be arranged no later than May 1st.

## **Week of February 19—THE HOPE FOR PEACE**

At the United Nations Headquarters, history is made daily as representatives of member nations work to resolve international disputes and differences. Almost everyone is deeply impressed on first seeing the UN. The interest lies in two things—the buildings themselves, their decor, facilities, and grounds; and the opportunity to see, and perhaps better understand, a world organization of many nations in action. Part of the fun of a visit to the United Nations is the chance to see delegates and staff members from everywhere in the world, often in colorful native costumes, bent on unraveling the intricacies of international affairs. You will be interested in the UN post office, with its own frank, and in a whole series of UN stamps. The UN gift shop offers souvenirs, both decorative and useful, typical of the crafts of nations everywhere. In the UN bookshop, you will find representative books from all over the world.

### **Suggested Activities:**

A guided tour can be arranged by calling PL 4-1234 Extension 3555. Explore some of the ways in which the United Nations has helped to preserve peace in the world. Discuss the many agencies that are branches of the UN such as UNICEF and UNESCO.

## **Week of February 26—SOUNDS OF NEW YORK**

The sounds of our city tell the story of the people who make New York the exciting place that it is, people from all over the country and the world who with their contributions, give our city a variety of sounds. In traveling through New York, we might hear a cab driver from the South singing a Southern spiritual, a mother singing a Rumanian lullaby, a French child singing her favorite song in her native language, a Puerto Rican group of people taking part in a church service. The sounds in our city are many and forever changing. It is fun to stop, listen, and assimilate as much as possible. After all, it's a rare privilege to be a part of a city which, in itself, is a family of nations.

### **Suggested Activities:**

A unique experience is a visit to the Chinese Museum at 7 Mott Street, where an exhibit of the progress of Oriental culture is on display. For a trip to this museum, or for a guided tour of Chinatown, you may call WO 4-1542.



## **Week of March 4—A VILLAGE WITHIN A CITY**

Greenwich Village, the oldest, and by far the most written-about, read-about, and talked-about area in New York, has all the stimulation of a large metropolis within its limited boundaries. The early charm of the Village remains, in its narrow winding streets, quaint shops, and old houses with gabled roofs and chimney pots. At the foot of Fifth Avenue, the eighty-six-foot-high Washington Arch, built in honor of Washington's first inaugural, marks the Washington Square section of Greenwich Village. The Square is a landscaped park, and its benches, shaded by oaks and elms, are meeting places for students from New York University, Village residents, or curious visitors. On Sundays, Washington Square Park is filled with amateur performers eager to be heard. Hundreds of people provide a good audience for these singers and musicians. The biannual outdoor art show, held in the spring and fall, attracts thousands of art lovers to the busy Village streets.

### **Suggested Activities:**

A trip to Greenwich Village during the outdoor art exhibits would be an exciting experience for the children. They could then also see the differences in architecture that are evident in this area of the city.

## **Week of March 11—TO MARKET, TO MARKET**

Most of us are familiar with our neighborhood supermarkets, but not many of us know the colorful outdoor markets or the large wholesale markets that supply much of the food to our neighborhood stores. The Fulton Fish Market, at South and Fulton Streets, is the largest wholesale distributing center for seafood on the Atlantic coast. Many varieties of fish come by ship and refrigerated trucks from every corner of the world. You'd have to wake up very early to go and see this market in action, because the activity here is greatest between three and eight in the morning. As one would expect, nearby restaurants serve some of the city's best seafood. The Hunts Point Market in the Bronx is one of the largest and most famous food markets in New York. It is frequented both by gourmets and restaurant owners, who find in its hundreds of stalls a variety of foods found nowhere else in this city. This market has replaced the now inactive Washington Market.

### **Suggested Activities:**

Visits to the Hunts Point Terminal Markets can be arranged by writing to Miss Marion Flynn, Department of Markets, Hunts Point Terminal Markets, Bronx, New York, 10474.

## **Week of March 18—OUR FINANCIAL PULSE—WALL STREET**

Running east from Broadway to the East River, halfway between the Battery and City Hall, Wall Street is the heart of the most important financial center in the world. New Yorkers use the name "Wall Street" to designate the entire downtown financial district, a district where the old and the new stand side by side, a district where history still lives. But actually, Wall Street is less than half a mile long and barely two cars wide. The Wall Street district is one of the great money capitals of the world. It became New York's financial center in 1792, when, in a meeting under a buttonwood tree where 68 Wall Street now stands, a group of brokers, trading in U.S. Government bonds and bank stocks, drew up an agreement to form what later became the New York Stock Exchange. On the trading floor of the Exchange, securities are bought and sold in a matter of moments. Transactions are quickly noted on the Exchange's ticker tape, the pulse of our entire economy.

### **Suggested Activities:**

The children may visit the Wall Street area and discover some of its historical sites, such as the Subtreasury Building and Fraunces Tavern. The children may enjoy selecting a particular stock and following its development in the newspaper.

## **Week of March 25—IT'S IN FASHION**

New York is the center of some of the world's largest industries. Its garment center, which occupies the area between 6th and 9th Avenues from 30th to 40th Streets, is, in the morning hours, a sight you will not easily forget. The distinctive garment-carrying pushcarts inch their way precariously through the heavy traffic, carrying finished or partly finished garments from one building to another. Sometimes, it is difficult to see the man pushing the cart behind all the clothes. While the garment center always seems busy, the full impact of its working population can only be appreciated during the noon hour, when the workers from hundreds of small firms come out for their lunch-hour sidewalk conversations. You will hear many languages being spoken, probably all saying the same thing—"How's business?"

### **Suggested Activities:**

Teachers may plan a fascinating trip to the High School of Fashion Industries by calling Mrs. Arlene Schwartz or Mr. Murray Phillips, at 255-1235.

## **Week of April 1—ART TREASURES OF THE WORLD**

New York is a city of museums, renowned because of the treasures that are housed within them. These art treasures offer hours of pleasure to residents and visitors alike. The Metropolitan Museum of Art is one of the art world's showplaces, and contains works encompassing almost every known school and nationality. Outstanding among the Metropolitan's exhibits is a collection of thousands of European and American paintings, including masterpieces by Raphael, Botticelli, Rembrandt, El Greco, Gainsborough, and many others. A visit to the Museum of Modern Art is a change in pace from the old to the new. Here, you can follow present trends in art through the museum's constantly changing exhibitions. You can also admire its permanent collections of such well known European modern artists as Gauguin, Degas, Braque, and Americans like Marin, Benton, and Calder. The Guggenheim Museum, with its impressive exterior, houses some of the most interesting contemporary art objects.

### **Suggested Activities:**

The educational staff at the Metropolitan Museum of Art will be glad to offer suggestions and help to individual teachers well in advance of a visit that can be arranged by calling TR 9-5500, Extension 308. Arrangements for a trip to the Museum of Modern Art can be made by calling 245-3200, Extension 401; The Guggenheim Museum, EN 9-5110.

## **Week of April 8—NATURE AND HISTORY ON DISPLAY**

In addition to art museums, our city also has many other kinds of museums. Outstanding among them is the American Museum of Natural History. Here you will find the greatest collections of fossil reptiles, fossil mammals, models of living mammals, birds, and insects of any institution in the world. On display also are models of many of the animals of Asia and Africa in their natural environment. The Museum of the City of New York is one of the most entertaining museums in the country. Its exhibits, dioramas, collections, and miniature settings reproduce all aspects of life in New York, from the founding of New Amsterdam to the present time. The Old New York Toy Shop and the Fire Engine Gallery, with actual old engines and scale models, draw large crowds of people. There are a number of smaller museums in our city which you would find interesting and unique.

### **Suggested Activities:**

Arrangements for a visit to the American Museum of Natural History can be made by calling TR 3-1300, Extension 255. A visit to the Museum of the City of New York can be arranged by calling LE 4-1672.

## **Week of April 22—BOOKS, PLUS . . .**

Just as soon as you are able to sign your name, you may borrow a book from the New York Public Library. Here, on the shelves, you can find books to suit all tastes and all ages. Everybody is welcome to visit the library, look at the books, and take advantage of the many facilities available to the public. Nearly all the branch libraries have a Children's Room, where books of interest to young children are all grouped together. The New York Public Library at Fifth Avenue and 42nd Street, is the administrative center for the New York City libraries, the largest library system in the country. In addition to millions of books, it has a large picture collection and several rooms devoted to paintings. Flanking the front entrance are the famous sculptured "library lions". On unusual library which the children might enjoy is the Library and Museum of the Performing Arts at Lincoln Center.

### **Suggested Activities:**

A trip to the Lincoln Center Library for a guided tour of the library and museum can be arranged by calling Miss Bertha Parker at 799-2200, Extension 257.

## **Week of April 29—AT YOUR LEISURE**

In a city as large and as busy as ours, people are always seeking outlets for their leisure hours. Our city parks offer space and facilities for recreation and rest. Do you want to take a walk around a lake, view an ancient Egyptian monument, or take a ride on a horse? The place to go is Central Park. This large area of woods and rolling hills, from 59th to 110th Streets between Fifth and Eighth Avenues, is the geographical center of Manhattan. Completely landscaped, and rich in historical association, it offers New Yorkers a variety of recreations. Near the statue of General Sherman, by the Plaza entrance, cabmen in horse drawn hacks, wearing top hats, wait to take passengers for leisurely drives through the park. In the park, children climb up and down the rocks and enjoy the numerous playgrounds with their swings, slides, and seesaws. The Zoo and the Wollman Memorial Skating Rink attract millions of children and adults alike. Prospect Park, in Brooklyn, is a haven for Brooklynites. Staten Islanders enjoy their zoo, with its famous reptile collection.

### **Suggested Activities:**

In a pamphlet entitled **Recreational Facilities for New Yorkers**, available to teachers at the Borough offices, you'll find a listing of parks, playgrounds, recreational areas, beaches, etc. A summer schedule of special events—**Dance-Music-Drama**—is available on June 1st of each year. Children should be made aware of free facilities available through the Parks Department.

## **Week of May 6—A IS FOR ANIMALS**

In size and in number of specimens, the Bronx Zoo is the largest zoo in America. The Bird House contains a Jewel Room, in which brilliantly colored tropical hummingbirds and other rare species can be seen. The Lion House has a large collection of lions, tigers, leopards, pumas, jaguars, and cheetahs, and the Primate House is more fun than a large barrel of monkeys. In the moat-enclosed outdoor grounds, you can watch elephants at close range. A special Children's Zoo, to which adults are admitted only when accompanied by a child, is open from mid-April to mid-November. The Farm-in-the-Zoo, a working replica of a rural farm with a complete assortment of barnyard and farm animals, is a source of wonder to city children.

### **Suggested Activities:**

Organized educational groups with their leaders are admitted to the Bronx Zoo free of charge. No special permission or arrangements are necessary for such groups. Teachers should acquaint the students with several publications available through the Bronx Zoo. For information regarding the cost of these publications, call WE 3-1500.

**Please note:** The week of May 27 we will return to visit your favorite place in New York. Please write to us this week and tell us to which section of New York you wish a return visit.

## **Week of May 13—ALL THE WORLD'S A STAGE**

There's a world of entertainment to be found on Broadway. The brightly lit marquees advertising current productions, the taxicabs that stop in front of theaters to discharge passengers, the thousands of people waiting for theater doors to open, all make it evident that you are in the theater district of New York, the largest in the country. It takes many people with assorted skills to bring the magic of the theater to you. Actors, playwrights, directors, producers, dancers, all contribute to the success of a production. On this program we will follow the story of **Man of La Mancha**, a musical play based on Don Quixote de la Mancha, by Miguel de Cervantes.

### **Suggested Activities:**

There are many forms of entertainment available to students. Every month, your school receives **Invitations**, a publication which lists recommended activities and performances in the entertainment field. For further information on cultural opportunities you may call Miss Paula Silberstein, Cultural Resources Specialist, at 596-8021.

## **Week of May 20—THE ARTS IN HARMONY—LINCOLN CENTER**

Imagine a city block in which you can attend an opera, ballet, a play, or a concert. This is a reality in New York City, at the new Lincoln Center for the Performing Arts. This cultural and educational center, which consists of four buildings, is located on the west side of New York, at Broadway and 64th Street. It is a focus of year-round activity in music, drama, and the dance. Located here are Philharmonic Hall, the home of the New York Philharmonic, America's oldest symphony orchestra; the New York State Theater, which presents musical plays, operettas, and the New York City Ballet; the new Metropolitan Opera House, in its first new home since the year 1883; the Vivian Beaumont Theater, which offers dramatic plays performed by the Lincoln Repertory Company and also contains the Library-Museum of the Performing Arts. The modern architecture and interesting sculpture lend charm and beauty to the Center's spacious areas.

### **Suggested Activities:**

One-and-a-quarter-hour guided tours start at frequent intervals every day, from 9:30 A.M. to 5:00 P.M. While guided tours do not take the place of tickets to a performance, tourists often do see parts of rehearsals and performances from special observation rooms. For information and reservations, call TR 4-4010.

## **Week of May 27—A RETURN VISIT**

This week we will return to your favorite place in New York. Write to us to tell us which is your favorite place.

# CHILDREN OF OTHER LANDS

## HANDS ACROSS THE WORLD Theme Song

The same sea washes many different shores,  
The same sun shines on many lands;  
The same rain falls on different-colored flowers  
Planted by different colored hands.  
And it's the same wind singing through the trees,  
That sings across the world's great sky.  
And many people 'round the world  
See the same stars shining way up high.  
So let's pretend we're the wind and can fly where we please,  
And travel over land and sea.  
And let's join hands across the world,  
With friends a lot like you and me.  
In this small, small world we live in.  
It's a small, small world.

### Week of October 9—FROM THE CHILDREN OF MEXICO: ¡HOLA!

#### Overview:

Mexico is our nearest foreign neighbor south of the Rio Grande. You need only to cross the road between our two countries to enter a different world. The Mexican child eats tortillas, tacos, and frijoles. He may live in a house just like yours or in a small adobe hut. He may be dressed like an American child, or, if he lives in certain parts of Mexico, he may wear huaraches on his feet, a sombrero on his head, and a serape over his shoulder. If you walked through the streets anywhere in Mexico, you might find yourself caught up in the music of the mariachis. These street musicians strum lovely songs on their guitars that just invite you to sing along. Today we will make friends with Pepito, a boy from Taxco.

#### Following the telecast, the children may want to:

Find out what foreign countries played a part in the history and culture of Mexico.

Learn a typical Mexican dance or listen to a recording of Mexican music.

## **Week of October 16—FROM THE CHILDREN OF PERU: ¿QUÉ TAL?**

### **Overview:**

Peru is the land of the Incas. If you were a Peruvian, you might live in an Indian village thirteen thousand feet above the sea in the Andes Mountains. Or you might even live in the valleys along the Pacific or in a large city such as Lima, which is the capital of Peru. In Peru, Sunday is market day. The whole family and its llama head for the market place, each with a bundle of goods for sale. Here, people buy and sell and haggle over prices, and visit with friends and neighbors. On this program we will visit a boy Lucho in his little village, Chinchero. We will hear his language and his music and learn about his Inca ancestors of long ago.

### **Following the telecast, the children may want to:**

Take an imaginary trip to a Peruvian market place to buy a day's supply of native foods.

Learn more about the old Inca and modern Quechua civilizations.

## **Week of October 23—FROM THE CHILDREN OF BRAZIL: ¡BON DIA!**

### **Overview:**

Brazil is nearly as large as all the other South American countries combined. Whether people live in a great city, like Rio de Janeiro or Brasilia, or in the sparsely populated interior, Brazilians of different areas share with one another their common ideals, traditions, and customs. The cafezinho or little cup of black coffee is a favorite Brazilian drink which people buy at street corners or brew in their own homes. Unlike the other South American countries, the language spoken in Brazil is Portuguese. On this program, we will meet two Brazilian children, Paulo from Bahia and Carlota from Rio de Janeiro. We will see the contrast in these two cities and pay a quick visit to Brasilia, the ultra-modern capital of Brazil.

### **Following the telecast, the children may want to:**

Find out about the various holidays that are celebrated in Brazil and plan a school assembly program based on a Brazilian holiday. Information on this topic may be obtained in the UNICEF Hi, Neighbor series.

Make a study of what is being done to improve the education of the children in Brazil. Listen to a recording of the **Little Train of Caipira** from **Bachianas Brasileiras #2** composed by Heitor Villa-Lobos.



## **Week of October 30—FROM THE CHILDREN OF ARGENTINA: ¡HOLA!**

### **Overview:**

Let's go to South America. Pretend you're walking through the pampas in Argentina. Suddenly, you see a gaucho dressed in his poncho and bombachas. What you're actually doing is walking through the prairies of Argentina and looking at an Argentinian cowboy dressed in a cloak and baggy pants. He will greet you in his native tongue—Spanish. As you travel further, you will see many large, modern cities, the largest of which is Buenos Aires, its capital. Argentinians have inherited many customs and habits from the immigrants of Spain, Italy, and England. On this program we'll meet Pepe from Córdoba. We'll visit the regions of Patagonia and Jujuy and see the magnificent Iguassu Falls. We will also hear a lovely Spanish song, "Viva Jujuy," and see a traditional Argentinian folk dance.

### **Following the telecast, the children may want to:**

Compare this country with other South American countries as to differences in history, population, and education.

## **Week of November 6—FROM THE CHILDREN OF NIGERIA: KEDU I**

### **Overview:**

Nigeria is a newly independent African country that takes its name from the river Niger. Here, our magic trip will take us from rare tribal villages with small farmhouses and corrugated iron roofs to modern bustling cities like Lagos, its capital. For more variety, in the Northern region of Nigeria, you would admire the mosques which owe their architecture to the Arab influence. Here live Nigerians who dress like Arabs, and like the Arabs are Muslims. Here in this land of great contrasts, we'll visit Ayoka, a girl from Western Nigeria. We will learn about the foods she eats, the games she plays, the language she speaks, and the dances of her people.

### **Following the telecast, the children may want to:**

Find out about the changes that have taken place in Nigeria since its independence in 1960. The United Nations may be useful in this project. Compare the way of life of the Yoruba and the Ebo tribes.

## **Week of November 13—FROM THE CHILDREN OF KENYA: JAMBO!**

### **Overview:**

If you were taking a safari to hunt for simba under the direction of a bwana, what you'd actually be doing is taking a journey to hunt for lions under the direction of a master. This would be happening in a small, but active, African country called Kenya. Forty different tribes inhabit this country and speak a language called Swahili. On this program we will meet Daniel, a member of the Kikuyu tribe living on the slopes of Mount Kenya. Daniel eats a kind of corn called maize prepared in many ways and served in a calabash or hollow gourd. He goes to school and helps his parents with their work on the farm. Daniel loves the music and dances of his country and on this program we will have the opportunity to enjoy these.

### **Following the telecast, the children may want to:**

Explore on a map or on a globe the new African countries that have joined the family of independent nations within recent times.

Listen to recordings of African music and try to discover the kinds of instruments that are used by African musicians.

Watch a film of animal life in Kenya.

Find out what dangers exist for wildlife in Africa and what steps are being taken to protect animals in this part of the world.

## **Week of November 20—FROM THE CHILDREN OF ETHIOPIA: TENA YESTILENGENI**

### **Overview:**

Ethiopia is an ancient land with very modern ideas. Its emperor, Haile Selassie, is said to be a descendant of King Solomon and the Queen of Sheba of biblical times. Indeed, the stone buildings and open market places in the villages carry you back to those days. What a contrast to the beautiful hotels, the modern airport, and new school buildings that exist now, too, in Ethiopia. On this program we'll meet two friends, a country boy Abibi, and a city girl Kidani. Abibi's home is a hut called a tukul. He wears a shamma, which is a long piece of cotton draped around his body. Kidani lives in a modern house in Addis Ababa, the capital city of Ethiopia. She has learned many beautiful Amhari songs, one of which she will share with us on this program.

### **Following the telecast, the children may want to:**

Contrast the wild animal life of Ethiopia with that of Kenya.

Compare Ethiopian festivals and holidays with those of our own country. Information may be obtained in the UNICEF series, *Hi, Neighbor*.

## **Week of November 27—FROM THE CHILDREN OF THE UNITED ARAB REPUBLIC: AH-LAN WA SAH-LANI**

### **Overview:**

The Nile River is the life line of the U.A.R. To understand what this means, you must realize that Egypt is desert country. The only source of water supply is the Nile River which flows through the length of the country. Because people depend so completely on the river, their towns and villages have grown up within easy distance of it. Many Egyptian villages are very picturesque; tall date palm trees and mulberries grow on the land. The one-room houses are made of mud. In this country we will visit Zeina, see her school, hear a few words in her language—Arabic, and listen to her unusual music. We will also see the ancient ruins, and pyramids for which Egypt is famous.

### **Following the telecast, the children may want to:**

Trace the course of water supply as affected by the new Aswan Dam.  
Plan a visit to the Egyptian art wing of the Metropolitan Museum of Art.  
Discuss the salvaging of ancient Egyptian art as it has been affected by the construction of the dam.

## **Week of December 4—FROM THE CHILDREN OF SPAIN: ¡HOLA!**

### **Overview:**

"Bienvenidos a España." Welcome to Spain, where the ladies wear mantillas (scarves made of beautiful lace) on their heads, and carry colorful fans in their hands. Spain is a country where you can join in and shout "Olé" at a bullfight on a Sunday afternoon. Many children in Spain live in small one-story houses with grill work on the windows. The windows are decorated with colorful flowers, as are the roofs and patios. Inside, in the dining room, the family may sit down to a dinner of paella, a delicious dish consisting of chicken, shell fish, chorizos (Spanish sausages), and rice. In this land of Flamenco, Cervantes, Velazquez, and El Greco, we will make friends with Manolita from the southern region of Andalucía.

### **Following the telecast, the children may want to:**

List the contributions to Spain made by its many invaders.  
Discuss the influence of Spanish culture on our own country, including words, architecture, food, dress, and art.

## **Week of December 11—FROM THE CHILDREN OF FRANCE: BON JOUR I**

### **Overview:**

If you were a child who went to school each day wearing a smock covered by a black apron, you'd probably be living in France. France is made up of colorful regions, each with its own crops, its special kinds of houses, its native clothing, its food, and often even its own language. Perhaps France is best known for her exciting foods, her fine wines and rich pastries. Paris, the capital, is a city of enchantment. People from all over the world make sure to visit the Louvre Museum and view the city from the top of the famous Eiffel Tower. In the city of Paris, the capital of France, we will visit Jacques, hear his songs, and see his dances. We will also visit some of the charming small towns in this country.

### **Following the telecast, the children may want to:**

Read the translations of some of the fables written by Fontaine, a famous French author.

Learn to sing a simple French song, such as "Surle Pont D'Avignon," and do a simple French dance to this music.

## **Week of December 18—FROM THE CHILDREN OF ENGLAND: HELLO I**

### **Overview:**

Do you remember singing "Ring Around the Rosie" as a child? Did you know then that you were singing an old English nursery rhyme? This and many other rhymes with which you are familiar originated in England. England is a small country, but for hundreds of years it has been one of the most important countries in the world. It is our own mother country. The English, young and old alike, have a deep love of tradition. They take great interest in the Royal Family and members of the nobility. They love to watch processions and such events as the changing of the guard at Buckingham Palace, home of the Royal Family. On this program we will visit the cottage where William Shakespeare was born in Stratford-on-Avon, and we'll hear an Elizabethan song. Our English friend is John from the County of Warwickshire.

### **Following the telecast, the children may want to:**

Go to the library and select poems, rhymes, and fairy tales of English origin.

List English words which mean different things in England and the United States. For example, trucks are called lorries in England, and gasoline is called petrol.

## **Week of January 1—FROM THE CHILDREN OF THE FEDERAL REPUBLIC OF GERMANY: GUTEN TAG!**

### **Overview:**

Let's take a walk through one of the many forests of Germany. Perhaps we will run into two famous German children, Hansel and Gretel, in their colorful costumes. If we can avoid the wicked old witch, our friends will invite us to dinner where we might eat knockwurst, a large German sausage which is served with sauerkraut and hot potato salad. Would you like to go mountain climbing? Then let's put on a rucksack, pack up our gear, and hike across the rolling hills and scattered mountains until we reach the Alps. In your travels, you would probably pass one of the many lovely old castles scattered throughout Germany. On this program, we'll visit three cities in West Germany—Berlin, Bonn, and Hamburg. We'll also meet Lisa, a girl who lives in an area called the Rhineland.

**Following the telecast, the children may want to:**

Learn to sing a German song.

Read some of the translated German fairy tales or operas.

## **Week of January 8—FROM THE CHILDREN OF SWITZERLAND: GUTEN TAG! BON JOUR! BUON GIORNO! ALLEGRA!**

### **Overview:**

Welcome to Switzerland! When a Swiss greets you, he'll greet you in either French, Italian, German, or Romansh, depending on the part of the country from which he comes. Switzerland is a small country high in Europe's Alps. Its snow-capped mountains attract skiers and mountain climbers from all over the world. Tiny villages and small farms set off the beauty of the Swiss Alps. If you visited a farm in Switzerland, you might see farmers using the same farming methods that have been used in the area for hundreds of years. You would enjoy seeing how the Swiss make their famous watches and clocks, and you would love tasting some of their delicious Swiss chocolates and cheeses. You would also enjoy hearing the sound of the Alpenhorn, the instrument used by some farmers to call their cattle. Our Swiss friend today is Heidi.

**Following the telecast, the children may want to:**

Comment on the reasons for the successful democratic stability in Switzerland. Report on events that have taken place in Geneva in the past ten years.

## **Week of January 15—FROM THE CHILDREN OF ITALY: CIAOI**

### **Overview:**

A look at the map of Europe will convince you that Italy does indeed have the shape of a boot. The cuff of the boot rests in the snowy peaks of the Alps Mountains, while the toe of long-legged Italy seems to want to kick Sicily into the Mediterranean Sea. Between the Alps and the Mediterranean, Italy is a country of various climates, communities, and cultures. The cold winds in the north of Italy are far different from the warm breezes in the rest of the country. On the east coast, oranges, lemons, and grapefruits grow, while in the south, we find wheat and olives. From the plentiful wheat is made the national dish, spaghetti. Today in Naples, we will visit Gina, and go with her to Rome where we will see lovely fountains, the Vatican, the old Forum, and the Colosseum. We will also enjoy the art and the music of Italy. Perhaps if you go to Italy one day, you may visit the famous Trevi Fountain, where people throw in coins and make a wish that they return to Rome some day.

### **Following the telecast, the children may want to:**

Make a list of products with Italian names which may be found in an American supermarket—goods like antipasto, macaroni, pasta, provolone. Listen to recordings of famous arias from Italian opera.

## **Week of January 22—FROM THE CHILDREN OF GREECE: KALI MERA I**

### **Overview:**

Let's climb the Acropolis, a famous ruin of Greece, and walk through thickets of mustard and cactus plants. Let's also watch the colors change from sun-up to sun-down on the Parthenon, another famous ruin. Now you are in Greece, a land in which the present and the past live side by side. Athens, its capital, is a modern city with tall buildings, taxis, crowded buses, smart shops and department stores, and gay cafes. Yet, at the same time, Athens in many ways, is still a Greek village. Down the modern streets, past the modern stores, come the farmers from the country and the fisherman from the sea. They merge and become a part of the country which is Greece. The Greeks are proud of their ancestors who, once upon a time, long ago, changed man's thinking for all time to come. They gave to the world the basis for a democratic civilization. In this country of old ruins and myths, we will meet Dimitrius, a boy from the island of Corfu.

### **Following the telecast, the children may want to:**

Study the contributions the Greeks have made in the fields of architecture and the arts.

Read and report on one of the famous Greek myths.

## **Week of February 5—FROM THE CHILDREN OF POLAND: DZIEN DOBRY!**

### **Overview:**

If you were to attend a dance in Poland, some of the dancing you might see would resemble an American square dance. Actually, the Poles would be doing one of their own dances, the mazurka or the polonaise. The refreshments at this dance might be Polish dumplings called pirogi, kizskas, which are Polish sausages, and hams for which the Poles are famous. The Polish people are very high-spirited, and many of their songs are light and gay. In the lake regions, one of their favorite sports is folboating. They buy or rent small folding boats which are easily put together and taken apart. These they carry from lake to lake for many hours of fun. Our trip today will show farm life in Poland as well as life in Warsaw, the capital city of Poland. Here in Warsaw we'll meet our friend Piotrus.

### **Following the telecast, the children may want to:**

Make a study of the history of Poland.

Do a report on Poland's present government.

## **Week of February 12—FROM THE CHILDREN OF DENMARK: GODDAG!**

### **Overview:**

Today, we take an imaginary trip through Denmark, the smallest land in the Scandinavian peninsula. Perhaps it is best known to American children as the home of Hans Christian Andersen. This beloved author's stories have been read by millions of children all over the world. Denmark is an excellent farming country where much livestock is raised. In fact, it has been said that there are more pigs than people in Denmark. Perhaps that is why Danish hams are eaten and enjoyed all over the world. A great attraction for children is the famous Tivoli Garden. Children love the pantomime theater and the young soldiers in their bright red uniforms who parade through the grounds to the music of a military band. Here we will visit Vilhelm and some of his friends who will play a Danish game for us.

### **Following the telecast, the children may want to:**

Visit the Hans Christian Andersen statue in Central Park during one of the story-telling hours.

Describe the statue of Hans Christian Andersen's Little Mermaid in Denmark. Describe the part played by the Danes as seafaring men.

## **Week of February 19—FROM THE CHILDREN OF NORWAY: GODDAG !**

### **Overview:**

How would you like to travel to a country where for two months during the summer the sun shines night and day and there is no sunlight through the winter months? If you would, let's whisk away to Norway the "Land of the Midnight Sun." Norway is a rugged northern land of beautiful mountains, deep valleys, long narrow bays and fiords, and shining lakes. If you lived there, you would become an expert ice skater and skier, because, at times, the only way to travel is across vast expanses of snow fields and frozen lakes. Norway is almost completely surrounded by water. In these waters sailed the Vikings about one thousand years ago. These blonde-haired, tall, fierce warriors are the predecessors of the Norwegians. In this country, we'll meet the Lapps, the short, sturdy wanderers who live in Lapland, the northernmost part of Norway. We'll also get to know Lars, an eleven-year-old Norwegian boy.

### **Following the telecast, the children may want to:**

Study the Viking era of Norway and create models of Viking ships.  
Make a study of the different peoples from the various regions of Norway.

## **Week of February 26—FROM THE CHILDREN OF RUSSIA: ZDRASTVITYEH!**

### **Overview:**

Russia is the largest country in the world, spreading half-way around the earth across Europe and Asia. The Kremlin is housed in the center of the principal city, Moscow. Within its walls stand the central offices of the Soviet government. Russia is the home of beautiful art museums, theaters, and the Bolshoi Ballet. If you were to walk through any large city in Russia, the buildings would impress you because of their unusual domes, which look like giant onions. On this program we'll visit Vladimir, a boy who lives in Moscow, the capital city of Russia. We will learn about his school and his activities outside of school. We will also have the opportunity of hearing a spirited Russian song.

### **Following the telecast, the children may want to:**

Read about the Russian way of life in the days of the Czar, and compare it with life in Russia today.  
Write a story of an imaginary Ukrainian family that has moved to Siberia.  
Compare life in these two varied parts of Russia.



## **Week of March 4—FROM THE CHILDREN OF TURKEY: GUNAYDIN I**

### **Overview:**

Geography has made Turkey a bridge-land between Asia and Europe. Istanbul, its old capital, is the only city in the world astride two continents. Through our Turkish friend, Ali, we'll learn that most Turkish children eat a cold breakfast—grapes, black olives, bread, and goat's cheese. We'll learn that most Turks are Moslems and they pray either at home or in temples called mosques. We'll see how the magnificent Turkish rugs are woven by women who have been handing their secret skill down for generations. On this program, we will visit old Istanbul and modern Ankara, Turkey's capital city. In Istanbul, we'll stop off at the bazaar, a large, covered marketplace of small shops and dome-roofed narrow streets. We will also have the pleasure of hearing the unusual sound of the saz, a popular musical instrument played in Turkey.

### **Following the telecast, the children may want to:**

Pretend that they're living in Turkey and write a little story telling how they would spend their day in this country.  
Study the educational system of modern-day Turkey.

## **Week of March 11—FROM THE CHILDREN OF ISRAEL: SHALOM I**

### **Overview:**

Welcome to an Israeli kibbutz. A kibbutz is a farm on which people work together for the good of all. Here you will find a group of families who may have come from many different lands. The houses and machinery are owned by the people together. In some parts of the country, there are cities so ancient that they go back more than two thousand years. On the other hand, you might feel very much at home in Tel-Aviv, where children enjoy city life. Perhaps the adult Israelis are proudest of the land they have reclaimed from the desert and turned into productive fields. On this program we will meet Shoshana and spend a day with her at her kibbutz near Tel Aviv. We will also hear a Hebrew song and see a spirited Israeli dance.

### **Following the telecast, the children may want to:**

Learn the hora which is the Israeli native dance.  
Learn several of the songs to which the hora is danced.  
Compare Tel-Aviv with the ancient city of Jerusalem and with a modern city in the United States.

## **Week of March 18—FROM THE CHILDREN OF IRAN: SALAM !**

### **Overview:**

To visit Iran is to visit the past and the present all at the same time. Iran is one of the oldest countries in the world. In Teheran, its capital, we discover ancient streets, roofed with arches, and marketplaces called bazaars. These are groups of open-front shops where one can buy anything from expensive rugs to fish for dinner. Yet, around the corner, we can drop into a modern department store. On city sidewalks, a veiled Arab lady can be seen walking next to a girl dressed in Western attire. On this program we'll visit a boy, Darius from Isfahan, a city near the center of Iran. With Darius we'll visit the ruins of the ancient Persian city of Persepolis and the modern capital city of Teheran. We will hear the sound of the santur, a Persian musical instrument that goes back to the ninth century.

### **Following the telecast, the children may want to:**

Explain why Iranians say "water, not land, is wealth."

Draw pictures of costumes worn by Iranians.

## **Week of March 25—FROM THE CHILDREN OF INDIA: NAMASTEY!**

### **Overview:**

One of the most populated countries in the world is India. The cities are crowded, and the villages often have more people than the land can support. On this program, we will meet Ramu, an Indian boy in a village in the Central Province of India. The men in Ramu's country wear dhotis; the women, saris. The dhoti is a loose cloth draped around the body. The sari consists of yards and yards of material in which the women wrap themselves. The food that Ramu eats is heavily seasoned with curry and is served on banana leaves. Ramu's father, like most Indians, is a farmer and anxiously waits for the monsoon to arrive every year. If the monsoon comes and the harvest is good, the Indians thank their gods for a good year by singing and dancing.

### **Following the telecast, the children may want to:**

Look up in the dictionary the derivation of such words as sari, monsoon, and shampoo.

Find additional words in the English language that have been taken over in their entirety from the Indian language.

## **Week of April 1—FROM THE CHILDREN OF THAILAND: SAWASDEE I**

### **Overview:**

Thailand, once called Siam, is a land of rivers. Many of the people live on or near riverbanks in thatched-roofed houses that are built on stilts. The people in Thailand use boats as we here use automobiles. Some boats are floating markets which sell food and other wares along the crowded streams. The traffic jams in the capital city Bangkok are proof of the country's modernization. But no matter how modern the city has become, there are still many traces of tradition. For example, you might still see a professional dancer clad in a colorful costume acting out stories that are hundreds of years old. Most Thai like to dance and sing and always find time to enjoy themselves. A favorite Thai expression "mai pen rai," meaning "it doesn't matter" expresses the Thai philosophy of life. Our Thai friend today is Noo Noi.

### **Following the telecast, the children may want to:**

Make their own shadow puppets fashioned after Siamese puppets and present a puppet show based on a Siamese fairy tale.

Build a model Thai village with its houses, waterways, boats, etc.

## **Week of April 8—FROM THE CHILDREN OF CHINA: HOW-PU-HOW!**

### **Overview:**

Just south of Russia, the largest country in the world, there is another country which lays claim to have the greatest population on earth. We are speaking, of course, of China, a land of many faces. Mainland China is a communist country. Off the coast of China is a small island called Formosa. This, too, is a Chinese country, but here the people are in a completely different world from that of their brothers across the Formosa Strait. Formosa is a land with democratic ideals, and we speak of the Chinese who live there as Nationalists. These people maintain their wonderful old culture and incorporate it into a new way of life. Here in Taiwan, we'll meet Ming Hua Chan and his family. We'll go to school with him, learn about his language, Mandarin, and about Confucius, the most beloved Chinese teacher and philosopher. We'll also share in the excitement of a Chinese sword dance.

### **Following the telecast, the children may want to:**

Visit Chinatown at the time of the Chinese New Year.

Find out the significance of fire crackers at this celebration.

Find out what, if any, farm products are exported from China to this country for Americans to eat.

Visit the Metropolitan Museum of Art exhibit of Chinese art forms.

Listen for the many notes in a recording of native Chinese music.

## **Week of April 22—FROM THE CHILDREN OF JAPAN: O-GENKI-DESKAI**

### **Overview:**

Japan is a country that has always appreciated beautiful things. It is reflected in their gardens, their flower arrangements, their tea ceremonies, and their unique architecture. Japan is known as the Land of the Rising Sun because people there once believed that they were descended from the Sun Goddess. In this country, we'll meet Tamiko, a girl from Tokyo, the capital city of Japan. In winter we will go on skis to school with her, learn about the subjects she studies, and watch the Japanese art of origami.

### **Following the telecast, the children may want to:**

Experiment with origami, which is the art of folding paper in interesting and exciting shapes.

Take an imaginary trip to Mount Fujiama, describing the mountain as a symbol of the country.

Visit the Brooklyn Botanic Garden to see the Ryoanji and the Japanese garden at cherry-blossom time.

## **Week of April 29—FROM THE CHILDREN OF THE PHILIPPINES: KUMUSTAI**

### **Overview:**

Once upon a time, a giant threw a huge mass of rock into the sea. This rock broke into many pieces, each one becoming an island. This is an old legend told to Filipino children explaining the origin of their country, the Philippines. A Filipino child living in a village, lives in a home built of nipa palm and bamboo which stands on stilts and is reached by a ladder. He sleeps on a petate, which is a woven mat laid out on the floor at night. He might enjoy sailing a banca, a small boat used for fishing in the Philippines. He also likes riding a carabao or water buffalo, a very useful animal in this country. In the center of a Filipino village, you can see a plaza or a square. On the plaza stands the church, the one store in the whole village, and the school. We will visit one of the Filipino children attending this school. Her name is Bonita Romero.

### **Following the telecast, the children may want to:**

Do a report on the peoples of the Philippines.

Trace the Spanish influence on the culture of the Filipinos.

## **Week of May 6—FROM THE CHILDREN OF AUSTRALIA: HELLO !**

### **Overview:**

Have you ever heard of a kookaburra? It is a laughing bird that comes from a land which many call "Down Under," Australia. "Down Under" is another way of saying that this island, which is the smallest continent in the world, is almost halfway around the world and on the other side of the equator. It is winter there when we have summer, and night when we have day. It is a land of diamond mines, sheep and cattle ranches, and kangaroos. It is also the home of the Aborigines, the people whom the British settlers found there, the original Australians. If we were to visit one of their camps, we might hear them play their native instrument, the didjeridoo. Australia is a land of great, open spaces and scenic beauty where the language spoken is English. Here, today, we will visit Ian, a boy who lives in Queensland, one of the biggest sheep-raising areas in Australia.

### **Following the telecast, the children may want to:**

Trace the history of Australia from the time the British came to settle on the continent to today.

Make a study of the different kinds of strange animals and birds that inhabit this land.

**Note:** The week of May 27 we will return to visit your favorite country. Write to us this week to tell us which program you wish to see again.

## **Week of May 13—FROM THE CHILDREN OF JAMAICA: HELLO !**

### **Overview:**

Let's sing and dance to the beat of a calypso steel band. You can do this at the drop of a hat in the middle of the street in the island of Jamaica. Jamaica is the largest island in the British West Indies. This tropical paradise of high mountains, soft breezes, and colorful plants and flowers became an independent nation in 1962. If you lived in one of the small villages in Jamaica, you would live in a house made of unpainted timber covered with corrugated iron. Your mother would often do her cooking over charcoal in the backyard, and all the dish-washing would be done on a bench under a tree. If you lived in Kingston, Jamaica's capital city, you would live in a one-story house similar to ones seen here. In Jamaica you would learn to eat many different kinds of bananas, from tiny ones called figs, to huge plantain and donkey bananas which must be fried or boiled before eating. On this tropical island with a way of life so different from ours, only a short distance away from the Southern shores of our own country, we will visit Veronica.

### **Following the telecast, the children may want to:**

Learn to sing a calypso folk song.

Make a study of the different peoples living in Jamaica.

## **Week of May 20—FROM THE CHILDREN OF PUERTO RICO: BUENAS!**

### **Overview:**

Puerto Rico is a delightful little island. Its capital city, San Juan, is both old and new. If you visit old San Juan, you may feel as though you are in old Spain, for it is here that the streets are narrow and winding, and the homes have wrought-iron grillwork and charming balconies decorated with flowers of many colors. By contrast, the new San Juan is a modern cosmopolitan city such as you might find in our own country with tall apartment buildings and luxurious hotels. Its proximity, warm climate, and charm have made Puerto Rico a tourist's paradise. On this program we will make friends with Margarita who lives in the city of Ponce in the southern part of this island. We will see how she and other Puerto Ricans live and how they have been helped by the program called Operation Bootstrap.

### **Following the telecast, the children may want to:**

Invite a guest from Puerto Rico to discuss the most recent developments in Operation Bootstrap.

Learn a favorite game from a Puerto Rican child, and teach him a game that American children like to play.

Find out the kind of music that is popular in Puerto Rico, and try to construct some of the simple percussion instruments for a class concert.

## **Week of May 27—A RETURN VISIT**

This week we will return to your favorite country. Write to us to tell us which program you would like to see again.

# AMERICANS ALL

## **Week of October 9—ROGER WILLIAMS (about 1603-1683)**

### **Background:**

Roger Williams' early life was influenced by Sir Edward Coke. Williams was later ordained a minister and left England with his young wife to seek freedom for his beliefs in the American wilderness. His views on religious freedom caused his banishment from Massachusetts. He later secured a charter from the King and founded the colony of Providence.

### **Pre-telecast Activities:**

Discuss: What were some of the early settlements in Massachusetts? What religious customs did the Pilgrims follow? The Puritans? In your opinion, was this religious freedom as we know it today?

### **Follow-up Activities:**

Organize a panel discussion group to compare religious freedom in Massachusetts with that of Roger Williams' colony in Rhode Island.

Investigate this period of history in its economic situation. How dependent were the colonies on England for supplies? What did the colonies contribute to the economy of England?

Challenge for students: Make a study of the three sections of English colonies. Compare and contrast.

## **Week of October 16—THOMAS PAINE (1737-1809)**

### **Background:**

The most stirring arguments in favor of independence came from the pen of Thomas Paine. Under the influence of Benjamin Franklin, Paine came to Philadelphia, became a successful editor, and began writing his arguments for the freedom of man. His pamphlet, **Common Sense**, probably did more than any one thing to win the colonists over to the cause of independence.

### **Pre-telecast Activities:**

Prepare the class by briefly discussing events leading to the Revolutionary War. Listen to Paine's arguments for the freedom of man as a colonist. As the program progresses, analyze your own feelings. Do you find yourself becoming a fervent patriot, willing to fight for freedom?

### **Follow-up Activities:**

Allow students to relate their own feelings and opinions in relationship to the arguments for freedom illustrated in the program.

Challenge to Student: Make a study of the colonial policies of Spain, England, France in regard to their interdependence in economic, political, or trade. Report to the class.

## **Week of October 23—NATHAN HALE (1755-1776)**

### **Background:**

Before the Revolutionary War, Nathan Hale had been a teacher in Connecticut. He joined the American volunteer army and soon became a captain. General Washington, wishing to learn of the plans of the British, called for volunteers to go into New York City. Hale volunteered and was chosen. He made his way into the city disguised as a civilian, made notes and maps of the needed information, but was captured by the British before he could get this information back to Washington. He was hanged as a spy.

### **Pre-telecast Activities:**

Read to the class the brief summary of Hale's activities leading up to his death. Why would we name a school after this American?

### **Follow-up Activities:**

Form a committee to investigate the situation in New York City at the time of Hale's service to his country. Cite several references. Report to the class. Hold a mock trial within your classroom including a judge, the prosecution, etcetera, to carry on a legal action against the accused person to prove his guilt or innocence. Was there a defense attorney and a jury?

Obtain information on the influence of Hale's death on the patriots' fervent fight for freedom. Report to the class.

## **Week of October 30—BENJAMIN FRANKLIN (1706-1790)**

### **Background:**

Benjamin Franklin was a man of many talents. At an early age, he became a successful printer and publisher. He believed not only in spreading knowledge as widely as possible, but also in putting good ideas to work. He invented a variety of things including a new kind of stove, bifocal eye-glasses, and the lightning rod. His experiments in electricity made him world famous. He was a great statesman and spent much of his life representing Americans abroad and persuading them to work together at home.

### **Pre-telecast Activities:**

Discuss: What were some of Benjamin Franklin's talents? How did his experiments affect the lives of the people of his day? Yours today?

### **Follow-up Activities:**

Have each student make a personal scroll or parchment on which he may write some of Ben Franklin's wise sayings that perhaps will help him to form a philosophy of life. Each student may wish to elaborate on one statement during opening exercises.

Class Activity: Using notes taken during the telecast, make an outline of the accomplishments and contributions of this great American.

Class Activity: Make your own almanac with students volunteering to do one page of their choice.



## **Week of November 6—GEORGE WASHINGTON (1732-1799)**

### **Background:**

Washington, as a young man, began work as a surveyor and later established a remarkable reputation as a militiaman in the French and Indian War. In 1775, he took command of the Continental Army and for the next six years was a powerful force in holding the thirteen colonies to their common purpose until success was reached. He helped to frame the new Constitution at Philadelphia and became the first president of this new nation. He was, in addition, a wise farmer and businessman.

### **Pre-telecast Activities:**

Discuss: What good qualities of leadership does someone you know possess to be "chosen by his peers"? List on board. Then, view the program today thinking: How many of these qualities did Washington possess?

### **Follow-up Activities:**

Group Discussion: What qualities of leadership did George Washington possess to be "chosen by the people"? Compare these qualities with the list we have written on the board. What great statesmen of today possess these qualities of leadership?

Investigate activities in Washington's early life that may have contributed to his later success in the militia, as a farmer, as a businessman, as a statesman.

## **Week of November 13—JOHN PAUL JONES (1747-1792)**

### **Background:**

As the son of a Scottish gardener named John Paul, this young man, at the age of twelve, began his seamanship aboard a merchantship sailing between England and the American Colonies. Two accidents for which he was blamed led to a new life in the colonies and addition of the name Jones to John Paul. He later won respect for the American navy as commander of the "Bonhomme Richard." The victory over the British ship, "Serapis," was the great sea battle of the Revolutionary War.

### **Pre-telecast Activities:**

Have the class use references to scan quickly for important contributions of this great American. Take notes in outline form.

### **Follow-up Activities:**

Compare outline of pre-telecast activity with points of emphasis brought out in the program. Revise outline of John Paul Jones' life in terms of events of adventure and daring, beginning at age twelve.

Investigate the facts behind the changing of his name from John Paul to John Paul Jones. Report to class.

Make a list of "often-quoted" words and their authors. Read each quote to the class and ask them to determine the author and the situation prompting the sayings.

## **Week of November 20—THOMAS JEFFERSON (1743-1826)**

### **Background:**

Jefferson was the third president of the United States. He was also the author of the Declaration of Independence and the Virginia Statute for Religious Freedom. Jefferson was the outstanding younger statesman of the American Revolution. In his long lifetime of public service he played the major part in formulating and proclaiming the principles of American democracy. Jefferson is remembered as a man of ideas.

### **Pre-telecast Activities:**

Discuss the meaning of freedom, democracy, independence, revolution, justice, and declaration.

### **Follow-up Activities:**

Have children write down their interpretation of the meaning of the terms freedom, independence, revolution, etcetera, in relationship to the program. Do these terms hold the same meaning today as they did at the time of Thomas Jefferson? Discuss in class.

Have a committee review the Declaration of Independence for the purpose of interpreting its content. Report to the class.

Organize a committee to investigate the steps toward unity in the English colonies. Trace the important steps leading to democracy.

## **Week of November 27—LEWIS AND CLARK (1774-1809) (1770-1838)**

### **Background:**

President Jefferson commissioned Captain Meriwether Lewis and Captain William Clark to explore the Louisiana Territory bought from France. Starting out in 1804, Lewis and Clark journeyed some 8,000 miles up the Missouri River, all the way to the Pacific Ocean. Returning to St. Louis in 1806, the expedition gave the people of the United States information about the new land and paved the way to move west.

### **Pre-telecast Activities:**

Discuss: How much does an acre of land cost today in your community? an acre of farm land? At this price, how many acres could you buy with the \$15 million the United States paid France for the Louisiana Territory in 1803?

### **Follow-up Activities:**

Write a report of one situation of adventure of the Lewis and Clark expedition such as might have been written by Captain Lewis in his diary.

Investigate the economic importance of the port of New Orleans to the United States in 1803. Use a map of the world to illustrate import-export shipments using this port, in reporting to the class.

Choose several pupils to dramatize this scene. Imagine that you are Mr. Livingston or Mr. Monroe and are talking to Napoleon's ministers about the Louisiana Purchase. What would you say and do?

## **Week of December 4—ELI WHITNEY (1765-1825)**

### **Background:**

Whitney was born in Massachusetts of Puritan ancestry. Young Eli soon gained mechanical skill and ingenuity. Graduating from Yale College at the age of twenty-seven, he began the study of law and did repair work. Southern friends urged him to invent a machine to separate cotton fiber from seeds. His machine, the cotton gin, was very successful, but Whitney did not profit from it. In 1798, he began making guns for the Federal Government and became the father of mass production and the assembly line.

### **Pre-telecast Activities:**

Discuss: How did the invention of the cotton gin in 1793 help the cotton growers in the south to turn cotton into a more profitable crop? What is mass production? What is assembly line production?

### **Follow-up Activities:**

Hold a class meeting to plan and organize a trip to a factory to observe mass production techniques in action. Elect a committee to plan, prepare, make arrangements, and act as tour guides for this class excursion.

Investigate the importance of using assembly line techniques in production of some article manufactured today.

## **Week of December 11—ANDREW JACKSON (1767-1845)**

### **Background:**

An early settler in Tennessee, Jackson became a popular lawyer and commander of the frontier militia. When the British threatened New Orleans in the War of 1812, he marched south and successfully defended the city. He became a spokesman of the common people which was expressed in his statement, "Let the people rule." As president, he showed his determination to keep the growing nation united at all costs.

### **Pre-telecast Activities:**

Read to the class: Most historians rate Jackson not only as a "great" president but as a "strong" one. His greatness is attributed to his being a spokesman of democratic and equalitarian values. He urged a government responsive to popular majorities (direct vote of the people). His democratic faith in the ability of plain men to manage government office lay behind his practice of the "spoils system". Define the terms in boldface.

### **Follow-up Activities:**

Reread the above paragraph to the class. Appoint a committee to investigate the practice of employing the "spoils system" in our federal government today.

Review concepts and understandings concerning Jackson brought out in the telecast. Is his influence in party politics still felt today?

**Week of December 18—EMERSON AND THOREAU**  
**(1803-1882) (1817-1862)**

**Background:**

It is said that no American writer had a more powerful influence on his generation than did Emerson. How are men to arrive at truth? Emerson gives his answer in *Self Reliance*. He lectured and wrote both prose and poetry. Thoreau, another talented writer, is perhaps best known for his experiment in simplified living on the shore of Walden Pond in Massachusetts. His account of his experience is one of the most interesting and stimulating experiences in American literature.

**Pre-telecast Activities:**

Discuss: What is your favorite book? Why? Is it the story? Did the author make you feel a "belonging" to the situation as if you were actually there? Did you "live" the book as a "silent observer" of the characters? Today we are going to view two great American authors whose works have a great influence on the thinking of the people who read their prose and poetry.

**Follow-up Activities:**

Each student might investigate the life of the author of his/her favorite book or story to determine if the author depicts himself as one of the characters. Encourage students, who can meet the challenge, to read *Walden Pond*.

**Week of January 1—HENRY CLAY (1777-1852)**

**Background:**

For forty years, Henry Clay exercised a leadership in the politics of the United States that has seldom been equaled. He was born on a frontier farm in Virginia. After studying law, he entered into the field of politics and was elected to Congress in 1811. In addition to twelve years in the House of Representatives, Clay served for almost twenty years in the Senate. It was here that he earned the name, "Great Pacificator", by finding solutions for numerous controversies between the North and the South.

**Pre-telecast Activities:**

Discuss: What is a pacificator? What qualities do you think one should possess to earn this position? What is the purpose of our United Nations Assembly in New York City?

**Follow-up Activities:**

Obtain accounts of several of the numerous controversies between the North and the South during the early 1800's. Determine Clay's influence in finding solutions for their problems.

Slavery was not the only issue confronting the nation prior to the Civil War. Investigate the economic situation between the North and the South.

## **Week of January 8—HORACE MANN (1796-1859)**

### **Background:**

The "father of the American public school", Horace Mann was born in a humble farmhouse at Franklin, Massachusetts. His early years were spent in practicing law. He became interested in educational reform. Partly through his influence, the first normal school was established in 1839. His writings were widely circulated in the United States and Europe and had a great influence in raising educational standards.

### **Pre-telecast Activities:**

Discuss: How does free public education affect you in your daily life? Your training in skills and attitudes toward worthy, useful citizenship?

### **Follow-up Activities:**

Have children investigate child labor in the 1830's. How did Mann's compulsory education law strike a blow at child labor?

Compare a boy or girl's preparation for worthy citizenship in the 1830's with yours of today.

Investigate the twelve annual reports prepared by Mann for the Board of Education. List the central propositions. Examples:

1. Universal popular education is essential to democracy.
2. A republic cannot long remain both ignorant and free.
3. Access to education must be without regard to religious, cultural, or social background.

## **Week of January 15—SAM HOUSTON (1793-1863)**

### **Background:**

At the age of sixteen, Sam Houston ran away from home to live with the Cherokee Indians for nearly three years. He volunteered for duty in the War of 1812 and rose from private to lieutenant. At the Battle of San Jacinto, he commanded the troops that won independence for Texas. He served Tennessee as congressman and governor, and Texas as senator and governor. He was twice president of the Republic of Texas.

### **Pre-telecast Activities:**

Invite class members to participate in making an acrostic of known facts in the life of Sam Houston.

Watch the program for facts to complete the acrostic.

### **Follow-up Activities:**

Class members may wish to complete acrostic with understandings and concepts they have gained from viewing the program. Taking notes helps to insure accuracy.

Creative Writing: Children may picture themselves in some setting in the life of Sam Houston. Have them visualize the scene before them quietly and then, write a description of it. Encourage the children to make use of color, sound, and action words in their own descriptions.

## **Week of January 22—HARRIET BEECHER STOWE (1811-1896)**

### **Background:**

No book has had a more direct and powerful influence on American history than Mrs. Stowe's *Uncle Tom's Cabin*. The novel inflamed the people of the North against slavery and thus, became a force in bringing about the Civil War. Mrs. Stowe belonged to the famous Beecher family. Her father and her brother were well-known preachers. Mrs. Stowe and her husband were strongly against slavery and together helped many fugitive slaves escape.

### **Pre-telecast Activities:**

Discuss: How did slavery affect crop production of the early plantation owner? What were the duties and responsibilities of the master towards his slaves? Why didn't the farmer or colonists in the North maintain slaves? What is propaganda? Are we, in our daily lives, subjected to it?

### **Follow-up Activities:**

Organize a debate on the topic, "Resolved, that the Civil War could have been avoided."

One student could read and give an analysis of *Uncle Tom's Cabin*. In what way was it used as a propaganda instrument?

Write and present a skit on one of the following—a slave auction, Dred Scott's trial, the underground railroad, Nat Turner organizing the slaves.

## **Week of February 5—ABRAHAM LINCOLN (1809-1865)**

### **Background:**

Abraham Lincoln was the sixteenth President of the United States. At the time that he took office, seven states had just seceded from the Union. Civil War was about to begin. He guided the nation until the war was over, the states united again, and the nation saved. From a very humble beginning and denied any formal education, he rose from a backwoodsman to lawyer, politician, and president. On April 14, 1865, the United States flag was raised again over Fort Sumter where the war began. That night Lincoln was shot.

### **Pre-telecast Activities:**

Read poem "Abraham Lincoln" by Rosemary Carr and Stephen Vincent Benet. Solicit the importance of Lincoln's unique contributions to our troubled nation during the Civil War.

### **Follow-up Activities:**

Read to the class the poem "Nancy Hanks" by Rosemary Carr and Stephen Vincent Benet. Have each student compose a "Reply to Nancy Hanks". These poems can be found in the *Arbuthnot Anthology of Children's Literature*. Group discussion following telecast may wish to list personal qualities of Lincoln that made him outstanding as a leader of the people.

Individual students may wish to learn, interpret, and give Lincoln's Gettysburg Address.

## **Week of February 12—MARK TWAIN (1835-1910)**

### **Background:**

As a lecturer, storyteller, and humorous writer, Mark Twain had no rival. He grew up in the river town of Hannibal, Missouri. His early boyhood experiences, his years as a riverboat pilot, and his travels in the Far West provided him with much of the material for his written works. He studied history, biography, and historic legend, and helped preserve a dramatic phase of life on the Mississippi that has now almost completely passed away.

### **Pre-telecast Activities:**

Discuss setting and general content of *Tom Sawyer* and *Huckleberry Finn*. Why would Mark Twain (Samuel Clemens) be included in this series, AMERICANS ALL?

### **Follow-up Activities:**

Encourage children to check out from the library either *Tom Sawyer* or *Huckleberry Finn* and read one. How have these stories helped to preserve a dramatic phase of life on the Mississippi River that is now almost completely passed away? What type of story would you write if you were writing one for the purpose of preserving a phase of life in our city in the 1960's?

Investigate Twain's style of writing. How does he use the Mississippi River setting to influence the personality of the characters and/or plot pattern or the story?

## **Week of February 19—ROBERT E. LEE (1807-1870)**

### **Background:**

After graduating second in his class at West Point, Lee served seventeen years in peacetime engineering. He joined General Scott's staff later for the invasion of Mexico. His ability made him the U.S. Army's outstanding officer, but in 1861, he chose to serve on the southern side. He was a brilliant field general. After many battles and heavy losses, Lee was forced to surrender to Grant. As a college president after the war, he helped other exconfederates adjust to peace.

### **Pre-telecast Activities:**

Show a picture of Robert E. Lee to the class. Briefly give a personality sketch of this great American. Emphasize his contribution of training young leaders toward loyalty to our reunited country after the Civil War.

### **Follow-up Activities:**

A student may wish to do research on two commanding officers, General Ulysses S. Grant and General Robert E. Lee. Write a comparative study of the two, including such factors as background, personality, and their military science.

## **Week of February 26—CLARA BARTON (1821-1912)**

### **Background:**

Nursing her brother for two years after he'd become injured in a house-raising, made thirteen-year-old Clara Barton deeply aware of the needs of others. A self-reliant person, she later taught school in Massachusetts, then went to Washington as a clerk just before the War between the States. It was because of her courageous work in nursing and in carrying supplies during the war that she later was appointed Superintendent of Nurses. In 1881, she founded the American Red Cross and served as its president.

### **Pre-telecast Activities:**

Discuss: What is the purpose of the American Red Cross? Have we in our community, experienced guidance and help from this national organization in time of disaster?

### **Follow-up Activities:**

Collect newspaper clippings describing and picturing the American Red Cross in action. Select a committee to display findings on a bulletin board. Through research trace the development of the nursing profession from 1820-1960.

Call hospital administration for qualifications of a "candy-striper". Interview one of these community helpers.

Compare personal qualifications of Clara Barton with a registered nurse of today. List qualifications—dedication to duty, giving of self, etc.

## **Week of March 4—KIT CARSON (1809-1868)**

### **Background:**

Carson's long career spanned many activities. He was a fur trapper, guide, Indian agent, and soldier. White men chose him as protector and friend. He was a frequent guide and companion to John Fremont. Carson's long experience with Indian fighting made him a brilliant tactical leader. His defeat of the Navajos turned them toward ways of peace after almost two centuries of warfare.

### **Pre-telecast Activities:**

Display articles and objects (blankets, silver ornaments, pottery, baskets) of our Southwestern states. Stimulate discussion among students who have toured in that area of our country. Question their knowledge of topography, rainfall, type of vegetation, etc.

### **Follow-up Activities:**

Guide a group discussion to list on the board the personal qualities of Kit Carson which caused him to be a friend of both the white man and the Indian during the troubled times in which he lived.

Map Skills: Give instances of how the physical environment affected the way in which the people lived and worked. Compare with economic activity of Southwestern states today.



## **Week of March 11—SAMUEL GOMPERS (1850-1924)**

### **Background:**

The life of Samuel Gompers is the story of a poor immigrant boy who became the first great labor leader in America. Gompers helped to found the American Federation of Labor, and he developed it from a small group of twenty-five craft unions into a powerful body of almost one hundred and fifty unions with about 4,000,000 workers. Gompers became president of the labor union and except for one year (1895), he held this office until he died.

### **Pre-telecast Activities:**

Make a chart displaying some Gompers' principles and convictions. Discuss meaning: Capitalism is permanent; Trade unions should work with capitalistic system; "Craft unionism" for skilled workers; "Bread and Butter" objectives—higher wages, shorter hours, and better working conditions; Economic gains through collective bargaining.

### **Follow-up Activities:**

Have the class review statements on the chart to determine further meaning or understanding of their value to the working man. How did Gompers help to build this great nation?

Prepare a questionnaire, asking boys and girls to interview their own fathers concerning the advantages and disadvantages of belonging to a trade union.

## **Week of March 18—ANDREW CARNEGIE (1835-1919)**

### **Background:**

At age twelve, Andrew Carnegie was a Scottish immigrant boy earning \$1.20 a week. Fifty years later he was giving away a third of a billion dollars of his own money. He became interested in building iron bridges which led him to found the iron and steel works which brought him the bulk of his huge fortune. The money from the Carnegie Corporation, which he established, has done a great deal in the support of education, research, and world peace.

### **Pre-telecast Activities:**

Prepare test of ten questions. Quiz students on their knowledge of Andrew Carnegie.

### **Follow-up Activities:**

Repeat quiz. Allow the students to evaluate own progress in obtaining knowledge and understandings through viewing these television programs.

Discuss: Has Andrew Carnegie influenced your life in any way? Do you visit a library he has founded? Use products of steel?

Organize a panel discussion group to determine the secret of his business success. Carnegie maintained that it was not in his own qualities and genius, but his ability to select the proper man for the job to be done.

## **Week of March 25—THEODORE ROOSEVELT (1858-1919)**

### **Background:**

Theodore Roosevelt had an inspiring career filled with activity, excitement, and responsibility. He was a rancher, hunter, explorer, author, soldier, statesman, and twenty-sixth president of the United States. He became widely known as the leader of the "Rough Riders", and the first United States Volunteer Cavalry Regiment. Roosevelt had done his best work in reviving the conscience of the people upon matters of social justice. He is credited with starting the conservation movement.

### **Pre-telecast Activities:**

Divide the room into Team A and Team B. Secretly inform Team A that today we will view the life of Theodore Roosevelt. Team A presents clues describing today's personality. Members of Team B try to name today's AMERICANS ALL.

### **Follow-up Activities:**

Discuss clues presented before the program. Substantiate statements through research.

Investigate the legends concerning the "Rough Riders" during the Spanish-American War. Report to the class.

Give students time to gather information concerning conservation of our natural resources. Encourage them to prepare for a "round table discussion" by collecting or making articles and pictures, etcetera, but primarily to gather information to contribute to the discussion.

Consider: How can you help to conserve and preserve our vast, rich natural resources?

## **Week of April 1—JANE ADDAMS (1860-1935)**

### **Background:**

Jane Addams became one of the most deeply loved and famous Americans of her time. In 1889, she settled in a shabby old mansion in Chicago that became known as Hull House. It was to be the most famous social settlement in the United States. Here she fed the hungry, nursed the sick, and taught all kinds of children. She helped establish the world's first Juvenile Court. In 1931, Jane Addams was awarded the Nobel Peace Prize.

### **Pre-telecast Activities:**

Discuss questions you would like answered in this program.

### **Follow-up Activities:**

Use questions to review facts and understandings presented during the program. Further research may be necessary to answer all questions. Art Activity: On a large sheet of manila paper have children illustrate their favorite "American" from this series by sketching objects associated with the character. Example—big stick, teddy bear, a forest of trees, and a rider may be Theodore Roosevelt. Class members "guess" personality.

## **Week of April 8—THOMAS EDISON (1847-1931)**

### **Background:**

At the age of fourteen, Thomas Edison sold newspapers on a train to get enough money to buy books and laboratory equipment. Probably Edison's greatest gift to the world was inventing the electric light in 1879. Whether by invention or improvement, his name is connected with the phonograph, the automatic telegraph, the stock ticker, generators and power stations, electric street railways, motion pictures, and the microphone.

### **Pre-telecast Activities:**

Teacher may place the name Thomas Edison on the board. Have each student write down what he knows about this great American. Allow five minutes. Turn papers over on desk.

### **Follow-up Activities:**

Have students write five statements of information they have gained from viewing this program. Have students turn paper over and correct statements made prior to the television program. Discuss the ideas which the students listed before the telecast. Discuss specifically those concepts concerning Thomas Edison's contributions to our way of life. Re-enforce correct ideas and correct the mistaken concepts.

Correlate with science: Several students may wish to volunteer to demonstrate a telegraph they have constructed, or explain the intricacies of the electric light bulb, or elaborate in some other area of electricity.

## **Week of April 22—WOODROW WILSON (1856-1924)**

### **Background:**

Wilson began his great career as a lawyer. He later went to Princeton University first as teacher, and then president. In 1910, Wilson was nominated and elected Governor of New Jersey. He became President of the United States in 1913. Serving as the nation's Chief Executive through World War I, Wilson's peace proposals made him the second President to win the Nobel Peace Prize. He was, however, not supported in his actions by Congress.

### **Pre-telecast Activities:**

Read the above paragraph to students prior to the program. Inform students that today we are going to evaluate our listening habits. Good listeners listen for the main ideas in a program and use them as connecting threads to give sense and system to the whole concept.

### **Follow-up Activities:**

Evaluate listening habits by briefly discussing main points of the program. Have students then write briefly on one of the following activities: Make an outline of Wilson's contributions; Write a summary of his life; List facts and principles substantiating his convictions.

## **Week of April 29—OLIVER WENDELL HOLMES, JR. (1841-1935)**

### **Background:**

As a justice of the Supreme Court of the United States, Holmes became known as the "Great Dissenter". Time after time when the high court handed down a decision, Holmes delivered a minority opinion or dissent. His dissents were so sound that they influenced public thought, and many later became a part of the law of the land. He served until he was ninety-one years old, resigning in 1932.

### **Pre-telecast Activities:**

Briefly discuss: Check and balance system of our government including duties and responsibilities of executive, legislation, and judicial branches.

### **Follow-up Activities:**

Prompt class discussion of this associate justice of the U.S. Supreme Court by listing on board (suggestions from students) decisions made by the Supreme Court today which affect our daily lives. (Religious practices in the public schools, integration laws, etcetera)

Administer vocabulary quiz: justice, judicial, liberal, logic, law, lawyer, jury, dissenting minority, dissenting opinions, conviction.

Flannel boards can re-enforce the concept and understandings gained through viewing the television program for the slow learners. Student talks a story-telling sequence of events utilizing simple outline cutouts from manila paper of magazines, placing them on the "background stage" of the flannel board.

## **Week of May 6—ALBERT EINSTEIN (1879-1955)**

### **Background:**

Einstein was born in Germany of Jewish parents. He was only an average student in school, but he taught himself analytic geometry and calculus. In 1905, he published his revolutionary expression of the relation between mass and energy. In 1933, he settled in the United States, became a citizen in 1940, and completed his work on the "General Theory of Relativity".

### **Pre-telecast Activities:**

Show a picture of Albert Einstein to the class. Have a student prepare and present a brief resume of his scientific contributions to the world.

### **Follow-up Activities:**

Scientific-minded students may volunteer to elaborate on their understanding of Einstein's "General Theory of Relativity". Verify statements with charts and diagrams illustrating this concept of gravitation.

Encourage each student to write a short play or skit of an adventure, scientific discovery, political situation, feat of courage, or moment of discovery, etcetera, in the life of one of the AMERICANS ALL historical heritage. The group selects the best plays to be produced in costume.

## **Week of May 13—FRANKLIN D. ROOSEVELT (1882-1945)**

### **Background:**

As the leader of the American people in a serious domestic crisis, and one of the three chief leaders of the free world forces in the most terrible war the world has seen, Franklin D. Roosevelt occupies an unforgettable place in history. His death in the spring of 1945, less than three months after the opening of his fourth term as President, closed an era in American affairs.

### **Pre-telecast Activities:**

Write this riddle on the chalkboard: "Who am I?" I was the thirty-second president of the United States, and the only man elected to four terms in that office. My fireside chats over the radio include these observations: The only thing we have to fear is fear itself; Our greatest primary task is to put people to work; This nation asked for action; Churchill and Stalin helped in strategic planning during World War II. "Who Am I?"

### **Follow-up Activities:**

Have students interview parents or grandparents. Obtain personal accounts of severe economic situations during the depression years. Try to determine Roosevelt's extent of influence in finding solutions for our economic situation. Class Project: Time line depicting important events and contributions in our history from the time of our birth and independence to the present time as a world power and leader in the struggle for world peace and independence.

## **Week of May 20—LOU GEHRIG (1903-1941)**

### **Background:**

On June 1, 1925, a baseball rookie came into the New York Yankee line-up as a pinch-hitter. He was Lou Gehrig. In his first appearance in the major leagues, he hit a single, and so started one of the most remarkable records in baseball. From that day on, he played in every game, regular and exhibition, until 1939. A mysterious illness forced his retirement. Finally diagnosed as a form of paralysis, it brought death to Gehrig when he was only thirty-seven.

### **Pre-telecast Activities:**

Discuss: What qualities of athletic ability and outstanding sportsmanship are required in the major leagues? List on the board.

### **Follow-up Activities:**

Group discussion may prompt class members to add to the list on chalkboard. List may include: natural athletic ability, perseverance, adhering to strict training rules, vigorous physical fitness exercises, healthful attitudes, and continuing acquiring of knowledge pertaining to their field.

Boys may volunteer to give an impromptu talk on their favorite sports star. Emphasize good speaking practice or organizing ideas and centering talk on one focal point of interest.

## **Week of May 27—RALPH BUNCHE (1904- )**

### **Background:**

One of the finest contributions toward peace after the Second World War was made by the grandson of an ex-slave. He was Dr. Ralph Bunche, a Negro and former college professor. As a peacemaker for the United Nations, he ended the war between Israel and the Arab League in 1948. He was awarded the Nobel Peace Prize in 1950.

### **Pre-telecast Activities:**

Distribute various types of reference books. Have class use references to scan quickly for important contributions of this Nobel Peace Prize winner. Take notes in phrase-form, jotting down important facts.

### **Follow-up Activities:**

Compare notes of pre-telecast activity with points of emphasis brought out in the telecast. Use notes in addition to facts obtained from program in writing a summary of this great American's contributions to our way of life and democracy for mankind.

**Challenge:** Student may read *An American Dilemma* by R. J. Bunche and G. Myrdal in making a comprehensive study of the Negro in America. Report to the class.

Ask for volunteers to write and present a television program consisting of personalities in the AMERICANS ALL series. One student in costume may represent the "American". Other students may portray his friends and associates from that period of history and "remind" him of the highlights of his life. Encourage review and research in the presentation of facts concerning these historic personalities in our American heritage.

# OUR RIGHTS AND LIBERTIES

## TO THE TEACHER:

The Bill of Rights customarily refers to the first ten amendments. We shall include reference to other amendments which bear on individual rights and liberties. All of these amendments have particular meaning when the struggle to implement them has become more intense. The concept of equality which is the basis for the concepts framing individual liberties and rights must be learned and applied. The task of bringing these concepts to life will be the joint responsibility of the television teacher and the classroom teacher; the methods used will depend upon the individual. Each student should have a copy of the amendments to the Constitution. On various programs, questions relating to specific topics are discussed by student panels and guest experts.

## Week of February 5—BASIC CONCEPTS AND QUESTIONS

### Purpose:

To indicate that we have amendments to the Constitution protecting individual rights is not enough; it is important to show that laws do not guarantee enforcement or obedience to these laws. The Purdue University Opinion Poll (1960) revealed that thousands of high school students supported a substantial limitation of individual rights.

### In Class:

1. What do we mean by a concept? How many concepts, or ideas, can you find in the first ten amendments?
2. The editor of a school newspaper wants "freedom of the press". What limits would you put upon such a freedom?
3. Using your answer to question #2 as a basis, what conditions in your opinion would justify limitation of rights or liberties? For example, would the fact that the United States was at war permit limiting the right of free speech to criticize the conduct or purposes of the war?
4. The enjoyment of individual rights is relative; whatever we enjoy in this sense, we must possess without injury to others. What problems do you see in this kind of interpretation?

## **Week of February 12—BACKGROUND IN ENGLISH HISTORY**

### **Purpose:**

This lesson will show that tradition and custom have played a significant role in the development of our own concepts and laws. Our own Bill of Rights has origins in English history.

### **In Class:**

1. Among the great English documents relating to individual liberties, three stand out—Magna Carta, Petition of Right, and the Bill of Rights. What are the circumstances under which each of these documents was written?
2. What are the concepts or ideas which are written into each of these documents?
3. What concepts in our own Bill of Rights are related to the ideas included in the English documents?
4. Re-enact the dramatic circumstances of King John's confrontation with the barons at Runnymede.

## **Week of February 19—BACKGROUND IN AMERICAN HISTORY**

### **Purpose:**

The colonial period paved the way for independence and the new American government; a brief examination of early documents will indicate the contributions of earlier pioneers in the development of American democracy.

### **In Class:**

1. The Mayflower Compact, the Fundamental Orders of Connecticut, the Massachusetts Body of Liberties, and the Declaration of Independence are all forerunners of the Bill of Rights. Identify each of these documents and discuss the concepts affecting individual rights in each document.
2. Which of the ideas in each of these documents is related to the concepts written into the Bill of Rights?
3. Re-enact the circumstances under which the Mayflower Compact was written.
4. John Locke's unalienable rights were "life, liberty, and property" while Jefferson said they were "life, liberty, and the pursuit of happiness". Which phrase do you prefer? Why?



## **Week of February 26—THE ROLE OF THE SUPREME COURT**

### **Purpose:**

This lesson will explain the function of the Supreme Court and the ways in which minorities may be protected against undemocratic action by the majority.

### **In Class:**

1. What do we mean by separation of powers?
2. What do we mean by checks and balances? How would you illustrate this principle in action?
3. The Supreme Court has proved responsive to changing conditions. *Plessy v. Ferguson* (1896) and *Brown v. Board of Education*, Topeka, Kansas (1954) illustrate changing considerations. Discuss the differences and the implications.
4. *Gideon v. Wainwright* (1963) illustrates the role of the Supreme Court in supporting individual rights. Discuss the decision in this light.

## **Week of March 4—DUE PROCESS: MEANING AND APPLICATION**

### **Purpose:**

The fifth amendment contains the phrase "nor be deprived of life, liberty, or property, without due process of law . . ." and the fourteenth amendment contains identical language restricting state governments. We shall examine the meaning of "due process" and see how it relates to individual rights.

### **In Class:**

1. Ask the class if they, as individuals, have more rights in a government of laws or of men. Some will say "men"; it is important to indicate that men will change in office and suit the laws to their own interests. Therefore, we do have more rights in a government of laws.
2. In this context, due process becomes one of protection under the law. How can rights be taken away if they belong to us under the Constitution?
3. If rights are denied us, what may we do to have these rights returned to us?

## **Week of March 11—FREEDOM OF EXPRESSION**

### **Purpose:**

The first amendment includes the words "Congress shall make no law . . . abridging the freedom of speech, or of the press . . ." The purpose of this lesson is to show what this concept means.

### **In Class:**

1. Would you permit a member of the American Nazi Party or the Ku Klux Klan to address a school assembly? What are the reasons for your answer?
2. A person yells "fire" in a movie house and is arrested; there has been no fire. The arrested person claims he has freedom of speech, but the judge finds him guilty. Why?
3. Under what circumstances may a person's right to say what he wants, or print what he thinks, be limited?
4. The Zenger trial of 1734 anticipated the first amendment. Re-enact the Zenger trial.

## **Week of March 18—FREEDOM OF RELIGION**

### **Purpose:**

The first amendment includes the words "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . ." The controversy over interpretation of this amendment and its extension to state governments must be studied if students are to understand the premise and observance.

### **In Class:**

1. The Supreme Court ruled, in *West Virginia State Board of Education v. Barnette* (1943), that children of a particular faith may not be barred from school because they refuse to salute the flag. Discuss this as a concept of religious freedom.
2. What do we mean by separation of church and state?
3. What are the reasons supporting such a separation?
4. Discuss other issues illustrating the concept of religious freedom—conscientious objector, school prayer, aid to parochial schools.

## **Week of March 25—FREEDOM TO ASSEMBLE AND PETITION**

### **Purpose:**

The first amendment includes the words "Congress shall make no law . . . abridging . . . the right of the people peaceably to assemble, and to petition the government for a redress of grievances." This lesson will define these phrases and show the relationship to the protection of individual rights.

### **In Class:**

1. Demonstrators for civil rights claim they are asserting the right of peaceable assembly. What do we mean by peaceable assembly? What limits may be put upon such assemblies or meetings? Why?
2. The Constitution makes provision for the right "to petition the government for a redress of grievances." Minority groups have often argued that this is not significant since it does not guarantee that the petition will be read or acted upon. What is your answer?
3. In Hyde Park, London, England, space is set aside for anyone wishing to speak on any subject. We do not have a Hyde Park here. Would you support such a practice? Give reasons for your answer.

## **Week of April 1—THE RIGHT TO OWN PROPERTY**

### **Purpose:**

The fifth amendment includes the words ". . . nor shall private property be taken for public use, without just compensation." This lesson will discuss the importance of property as a concept relating to individual rights.

### **In Class:**

1. Why is the right to own property important in a democratic society?
2. What is the principle of eminent domain?
3. What conditions might require that government take your property?
4. What provisions are made for your rights?
5. It has been suggested that property rights, though important, must never take priority over civil or human rights. What does this statement mean? What conflict does it pose?

## **Week of April 8—THE ACCUSED HAVE RIGHTS**

### **Purpose:**

The fifth, sixth, and eighth amendments have specific provisions concerning the rights of the accused. This lesson will discuss these rights and the problem of enforcement.

### **In Class:**

1. What rights are described in the fifth, sixth, and eighth amendments?
2. A speedy trial does not necessarily mean a fair trial! Discuss the statement.
3. It has been said that the law differentiates between rich and poor. Discuss this statement.
4. Why may it be difficult to insure that the accused be protected in their rights?
5. In the past year, the Supreme Court has decided that confessions secured from an accused person who has not had a lawyer present at the time of the confession violate the accused person's rights. From your knowledge of the amendments, justify this conclusion.

## **Week of April 22—MAJORITY RULE AND MINORITY RIGHTS**

### **Purpose:**

Democracy means rule by the majority; it also means the protection of individual rights against this majority. This lesson will explain the meaning of the "tyranny of the majority" and how minority rights are protected.

### **In Class:**

1. What do we mean by the "tyranny of the majority?"
2. How do we protect minorities and individuals against such a "tyranny?"
3. What problems are created when we allow or support radical differences within our society?
4. How do we meet those problems?
5. Discuss a specific example of the problem of a minority which feels that it has been denied rights provided for under the Constitution.

## **Week of April 29—FREEDOM OF EXPRESSION (Repeat)**

See listing of week of March 11.

## **Week of May 6—THE RIGHT TO PRIVACY**

### **Purpose:**

"A man's home is his castle" speaks for the right of privacy; the third and fourth amendments give specific support to this right. This lesson will discuss what has happened to the right of privacy.

### **In Class:**

1. The colonial "writs of assistance" led to the fourth amendment. Under what conditions may a person's home be entered by public authorities?
2. It has been argued by some that strict enforcement of the fourth amendment means failure to apprehend guilty persons, those who may be selling narcotics, for example. Can suspicion be a sufficient reason for entering a person's home? What is your comment?
3. Wiretapping and the use of sensitive instruments to eavesdrop on conversation have become more widespread. How do you meet this challenge to the right of privacy?

## **Week of May 13—THE RIGHT TO VOTE**

### **Purpose:**

This lesson will indicate that the powers reserved to the states include the right to determine voting conditions. There are limitations imposed under the Constitution. When a person is denied the right to vote, then he is separate from the government and decisions are made for him, not by him through his representatives.

### **In Class:**

1. Discuss the fifteenth, nineteenth, and twenty-fourth amendments with respect to the right to vote.
2. What regulations have been imposed in some states to deny citizens the right to vote?
3. In addition to the amendments designed to limit states in their regulations, what other measures may be taken to preserve and protect the individual's right to vote?

## **Week of May 20—EQUALITY: THE DEMOCRATIC PRINCIPLE**

### **Purpose:**

The Bill of Rights has a fundamental concept—that all people are equal before the law. Unfortunately, this is not always carried out in practice. Our laws are built upon principles; this lesson will show the relationship between concepts and practice.

### **In Class:**

1. Are people really equal? Discuss the question, indicating just where people are equal and where they are not equal.
2. Does government have a responsibility to try and make people equal if they are not equal?
3. What kinds of inequalities are subject to change and improvement?
4. Which amendments in the Constitution best bring out this concept of equality? Why?
5. Some have argued that laws may attempt to provide equality in society, but that laws do not change the hearts of men. Do you agree with this statement? What answers would you give?

## **Week of May 27—SUMMARY: QUESTIONS AND ANSWERS**

### **Purpose:**

This lesson is designed to contrast views which the students may have held at the beginning of the series with those we hope they now hold.

### **In Class:**

1. Prepare a Bill of Rights which you think fulfills the promises of America. This Bill of Rights should embrace the concepts we have discussed and perhaps those we have omitted; this Bill of Rights should be realistic and idealistic. Defend any omissions and keep in mind the concept that democratic societies aim to protect the rights of individuals.
2. Discuss the current scene in the United States with respect to those problems which you think most important in terms of our rights and liberties.

# COME, READ TO ME A POEM

## Some Recommended Anthologies:

- Arbuthnot, May Hill. *Time Out for Poetry*. Scott, Foresman & Co.
- Austin, Mary C. and Mills, Q.B. *The Sound of Poetry*. Allyn and Bacon, Inc.
- Behn, Harry. *Cricket Songs*. Harcourt, Brace & Co.
- Beilenson, Peter. *The Four Seasons. Japanese Haiku. Cherry Blossoms. Haiku Harvest*. Peter Pauper Press
- Blyth, R. H. *Haiku: Eastern Culture*. Hokuseido Press
- Brown, Margaret Wise. *Nibble, Nibble*. Young Scott Books
- Ciardi, John. *The Man Who Sang the Sillies. You Read to Me, I'll Read to You. The Monster Den*. J. B. Lippincott
- Cole, William. *The Birds and the Beasts Were There. Oh, What Nonsense! Beastly Boys and Ghastly Girls*. The World Publishing Co.
- Grigson, Geoffrey. *The Cherry Tree*. Vanguard Press
- Hannum and Reed. *Lean Out the Window*. Atheneum.
- Hazeltine and Smith. *The Year Around Poems for Children*. Abingdon Press.
- Howard, Coralie. *The First Book of Short Verse*. Franklin Watts, Inc.
- Hubbel, Patricia. *The Apple Vendor's Fair. 8 A.M. Shadows*. Atheneum
- Hughes, Langston and Bontemps, Arna. *The Poetry of the Negro*. Doubleday
- Kirkpatrick and Goodfellow. *Poetry with Pleasure*. Scribners
- Lear, Edward. *A Book of Nonsense*. Looking Glass Library
- Let's Read Together Poems. Grade 3 & 4. Row, Peterson and Co.
- Lewis, Richard. *Miracles*. Simon & Schuster
- Merriam, Eve. *It Doesn't Always Have to Rhyme*. Atheneum
- Millay, Edna St. Vincent. *Poems Selected for Young People*. Harper & Row
- Milne, A. A. *Now We Are Six*. E. P. Dutton and Co.
- O'Neil, Mary. *What's That Sound?* Atheneum
- Read, Herbert. *This Way Delight*. Pantheon
- Untermeyer, Louis. *This Singing World*. Harcourt, Brace & World

## **Week of October 9—FROM SUMMER TO AUTUMN**

On our first program, the poems are based on the theme of summer, autumn, and the feeling of new things—like starting a new class! By the way, some friends of ours will be introduced on this program, Frangipane and Granny Chicken. You will hear the poems, "maggie and millie and mollie and may" by e. e. cummings and "The City of Falling Leaves" by Amy Lowell.

### **The children may . . .**

find examples of rhythm in nature (rain) and rhythm that is man-made (music, engines moving).

tap out the pattern of their heart beats.

discuss the feeling of beginning something new, like having a good start in a new class.

describe themselves in a summer setting or in an autumn setting, by using vivid word pictures, e.g. in autumn . . . (I can see myself running to school on the first day with my new brown shoes); in summer . . . (I'm playing baseball with my cousin in a real baseball field at Bear Mountain Park. Everyone is shouting at us to come and eat, but we can't stop playing yet.)

## **Week of October 16—CATS AND DOGS AND WIGGLY THINGS**

Our theme this week is animals. Some poetry creates such perfect, fresh word-pictures that we are surprised at seeing something new the poet is showing us, even if he is writing about a common, everyday topic. You will hear the poems, "Chang McTang" by John Ciardi and "The Cat and the Moon" by William Butler Yeats.

### **The children may . . .**

make a list of vivid action words used in today's poems and then pantomime the action.

describe their pets.

put their descriptions in carefully phrased word-pictures and guess each other's descriptions.

discuss the way images convey thoughts and feelings. Find out what thoughts and feelings these images convey: "The black cat yawns . . ." (mysterious, tired, bored, sleepy, waking up); . . . "shows her claws . . ." (danger, beware, scratches).

find the rhyming words and rhyming lines.

begin a notebook in which after each program they copy their favorite poems.



## **Week of October 23—ONE POTATO, TWO POTATO**

Today, we have a program of rhymes, rhymed riddles, and familiar game jingles. You will hear some of the game rhymes you yourself use. What are some of the parts of rhymes that people enjoy? Look for catchy rhymes, singing and dancing rhythm, nonsense words, funny ideas, etc. These rhymes are good for helping us hear the sound-arrangement in poetry. The simplest sound-arrangement is the rhyming of whole words. The next simplest is the repetition of consonant sounds (alliteration), as in "Sing a song of scissor-men. . ." Somewhat trickier is the repetition of vowel sounds (assonance), as in "Old King Cole was a merry old soul". On today's program you will hear nursery rhymes and riddles.

### **The children may . . .**

add to the rhymes heard on today's program by suggesting jingles they say in games.

have fun remembering other nursery rhymes.

dramatize rhymes which may involve pantomime, interpretive dance, original masks, handmade puppets.

make a list of sounds that are repeated. What effect did the repetition have? Can a sound be funny?

## **Week of October 30—THINGS THAT GO BUMP IN THE NIGHT**

Poets write about everything, even magic happenings and weird people. Since it's Hallowe'en, we're going to have a program of poems on ghosts, goblins, and ululating sounds in the night. Many words sound exactly like their meaning (howl, ululating). Poets often use these words so that we can get the feeling from their sound. Look for such musical words in our poems, "What Night Would It Be" by John Ciardi and "Beware, My Child" by Shel Silverstein. Get in the mood for today by turning out the lights—we'll light a candle.

### **The children may . . .**

list the words they find which sound like their meaning.

make up words which sound like the meaning they intend.

make a Hallowe'en mobile using the creatures and objects of our poems.

paint pictures of vivid scenes remembered from the poems.

write their own Hallowe'en poem.

## **Week of November 6—RAIN, RAIN, GO AWAY**

Our poems today are on nature, the seasons, and their effect on our moods. We're going to investigate the poet's use of comparisons. Usually he compares two things we never thought of as going together. For example, "I wandered lonely as a cloud. . ." (Wordsworth). Can you think of comparisons (metaphors and similes) which we use in everyday speech? (She's a doll. The baby is an angel. He looks like a balloon.) On today's program you will hear "April Rain Song" by Langston Hughes and "Rains of Spring" by Lady Ise.

### **The children may . . .**

read one or two other rainy day poems and compare them. In which ways were they different?

discuss how they feel on rainy days.

identify with one of the poems read and tell which line in the poem describes exactly how he feels.

## **Week of November 13—LOOK TO THE SKY!**

Today we're floating high above the city. We're going to look at vivid sound images and vivid sight images which help to make some poems memorable word-pictures. Poets often get us to investigate the world around us by making us look sharply at things. On today's program you will hear "Timothy Boon" by Ivy O. Eastwick and "Breakfast Time" by James Stephens.

### **The children may . . .**

spend some time looking at the sky from the classroom or yard. (What do you see? Have you noticed different kinds of birds and airplanes?)

select a poem which catches their interest and then memorize it.

prepare to give a choral reading.

write their own short nature poems.

describe the different birds they see. (What do they look like? How do they sound?)

describe the astronauts' environment in outerspace in a short descriptive poem.

## **Week of November 20—ME, MYSELF, AND I**

Today's poems are all about children. Some were written by adults, some, by children. Some of our poems are funny; some are serious. See if any of the descriptions of children fit you. Why do you think poems about children might make a good subject for a poem? On today's program you will hear "Children When They're Very Sweet" by John Ciardi and "The Story of Johnny Head-In-Air" by H. Hoffman.

### **The children may . . .**

construct a Me, Myself, and I mobile. Combining objects which identify him might be fun. Pets, likes, activities; a baseball, a bat, a jump rope; even favorite people might be included.

## **Week of November 27—LET'S GO ADVENTURING**

Today's poems are on adventure and travel. We hope to travel poetic miles and meet some people who had some true life adventures. We're even going to meet some adventurers who had humorous adventures and whimsical travels. Have you ever noticed that the words in poetry don't seem to follow the same order as when we are speaking? On today's program you will hear "The Open Road" by Walt Whitman and "Jabberwocky" by Lewis Carroll.

**The children may . . .**

recall the poem's action words and make a brief list of them.

find expressions in the poems which they would like to use.

re-read today's poems and see if there was any which had a particularly wonderful way of saying something.

write a poem about a real or make-believe adventure.

## **Week of December 4—HAVE YOU MET THE MAN WHO WASN'T THERE?**

Our emphasis today is on fantasy. We all have at some time adventured with make-believe friends, non-such animals, and never-was places. On today's program you will hear "The Journey" by John Ciardi and "Someone" by Walter de la Mare.

**The children may . . .**

especially those who are interested in music, create a melody or select a piece of music that can accompany the re-reading of today's poems.

interpret the poems by spontaneous dramatization.

select a phrase or line rich in connotation and imagery. (What did you think of when you heard this line?)

## **Week of December 11—THE SNOW IS FLYING**

It's snowing today! Our poems for this program are on nature, seasons, and the weather. "In our centrally heated, air-conditioned, cement-bound settings, we are well insulated from nature. We may grumble at the rain or smile agreeably at the sun but the beauties and even terrors of nature barely touch us. Nature is life. Somehow, we must expose children to it—to the splendor of sunset, the quiet of woods, tangle of wild things, ripe color of autumn, fragrance of spring—to the subtlety, variety, and meaning which man finds in nature."

—from *The New York City Board of Education Poetry Manual, Grade 4*

On today's program you will hear "Snow Song" by Edith Ballinger Price and "Dust of Snow" by Robert Frost.

**The children may . . .**

describe in everyday language the images in today's poems.

discuss the differences between poetic language and prosaic language.

take a walk to a nearby park and enjoy what natural life they find there.

find other poems about trees, forests and woods.

write their own poems on their experiences.

## **Week of December 18—"I HEARD A BIRD SING"**

We're very festive today. It's just before our holidays. You're going to hear some snow and winter poems. Frangia and Granny and I are getting ready for a party. On the program you will hear "little tree" by e. e. cummings and "Velvet Shoes" by Elinor Wylie.

### **The children may . . .**

take a walk to a nearby park and enjoy what natural life they find there.  
find other poems about winter, snow, nature in the country.  
write their own poems on their experience.

## **Week of January 1—MORE POEMS ABOUT YOU**

All of today's poems will be funny poems about children. Some of the adults writing these poems make fun of the advice and warnings adults give to children. The poems you will hear are "The Most of Being a Boy Is Noise" by John Ciardi and "My Other Name" by Myra Cohn Livingston.

## **Week of January 8—SOMETIMES, I FEEL THIS WAY, BUT SOMETIMES . . .**

Alone? Silly? Happy? Thoughtful? Poets often write about deep, intense feelings. Have you ever enjoyed being alone, quiet, or silent? On today's program we are going to hear poems about moods—"I'm Nobody" by Emily Dickinson and "From a Very Little Sphinx" by Edna St. Vincent Millay.

### **The children may . . .**

be asked to remember some time when they felt exactly like one of the poems read today.  
discuss the way in which the rhythm of a poem aids the poet to achieve his ends: for example, slow measured rhythm to give the effect of sadness; the humorous effect of pronounced rhythm, as in limericks; or unbroken rhythm to give the effect of speed.

## **Week of January 15—JUST PEOPLE**

Poets often write poems about people, all kinds of people. Today we are going to see what pictures of people the poems bring to mind. The poet's picture must be confined to carefully selected words, perfectly placed. In a poem, every word, every sound is important. On today's program you will hear "Father William" by Lewis Carroll and limericks by Edward Lear.

### **The children may . . .**

paint a picture of any one of the people described in a poem.  
write a short poem about some funny person they created.  
check their own poem to see if they have chosen the exact word and sound they want.  
add poems about famous people to their poetry note book.  
find poems that have animals who act, feel, and talk like human beings.

## **Week of January 22—READ TO ME YOUR POEMS**

Today's poems will be YOUR poems. All the poems on our program will be written by children. What kind of rhythm will the poem have? Will it have a rhyme scheme? Are there words that sound like their meaning? Are the lines appropriately long or short? Are the words arranged in poetic order? Do you get a deep feeling from the poem? Is it cleverly written and do you smile or laugh with it? We could go on and on. An interesting guest, Richard Lewis, joins us. Mr. Lewis has collected poems by children of the English-speaking world and published them in a book called *Miracles*.

### **The children may . . .**

- exchange poems written by classmates.
- read their poems to the accompaniment of appropriate music.
- read their poems with variety according to the meaning and mood.
- listen to poets reading their own poems.
- have a tape recording made of their own readings.
- start a book of personal poems.

## **Week of February 5—STORY POEMS**

Everyone likes a good story, and today we have stories in verse. We are going to give some reasons for writing narrative poetry and describe some of the narrative poetry in our literature. Granny Chicken will present a reading of "Jabberwocky" by Lewis Carroll. Other poems on the program are "Wolf Story" by Bayard Taylor, "Fable" by Ralph Waldo Emerson, and "In the Orchard" by James Stephens.

### **The children may . . .**

- re-read some of the poems heard on the program, and committees could select the appropriate music that might be heard with a reading of the poems.
- discuss how they would present a poem for an auditorium audience.

## **Week of February 12—ROSES ARE RED**

Since it's St. Valentine's Day this week, all our poems will be on the theme of Love. You will hear love poems written centuries ago, and love poems written this year. Poetry can be written simply, so that it sounds almost like our everyday speech, and it can be written elaborately. You might have a preference for one or the other or you might like all kinds of poetry. Today Granny, Frangia, and Harold are going to be celebrating Valentine's day, too. Some poems you will hear on today's program are "Parting Gift" by Elinor Wylie, "Mother I Cannot Mind My Wheel" by Sappho, "How Roses Came Red" by Robert Herrick and "When You See Me" by James Collins.

### **The children may . . .**

- write their own Valentine verses.
- write musical verses about love.
- describe a person or thing loved in a couplet.

## **Week of February 19—IN THE CITY AS THE SUN SINKS LOW**

Poems about familiar things are appreciated readily by everyone, and on today's program we are going to hear poems which are all about the city. Let's see if a poet can make you see or feel something about a city you had never seen or felt before. Some of the poems read on today's program are: "City Trees" by Edna St. Vincent Milay, "My Skyscraper City" by Penny Hamond, and "Prelude" by T. S. Eliot.

### **The children may . . .**

list repetitive sounds they found in any of today's poems (Sing a song of sixpence).

illustrate today's city poems by using their own neighborhoods as models.

write some lines of poetry describing the buildings in their neighborhood.

write a poem about the block on which they live.

## **Week of February 26—THE LONG SEA CITY**

Again today's program is about the city. We're going to take a look at cities from bridges and try to discover the beauties that belong here. Granny Chicken and Frangiapane have their own opinions and reactions to city living. You will hear parts of "The City" by James Weldon Johnson and "Brooklyn Bridge at Dawn" by Richard Le Gallienne.

### **The children may . . .**

memorize a poem about the city.

find other poems about the city.

write a poetic description of the city when it has appeared lovely to them.

write a poetic description of the city when it has seemed particularly ugly to them.

## **Week of March 4—THE WINDS OF MARCH**

People are always very effected by the changes in nature. Even in the city, changes in nature influence our moods. How does the wind effect you? Some of the poems heard on today's program were written by children. Granny and Frangia are going to be seen in a little vignette. Some poems to be heard today are "Do You Fear the Wind?" by Hamlin Garland, "Who Has Seen the Wind?" by Christina Rossetti, and "Now Close the Windows" by Robert Frost. Shakespeare's song, "Wind and the Rain" will be sung and played.

### **The children may . . .**

find other poems on the weather.

select words which sound like wind blowing.

write a class poem describing a sudden windstorm in the school yard.

## Week of March 11—HAIKU

Haiku is a three-line, seventeen-syllable poetic form, which originated in Japan three hundred years ago. The seventeen syllables of the haiku are usually divided into three lines of five, seven, and five. There is almost always in it the name of the season or a season key word. Haiku is more than a fleeting picture, more than a real verse picture. The poems are little "spots of time" which show us what we knew all the time but didn't realize we knew—it shows us that we are all poets. The poems are a kind of enlightenment, in which we see into the life of things—

A trout leaps high  
Below him, in the river bottom  
Clouds flow by.

Onitsura

In unending rain  
The house-pent boy is fretting  
With his brand new kite.

Shoha

Rainy afternoon . . .  
Little daughter, you will never  
Teach that cat to dance.

Issa

**Please note:** Many of the translations have not been able to keep the 5/7/5 syllable form of the original Japanese.

## Week of March 18—HAIKU CONTINUED

Wait until you see the great moving, changing patterns on the screen. You will hear more haiku and have the form explained. We hope you will want to write haiku yourself and that you will continue writing these little poems always. Granny Chicken told us that she's been writing haiku for years and years and sending them to her family and friends on birthdays and holidays. The Peter Pauper books on haiku are a good easily found source for more poems.

**The children may . . .**

select five objects right in the room to use as subject for haiku.

listen to haiku and get the "feeling" for the poetry. As soon as the form is explained in our usual terms, it escapes, and we are left with a prosaic understanding. It is therefore better to just listen to the classical haiku and go on from there.

## **Week of March 25—"FOR, LO, THE WINTER IS PAST . . ."**

What are the first signs of spring in the city? What signs of nature changing do we see? You are going to hear a young poet describe his feelings about spring; another poet tell why he couldn't do his work; and another poet describe the feeling children have when they are called in from play. Some of the poems are "I Meant to Do My Work Today" by Richard Le Gallienne and "Nurses Song" by William Blake.

### **The children may . . .**

discuss the signs of spring on their block, around the school-building, in the country, in the park.

can keep a page of descriptions of spring signs.

write a short poem on how they feel at the first hint of spring.

write a short verse on the sky as seen from their house or the classroom or the school yard.

## **Week of April 1—A SPRING RAIN**

Our program today is inundated with rain poems. "Where would you like to be in the rain/Where would you like to be?" We have poems of mood and poems of description. Poetry often uses comparisons between two uncommonly-liked things. We learn the unknown often by comparing it with something already known.

The rains of spring  
Which hang to the branches  
Of the green willow,  
Look like pearls upon a string.  
Lady Ise

Some of the poems you will hear on today's program are "April" by Sara Teasdale, "The Lime Avenue" by Sachaverell Sitwell, poems from **Miracles** edited by Richard Lewis, and "April Rain Song" and "In the Time of Silver Rain" by Langston Hughes.

### **The children may . . .**

collect rain photographs.

choose a rain photograph that seems to have a special mood, and write a short poem to match it.

compile a list of words which sound like the rain.



## **Week of April 8—SPEAK GENTLY, SPRING**

Today's program is dedicated once more to the theme of spring. One of the most tender poems we ever read, "Speak Gently, Spring" by Lew Sarrett, is read today. Other poems read today are haiku from **The Four Seasons** by Peter Pauper Press, "The Blossom" by William Blake, and "Afternoon on a Hill" by Edna St. Vincent Millay. What do you suppose would be the subject of a spring poem?

### **The children may . . .**

find other poems of spring.

look around for especially spring-like subjects.

choose one spring poem to read to their classmates.

## **Week of April 22—PORTRAIT OF A MODERN BALLADEER**

Today's program is a maverick in our series. We are presenting a modern song-poet, Phil Ochs. Much of the "folk music" being written today is being written in the form of songs. Phil Ochs writes both the melody and lyrics to his songs. We will speak with him and hear him sing a beautifully lyric song, "Changes". Phil Ochs has also put some poetry to music, and we'll hear him sing his musical version of Alfred Noyes' "The Highwayman".

### **The children may . . .**

bring in their own favorite songs and share them with the class.

ask other members of the family for their own favorite songs.

have an "exchange records" hour in which favorite songs are played for everyone to hear.

write their own song.

## **Week of April 29—GENTLE CREATURES**

Today's program is dedicated to gentle creatures who inhabit the earth. Do you like gentle creatures? Listen to our poems on fawns, foals, birds, squirrels, and lambs. You will hear today "The Fawn" by Edna St. Vincent Millay, "Foal" by Mary Britton Miller, "Madame Mouse Trots" by Edith Sitwell, "The Owl Is Abroad" by Ben Johnson, "Stupidity Street" by Hodgson, "A Minor Bird" by Robert Frost and "Little Lamb" by William Blake.

### **The children may . . .**

find other poems about gentle creatures.

tell of their experiences with pets.

investigate how they are dependent upon the animal kingdom.

write a short prose or poetic description of an animal they loved.

draw pictures illustrating any of the poems heard on today's program.

## Week of May 6—FIERCE ANIMALS

Now that you have heard poems about gentle creatures, we decided to read some poems of fierce creatures. What creatures do you think are fierce? Our poems are about boa constrictors, rattlesnakes, barking dogs, shrimps and lobsters, and cats and mice. Look for some vivid word-pictures of fierce animals. Some of the poems are "Beware My Child" by Shel Silverstein, "Cat and Mouse Game" by Patricia Hubbell, "What the Rattlesnake Said" by Vachel Lindsay, "Dog Midwinter" by Raymond Souster and "The Flower-fed Buffaloes" by Vachhel Lindsay.

### The children may . . .

find pictures of fierce animals.

make a display of animals and rhymes to suit each display.

memorize a stanza from any of the poems heard.

imitate the sounds of these animals and try to use these sounds in original poems.

## Week of May 13—POEMS IN THE SHAPE OF THINGS

Poems are meant to be heard, but there are poems which were written to be looked at. These poems are printed in such a way that by looking at them we see an appropriate shape. Poems in the shape of things can be very old. Many of the earlier ones were religious in nature. On today's program you will see a poem about a tie that is shaped like a tie, a poem about kings that is shaped like a crown, and a poem about love that is in the shape of wings. You will also see a poem from Lewis Carroll's *Alice in Wonderland* that is shaped like a mouse's tail, some poems from the ancient Greek writers that are shaped like eggs and wings, and an entirely visual poem about a fish with no words in it all all. These poems are not illustrations of poems but are the poems themselves.

### The children may . . .

select objects they can use for shaped poems.

paint the words of their poem into a shape.

write a shaped poem as a group.

put out a class publication of shaped poems.

## **Week of May 20—PORTRAITS OF THREE POETS**

Today's program is on three famous American poets, Edna St. Vincent Millay, Robert Frost, and Langston Hughes. We are going to look at their lives—much too briefly—to highlight some of the background experiences that may have affected their poetry. In what way does your life affect your work? On the program we will hear "City Trees" by Edna St. Vincent Millay, "Portrait of a Neighbor" read by Edna St. Vincent Millay, "Stopping by Woods on a Snowy Evening" read by Robert Frost, and "As I Grew Older" and "My People" by Langston Hughes.

### **The children may . . .**

read biographies of these or any other poets.

discuss the effect of one's experience on one's art.

read other poems by the same poets.

discuss the effect of being a Negro living in America in relation to one's artistic work.

## **Week of May 27—READY FOR SUMMER**

Hurrah! It's time to pack the old bags and go off on vacation. Even if you're not going anywhere special, you're still not going to be in the same time schedule as during the school year. What will you do with your freedom? Today's poems have to do with the summer, summer in the country, by the sea, and in the city. Some of the poems heard today are "June Day" by Sara Teasdale, "maggie, and millie and mollie and may" by e. e. cummings, "The Noise of Waters" by James Joyce, "Sea Calm" by Langston Hughes, and "The Sea Shell" by Amy Lowell.

### **The children may . . .**

go over all the poems in their poetry notebook and choose their favorites.

go over the year's work and review some of the favorite poems.

show and exchange poems written during the year.

visit the poetry section in the neighborhood library, and see what books are available to them.

# TELL ME A STORY

## TO THE TEACHER:

The main objective of the series is an awakening of the child's imagination and the development of listening skills. For this reason, visualization of the stories told will be minimal.

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### **Week of October 9—PUSS IN BOOTS: A French folk tale**

#### **About the story:**

This is one of the best-loved stories of Charles Perrault, whose *Tales of My Mother Goose* was published in Paris in 1697. Perrault was a gentleman of the court and a lawyer, but he must have had a merry heart. He arranged permission for the children of Paris to play in the royal gardens of the Tuileries and his tales have delighted young and old down to our day.

### **Week of October 16—HANSEL AND GRETEL: From the Brothers Grimm**

#### **About the story:**

No more enticing idea appears in fairy tales than that of a little house in the woods. It is found in "Snow White and the Seven Dwarfs," in "The Forest Bride," in "The Brementown Musicians," and in many others. Dwarfs, enchanted mice, robbers, or witches may live there. The most alluring house of all, made of gingerbread, is cozy but also mysterious and dangerous. Children will be interested in a parallel story from Costa Rica, "The Little House with the Fritters in the Window," by Lupe de Osma. The figure of the cruel step-mother is presented in our version as "the woman" or "the wife." Humperdinck's music for the opera, *Hansel and Gretel*, is available on records.

### **Week of October 23—THE COCK, THE MOUSE, AND THE LITTLE RED HEN: An English folk tale**

#### **About the story:**

In Felicité Lefèvre's version of this story we have the familiar Little Red Hen theme in which the industrious heroine tries to persuade her two lazy friends to help her. Added to this is the exciting capture and escape from the big bad fox. Tony Sarg's illustrations are excellent, and the type for the text is unusually large. For another point of view on hungry foxes, introduce Peter Spier's *The Fox Went Out on a Chilly Night*, a beautiful picture book with music.

## **Week of October 30—CINDERELLA: A French folk tale**

### **About the story:**

This is probably the best-known story in the world and the most popular for dramatization by children. The ancient Egyptians had a version of "Cinderella," and the story has been told and retold all over the globe until our own day. "Aschenputtel" from Germany and "Cap O' Rushes" from England will interest the children after hearing the classic French "Cinderella" of Perrault on TELL ME A STORY. They can then decide which version they like best and tell why. Walt Disney's songs for the movie are available on records and have charm.

## **Week of November 6—THE THREE SILLIES: An English folk tale**

### **About the story:**

This "numskull" story has been told in many versions all over the world. Children who have heard or read "Gone Is Gone" will remember the man in that story who put the cow on the roof. "Lazy Jack," also heard on TELL ME A STORY, is another comforting example of idiotic behavior which makes our own mistakes less embarrassing by comparison!

## **Week of November 13—STONE SOUP: A French folk tale**

### **About the story:**

The poor soldier returning from the wars is a familiar folk tale hero. Marcia Brown has imagined three poor soldiers for her version of this old story and has set the scene in France. Other versions are called "Nail Soup," "Nail Broth," and "The Old Woman and the Tramp." Marcia Brown's telling of the story lends itself perfectly to dramatization by a whole class with accompanying song and dance.

## **Week of November 20—LAZY JACK: An English folk tale**

### **About the story:**

Another "numskull" story with a clear moral—the solution to one problem does not necessarily fit another problem. Jack always takes his mother's scolding with cheerful spirits and a determination to do better next time, so we are delighted when, at the end of the story, he stumbles into good fortune. An American Negro version of the same story is "Epaminondas and His Auntie," retold by Sara Cone Bryant. The great Irish storyteller MacManus gives an Irish version in "Jack the Fool."

**Week of November 27—THE SHOEMAKER AND THE ELVES:** From the  
Brothers Grimm

**About the story:**

Children who are familiar with the Brownie Scouts will recognize the theme of the Little People who do good secretly without asking for thanks. J. H. Ewing's story, "The Brownies," is the one on which the Brownie Scouts are based. Provocative discussion and pictures might come from exploring the differences among elves, brownies, fairies, and gnomes.

**Week of December 4—THE FISHERMAN AND THE GENIE:** From the  
Arabian Nights

**About the story:**

In old folk tales bargains have been made, kept, or broken by wolves, lions, tigers — and by genies! The wisdom of this story from **The Arabian Nights** was never more apparent to adults than during our age of atomic power, which is indeed a powerful genie. To children the appeal of the story lies in the various aspects of justice which can be discussed, and in the contrast between the wily but stupid genie and the humble but wise fisherman. An atmosphere of "mosque and minaret" and all the colors of the Near East is suggested also, an alluring glimpse of a strange but real world to be studied later in school.

**Week of December 11—THE ADVENTURES OF PINOCCHIO BEGIN:**  
By Carlo Lorenzini

**About the story:**

In the northern part of Italy is the little town of Collodi. Almost everyone knows that name because of a writer who lived there. His real name was Carlo Lorenzini, but he called himself "Collodi". He wrote a wonderful story about a marionette whose little wooden head and wooden heart got him into a great deal of trouble. Unless you are a boy or a girl who has never done anything wrong, Pinocchio is — you, and you learn from his story how much a good father loves his child, even when that child is only a naughty little boy made of wood.

The charming songs from Walt Disney's **Pinocchio** are available on records. Almost every library can supply books on how to make easy puppets and marionettes. Stories can be imagined about other children made of clay, paper, pipe cleaners, etcetera. How would they behave?

**Week of December 18—THE BLIND MEN AND THE ELEPHANT: A fable  
from India**

**About the story:**

This is a fine story for children to dramatize. It can be acted in a small space at the front of the classroom with simple dialogue and plenty of pantomime. Lillian Quigley's picture book is a beautiful introduction to the color and pageantry of ancient India. The Saxe version is in rhyme with amusing pictures in black and white.

**Week of January 1—MY MOTHER IS THE MOST BEAUTIFUL WOMAN IN  
THE WORLD: A Russian folk tale**

**About the story:**

Wheat ripens when the sun is hot. All over the world, in Kansas or in Russia, it takes the same kind of weather to ripen the wheat. One long hot day must follow another if the wheat harvest is to be good. All over the world the harvesters feel the same, with muscles tired and aching at the end of the hard day's work. This is a story about the Russian wheat harvest that is so like our own. Through it there runs the figure of a little girl who is looking for her mother. Children everywhere are much like her because all children follow their mothers about while they are working, and feel safe and happy when mother stops for a hug.

**Week of January 8—THE FIRE BRINGER: An American Indian legend**

**About the story:**

There seem to be no illustrated sources for this fine story of the American Indian. Illustrations done by the children would offer a chance to explore Indian customs and costumes from east to west, since the story moves from the eastern part of our country to the volcanic land of the west coast. The story also develops a picture of the Indian in prehistoric times, a period by which children are instinctively fascinated. The theme of the primitive relay race could be dramatized on the school playground. Most important is the idea of each one doing what he can to help his people accomplish a great task.

**Week of January 15—DICK WHITTINGTON AND HIS CAT: An English  
folk tale**

**About the story:**

There really was a Dick Whittington, and he was indeed thrice mayor of London. This story is a fine introduction to old England and always appealing because every child can identify himself with a hero who goes from rags to riches with nothing but his cat and his courage to help him. Children will be eager to tell about their own pets after hearing about Dick.

## **Week of January 22—ANDROCLES AND THE LION:** A fable from Aesop

### **About the story:**

"Androcles and the Lion" is thought to be one of Aesop's Fables, though it is not included in most of the collections of Aesop available for children. It is an exciting story of capture, escape, and recapture, with danger at every step of the way. Each scene in the story is full of drama—the Roman army camp, the jungle, the dark cave, and finally the Coliseum with its huge crowd looking down on one lonely helpless man. Old as it is, the theme of man's inhumanity to man and of an individual's fight for freedom seems completely contemporary. Even the youngest children will appreciate the humor of "Andy and the Lion" by James Daugherty, in which a modern boy relives the adventure of Androcles.

## **Week of February 5—NOAH'S ARK:** From the Old Testament

### **About the story:**

The Supreme Court ruling against prayer in the public school classroom has been accompanied by special mention of the importance of the Bible as literature. In the Old Testament we have a wealth of stories to tell, suitable for children of all faiths. A splendid cycle of these stories would include the story of the Creation, the story of the Flood, the crossing of the Red Sea, Joseph and his brothers, David and Goliath, and Daniel in the lion's den, to name just a few. "Noah Found Grace in the Eyes of the Lord" is by Robert W. Schmertz.

## **Week of February 12—JACK AND THE BEANSTALK:** An English folk tale

### **About the story:**

There are many sources for this great old tale which seems to be forever young. For those who feel a legitimate concern over the ethics of Jack's taking a bag of gold from the giant, our telling follows the version which says that since the beanstalk was magic and belonged only to Jack, everything at the top of it was his, too!

## **Week of February 19—GONE IS GONE:** A merry Bohemian tale

### **About the story:**

The husband who wants to do housework is a theme popular in the folklore of Scandinavia, Bohemia, and numerous other countries, while the cow on the roof often appears in "numskull" stories. Wanda Gag's little book just fits small hands, and the miniature pictures are full of robust peasant humor. Whichever version is told, children sense the pleasure of a story which has its roots in the good earth. One interesting detail is the churn, an object probably familiar from "The Three Little Pigs."



**Week of February 26—THE BREMERTOWN MUSICIANS:** From the  
Brothers Grimm

**About the story:**

This is one of the best-known and best-loved of the "beast tales". It appears under various titles, including "The Musicians of Bremen," "The Traveling Musicians," "The Four Friends," "The Street Musicians," and "The Donkey and His Band." Excellent possibilities for acting may be developed with this story. On the simplest level the voices of the four animals can be imitated. Easy dramatizations are available in public libraries, or the children may enjoy creating their own roles to be acted without scenery in the classroom.

**Week of March 4—SNOW WHITE AND THE SEVEN DWARFS:** From the  
Brothers Grimm

**About the story:**

The impulse to build "a little house in the woods" seems to be almost universal among children. A corner of the schoolroom might be a good place to make a house for dwarfs. The theme of the magic sleep is equally old and deep-rooted folklore, leading in the upper grades to the stories of Brunhilde and of Rip Van Winkle. Although opinions vary about Walt Disney's *Snow White and the Seven Dwarfs*, the music is charming and is easily available on records.

**Week of March 11—HEREAFTERTHIS:** An English and American folk tale

**About the story:**

Here is a "folksy" folk tale, told long ago in England and carried across the sea to the Appalachian Mountains, where it was discovered by the American folklorist, Richard Chase. However it is told, the theme is the stupid wife who brings good luck after all. From time immemorial women have been laughing at men, and men have been laughing at women, and nowhere with more good humor than in the hills and hollows of the countryside.

**Week of March 18—THE LITTLE GIRL MADE OF SNOW:** A Russian folk  
tale

**About the story:**

Arthur Ransome's telling of this haunting old Russian tale is the source of the version found in the fine collection of winter stories, *The Snow Queen and Other Tales*, which has a stunning two-page picture in full color. There are parallel stories from other countries. This story has the attraction of animal characters, typical of Russian folk tales. Coupled with the poignancy of the snow child's disappearance in the spring is the hope of her return next winter. The conception of justice is strikingly illustrated at the end of the story, which may also be called "Snegourka," "The Snow Maiden," "The Snow Child," "Little Daughter of the Snow."

**Week of March 25—THE SORCERER'S APPRENTICE:** From the Brothers Grimm

**About the story:**

Dukas' music would make a lively accompaniment for this tale, which is almost two thousand years old, but which always seems fresh and funny. The children may want to show some simple magic tricks which they themselves can do. Books on magic tricks are available in almost any public library. Counting-out rhymes were originally used as magic for choosing one person or object from many.

**Week of April 1—THE ELEPHANT'S CHILD:** By Rudyard Kipling

**About the story:**

Children who love "The Elephant's Child" — and who doesn't! — will be interested to know that there really is a Limpopo River, all set about with fever trees. The mysterious Kolokolo Bird is real, too, and so is the wait-a-bit thorn-bush, the Bi-Colored Python-Rock-Snake, besides many other bits of lore which had to be omitted in this slightly shortened version for television. Kipling has sandwiched some wonderful verses in between the **Just So Stories**. See especially the one about asking questions. It follows "The Elephant's Child."

**Week of April 8—THE TWELVE DANCING PRINCESSES:** From the Brothers Grimm

**About the story:**

Princesses have a way of falling in love with peasant boys and with common soldiers. Sometimes Michel, the gardener boy, is the hero of this story. In our version it is a soldier who happens by the castle. In either case, the air of enchantment blows through from a dream world seen only by night. We know that the soldier will surely marry one of the twelve princesses, but his choice may be a little surprising.

**Week of April 22—THE CAT AND THE PARROT:** A folk tale from India

**About the story:**

Here is a story in which no illustrations could be so hilarious as the pictures the child sees in his mind's eye. "The Cat and The Parrot" is not as easy to find as other folk tales, but an attractive and entertaining parallel is *The Mitten* by Alvin Tussell. In both stories an outrageous number of objects go into a small container. This favorite folk tale theme is further explored in the other related stories. **Always Room for One More** by Sorche A. Leodhnic, won the Caldecott Medal as the outstanding picture book for children in 1965. "The Greedy Cat," a Scandinavian folk tale, is a parallel and is the title listed in some sources.

**Week of April 29—THE UGLY DUCKLING:** By Hans Christian Andersen

**About the story:**

Hans Christian Andersen was the greatest storyteller of Denmark. He always longed for friends, but he was shy and did not make friends easily. He was awkward and homely and ill at ease with ordinary people. At last everyone came to love him because of his stories. Here is the story in which he tells the most about himself. The songs from Danny Kaye's film, **Hans Christian Andersen**, are suitable and delightful.

**Week of May 6—THE TIGER, THE BRAHMAN, AND THE JACKAL:**

A fable from India

**About the story:**

A fable is an animal tale with a moral purpose. Children will enjoy comparing this story with some of Aesop's fables recently made available as beautiful picture books. Aesop always states his moral. "The Tiger, the Brahman, and the Jackal" gives children a chance to find and state the moral for themselves.

**Week of May 13—THE EMPEROR'S NEW CLOTHES:** By Hans Christian Andersen

**About the story:**

It often takes a child to see through a pretentious humbug. Children as well as adults relish the ironic humor of this favorite Andersen tale. Here again is a choice story for creative acting in the classroom. Many appropriate bits of pantomime can be worked out to dramatize the weaving and trying on of the invisible clothes.

**Week of May 20—THE WAVE:** A Japanese folk tale

**About the story:**

This legend was first made available to children by Sara Cone Bryant, who retold the tale from Lafcadio Hearn's version found in **Gleanings in Buddha Fields**. Our telling is adapted from Hearn also, but it retains more of his poetic and striking imagery. The love and obedience of a child, the wisdom and sacrifice of an old man — these are the motivating forces in the story. The setting is an unforgettable introduction to Japan. Earthquakes and tidal waves are, of course, no strangers to the children of our own Pacific Coast.

**Week of May 27—THE FIRE BRINGER:** An American Indian legend (Repeat)

See listing for week of January 8.

# THE MAGIC OF WORDS

## TO THE TEACHER:

The following pages represent a series of telelessons on the arts of our language. These lessons will explore the wonders of poetry, prose, creative dramatics, puppets, and other related subjects. There will be included in each lesson suggestions for correlative activities that may be used in the classroom which should help make this series worthwhile to you. It is designed to be supplemental to your regular language program. The series should present a number of enjoyable learning experiences, which you may simplify or embellish with follow-up activities geared to the needs and interests of your particular class. Although each program is designed as a lesson complete within itself, the entire series will be more meaningful if viewed consistently. THE MAGIC OF WORDS was developed by the Curriculum Council of WETA-TV School Television Service.

## Week of October 9—TELL US A STORY

### Purpose:

To activate creative thinking through the development of an interesting story.  
To discuss the cultural enlightenment derived through stories from all over the globe.

### Telecast:

The caveman's picture story of discovering a new friend  
The elements of a good story (setting, character, plot)  
An old Greek myth, "Icarus and Daedalus"

### Suggested Related Activities:

1. Discuss and enjoy the universal appeal of the Aesop fables.
2. Experiment with a story by changing the setting or characters each time it is told. For instance, Little Red Riding Hood could become Little Blue Bonnet who meets a giant rabbit on her way to her grandmother's house. Emphasize the description of the characters and the need for conversation or direct quotation in the plot. This will provide an opportunity for some simple "role playing" while telling the tale.
3. Tape-record some of the stories, and let the children hear the sound of their voices.

## **Week of October 16—VILLAINS AND HEROES**

### **Purpose:**

To further develop and discuss the forming of a story, the action within the plot, and how the plot must be logically resolved for each character involved.

### **Telecast:**

Good guys and trouble makers

Tall tales and nonsense, "The Boy Who Talked Too Much"

Folklore and legends, "The Fox and the Woodtick"

### **Suggested Related Activities:**

1. Discuss the villain in several well-known stories: "Three Little Pigs," "Snow White and the Seven Dwarfs," "Red Riding Hood," or "Hansel and Gretel."
2. Tell the children an ordinary story based on a simple day-to-day experience. Let them enjoy stretching the facts of that story into a tall tale. Then try the same exercise with a story from your basic reader.
3. After reading a story to the class, have the children make illustrations of the part of the story that they found most interesting. Have them sketch the characters after listening to the written description.

## **Week of October 23—LET ME TRY, PLEASE**

### **Purpose:**

To encourage individual children to tell stories before the group and to give some interesting and helpful suggestions as to the various visual aids that may be incorporated in storytelling.

### **Telecast:**

Captivating your audience (using the flannel board; using masks or hand puppets while telling a story)

Making character masks for a story

A story at the flannel board, "Baacup, the Lamb with Hiccoughs"

### **Suggested Related Activities:**

1. Have individuals try the various visual aids with a story.
2. Discuss gestures, facial expressions, and vocal changes while telling a story. Emphasize the importance of using the whole body while telling a story.
3. Discuss and try some simple dramatizations of scenes from stories.
4. Arrange a display of the artwork that has resulted from storytelling such as a booklet of characters or illustrations of settings.

## **Week of October 30—THE SOUND OF WORDS**

### **Purpose:**

To introduce and develop in the children a love and appreciation for poetry with a discussion of the imagery of descriptive words and how they may create a feeling and rhythm akin to music.

### **Telecast:**

The words, rhythm, sounds, and images within a poem

A story within a poem

Laughter within a poem

### **Suggested Related Activities:**

1. Discuss words and their images with the children, i.e., wind, snowflake, sunrise, fog, thunder. Have individuals describe the picture they see when reading or hearing a very descriptive word.
2. Read some poetry every day to the children and choose one or two which clearly display rhythm and imagery to discuss afterward.
3. Have individual children read poems to the group.
4. Let children illustrate the picture they see upon listening to a poem. Again, they might enjoy sketching a character described in a poem, i.e., Jonathan Bing or the Pirate Don Durke of Dowdee.
5. Keep copies of favorite poems easily accessible to the children through a booklet or card file.

## **Week of November 6—THE POET'S WORLD**

### **Purpose:**

To explore the world of the poet, the ideas and subjects he finds to write about, and the light of individuality he casts upon these ideas.

### **Telecast:**

The animals and the poet—how different poets have selected animals which appealed to them individually and how they have treated these animals in their poetry.

The story or message of a poem

More poetry for listening pleasure

### **Suggested Related Activities:**

1. Read several poems dealing with the same subject such as clouds, the seashore, or a particular animal. Discuss the different treatment offered by different poets.
2. Have children keep a collection of favorite poems or characters from poems.
3. Try writing poetry in the classroom with pictures, music, film, or interesting objects as motivation. Mementos which children have collected through travel may serve as an excellent stimulus.

## **Week of November 13—ENJOYING POETRY TOGETHER**

### **Purpose:**

To enhance still further the love of poetry through reading or speaking it aloud in chorus.

### **Telecast:**

What is choral speaking? How did it begin and where?

Choral speaking done by a group of primary school children

Arranging a poem for a group of voices

### **Suggested Related Activities:**

1. Try some choral speaking in the classroom. For some selections see **Read Aloud Poems** by Marjorie Barrows.
2. Continue the reading and writing of poems in the room.
3. Invite others in the building to come and enjoy the choral speaking being done in your room.
4. Prepare a short program of choral poems to present to the school.

## **Week of November 20—A LOOK AT A BOOK**

### **Purpose:**

To explore the world within a book from cover to cover with an explanation of the various aids and directives such as the title page, table of contents, illustrations, glossary, index, and dust jacket.

### **Telecast:**

The parts of a book from cover to cover

Taking care of books

Various ways to report on books to the class

### **Suggested Related Activities:**

1. Make a chart with cartoon characters depicting the proper treatment of books.
2. Arrange a display of several different types of books.
3. Make a large diagram of the library in your school which shows where the different kinds of books may be found.
4. Ask if anyone has a very old book that could be brought to class and shared, for old books make some of our rarest antiques.

## **Week of November 27—FROM THE AUTHOR TO YOU**

### **Purpose:**

To present to the children a well-known author who will discuss the thrill of writing and where the ideas for an exciting story actually begin.

### **Telecast:**

Discussion of authors and what they mean to us

Presentation of a well-known author, Mary Jo Borreson, author of **Let's Go to Mount Vernon** and many other children's books.

Discussion by the author on the joy of writing with a display of some of her books

Display of more, new, and interesting books

### **Suggested Related Activities:**

1. Have children write short "thank you" letters to the authors whose books they have enjoyed. The letters should be sent to the publishing house where they will be forwarded to the writer.
2. Plan a book fair.

## **Week of December 4—ALPHABETA**

### **Purpose:**

To give an historic account of the origin of our alphabet as well as an illustrated discussion of many of our first word-sounds and how they have evolved to our modern vernacular.

### **Telecast:**

The birth of the alphabet

Signs, symbols, and sounds of the first words

Words we Americans have added to the English language and words we have borrowed from the Indians

Onomatopoeia

### **Suggested Related Activities:**

1. Discuss some of the words we have borrowed from other languages, i.e., sombrero, kindergarten, buffet.
2. Make up some new word. Pretend that there is a new invention which allows us to drive about in space as though we were in an automobile. What would you call such a vehicle? Ask the children to create a name or word for the new invention. Discuss the naming of words such as telephone and television.



## **Week of December 11—WORDS AND MUSIC**

### **Purpose:**

To present an aspect of our language which has been so important to the world of music—the song with its carefully chosen words which, when set to a melody, convey a thought, a meaning, and a moment of pleasure, both through participation and listening.

### **Telecast:**

Discussion of the use of words in song

Presentation of guest folk singers, Charles and Nan Purdue, who will perform several folk songs, ballads, lyrics, and lullabies

Invitation to viewing audience to "sing along" with one or two well-known songs

### **Suggested Related Activities:**

1. Discuss the words and their meaning in different songs.
2. Discuss poems that have been set to music, i.e., "The Star-Spangled Banner," "America the Beautiful".
3. Enjoy some of the songs and folk tunes on records.
4. Enjoy singing in the classroom. You might even encourage children to write additional verses to a song.

## **Week of December 18—STORIES IN PICTURE**

### **Purpose:**

To discuss the art of cartooning and to provide some enriching and enjoyable exercises for the students to try themselves.

### **Telecast:**

What is a cartoon and what is its use to us?

How are words used in cartoons?

How are cartoons used for instructions and directions?

Designing a cartoon character

### **Suggested Related Activities:**

1. Develop some cartoon strips for use with your regular reading program. Cartoon strips often serve as good strong motivation for the reluctant reader. The visual suggestions hold clues to the words within the caption.
2. Use cartoons on charts for setting up behavior standards.
3. Use cartoons to illustrate stories and poems in creative writing.
4. Have children bring cartoons to class and write new captions. This is a good exercise for building one of our most important personality traits, a sense of humor.

## **Week of January 1—THE UNSPOKEN WORD**

### **Purpose:**

To emphasize the importance of communicating with the whole body through pantomime; to demonstrate that gestures, facial expressions, and bodily movements, effectively used, accommodate and accent the spoken message.

### **Telecast:**

Definition and demonstration of gestures and movements in pantomime

Pantomime skits based on familiar situations done by studio guests

Discussion of pantomime as used by actors and clowns

Suggestions of exercises and games employing pantomime

### **Suggested Related Activities:**

1. Let children "charade" lines or titles of stories from their reading books.
2. Have children prepare short pantomime skits of familiar people in the neighborhood—the policeman, the bus driver, the dentist, the doctor. Prepare a similar exercise based on familiar animals at the zoo.
3. Discuss with the children the importance of meaningful gestures in everyday conversation. Analyze the everyday gestures and facial expressions commonly used by the children themselves.

## **Week of January 8—SPEAK UP, PLEASE**

### **Purpose:**

To add speech to the movements and gestures discussed in the program on pantomime, thus presenting examples of well-rounded delivery and oral communication. This lesson will serve as a lead-up to creative dramatics and should present some enjoyable vocal exercises for building good speech habits.

### **Telecast:**

Demonstration and discussion of the monologue

Putting words and gestures together to enhance the meaning of a message with a skit, first in pantomime, then repeated with voice added

How the tone-of-voice affects a message

"Minnie Mumble" and her speech problems

### **Suggested Related Activities:**

1. Try some monologues in class with poetry, stories adapted from reading, and original material.
2. Have children use the tape recorder to become acquainted with the true sounds of their voices and discuss with them individual differences in tone, accent, pronunciation, and phrasing among the class.

## **Week of January 15—LET'S PRETEND**

### **Purpose:**

To serve as a lead-up lesson to creative dramatics by encouraging children to imagine themselves as a character with emphasis on dramatizing single scenes from familiar stories.

### **Telecast:**

Alteration of the voice, body movements, or general appearance when assuming a new character

Performance by guests of short skits based on familiar stories or fairy tales

Suggestions of activities and exercises to enjoy in the classroom such as a radio play with a tape recorder

### **Suggested Related Activities:**

1. Try some short skits involving two or three characters based on reading stories, nursery rhymes, library books, fairy tales, or original material. Improve simple props and costumes along with a painted backdrop of scenery.
2. Continue to use the tape recorder in all spoken exercises for voice analysis afterwards.
3. Bring to class an assortment of interesting objects—hats, articles of clothing, a toy telephone, and an old sheet—to prompt spontaneous dramatic skits.

## **Week of January 22—CLASSROOM DRAMATICS**

### **Purpose:**

To explore the uses of creative dramatics to heighten appreciation for subjects such as reading and social studies.

### **Telecast:**

Presentation of a story, "The Land of Smiles", as dramatized by a group of primary school children

Selected skits or monologues prepared by primary school children

More suggested activities and exercises to enjoy in class

### **Suggested Related Activities:**

1. Invite other classrooms to enjoy a dramatization in your room.
2. Prepare a short skit for the P.T.A. or for a school assembly.
3. Discuss dramatics with the children and encourage them to try monologues for book reports, suggesting that several who have read a common library book prepare a short dramatic skit based on some part of the story.

## **Week of February 5—LIGHTS, ACTION, CAMERA!**

### **Purpose:**

To provide enjoyment in creative dramatics through the presentation of a complete play, acted by young children and geared to encourage all children to participate in dramatics.

### **Telecast:**

Presentation of the play, **Hansel and Gretel**, adapted from the familiar story and performed by the Arlington Children's Theatre

### **Suggested Related Activities:**

1. Encourage children to participate in the dramatics program at their local or central recreation departments. Most centers have a well-planned, well-directed program and welcome newcomers most enthusiastically.
2. Continue to use dramatics, integrated with other subjects in the classroom, such as science, social studies, or reading.

## **Week of February 12—GIVING A TALK**

### **Purpose:**

To help create greater interests in oral reporting with helpful suggestions and presentation of examples of good, exciting reports prepared by primary school children.

### **Telecast:**

Oral reporting in science and social studies

Oral book reporting

Suggestions of more exciting ways to speak before the class

### **Suggested Related Activities:**

1. Discuss the various visual aids that can be made by the children to accompany science or social studies reports.
2. Simulate a television screen with an old cardboard box and let the children give mock newscasts.
3. Use a child-made map of the area or of the United States for giving mock weather forecasts.
4. Try painting new labels on old cans and boxes to be used in mock commercial announcements.

## **Week of February 19—WHAT TO DO WITH AN OLD SOCK**

### **Purpose:**

To provide interesting suggestions for puppet-making with demonstrations of the various uses that may be made of puppets in the classroom.

### **Telecast:**

Making a sock puppet

Making a rod puppet

Display of interesting puppets

Suggestions for using puppets for fun and enjoyment

### **Suggested Related Activities:**

1. Discuss with the children all the materials that could be used to make an interesting puppet—clay, papier maché, cloth, old dolls, yarn, wood, and paper bags.
2. Discuss the sources of material for puppet plays—adaptations of reading stories, adaptations of library books, original skits portraying behavior standards, original skits portraying health and hygiene standards.
3. Encourage children to find books on puppets and puppetry in the public library.

## **Week of February 26—TALKING HANDS**

### **Purpose:**

To explore several ideas for using puppets in short, well-prepared skits for both enjoyment and learning in the classroom.

### **Telecast:**

Meeting a puppeteer

Presentation of one or more short puppet skits

More ideas for using puppets in school to make the learning process more challenging and enjoyable

### **Suggested Related Activities:**

1. Invite other classes to enjoy a puppet play your class has prepared.
2. Present a puppet play for the P.T.A. or a school assembly.
3. Contact your local chapter of "Puppeteers of America" for a possible guest puppeteer to appear at your school.

## **Week of March 4—THE ART OF STORYTELLING**

### **Purpose:**

To review the ideas and uses regarding storytelling discussed during the year.

### **Telecast:**

Review of elements of a good story

Telling of one or more stories typical of the folklore of America

Suggestions for more ideas for stories

Guest storyteller, Helen Schneyer, will tell one episode from *The Wind in the Willows* by Kenneth Grahame

### **Suggested Related Activities:**

1. Some second or third grade students might enjoy telling stories to first graders, especially those which they, themselves, have written.
2. Try some background music with a story and produce it on the tape recorder.

## **Week of March 11—IT'S POETRY TIME**

### **Purpose:**

To review the essence of poetry as it pertains to young children with emphasis once again on rhythm, imagery, and story.

### **Telecast:**

The thought within a poem, story, or image

Haiku, Japanese seventeenth century unrhymed poetry of seventeen syllables or less:

In spite of cold and chills

That usher in the spring,

We have daffodils.

Using our most descriptive words in poetry to "paint a thought"

### **Suggested Related Activities:**

1. Try writing some simple three-line or four-line poetic, unrhymed, thoughts such as the Japanese haiku.
2. Take a trip noting the signs of spring as inspiration for poetry writing.

## **Week of March 18—FINDING THE RIGHT BOOK FOR YOU**

### **Purpose:**

To present a final review of the lessons regarding books and their meaning to us, including a display of many new books.

### **Telecast:**

Review of the parts of a book and how to use them—title page, table of contents, illustrations, index, glossary, and bibliography

Display of new and interesting books

Meeting an author Flora Gill Jacobs, who wrote *The Doll House Mystery* and *The Toy Shop Mystery*

### **Suggested Related Activities:**

1. Have a committee report to the class periodically on new books in the library.
2. Encourage children to build their personal libraries and continue to develop the classroom library.
3. Make a chart depicting proper care and treatment of books.

## **Week of March 25—HAS YOUR WRITING IMPROVED?**

### **Purpose:**

To present for a final time a "bouquet" of ideas to stimulate the writing of poetry and stories among the children.

### **Telecast:**

More ideas for a poem

More ideas for a story

### **Suggested Related Activities:**

1. Prepare a class magazine on the "ditto" machine and issue copies throughout the building. Articles for the magazine might come from several different rooms.
2. Try submitting outstanding work to children's publications.

## **Week of April 1—A PLAY FOR TELEVISION**

### **Purpose:**

To serve as a final lesson on creative dramatics through the presentation of a play produced and acted by primary school children.

### **Telecast:**

Presentation of the play *The Three Spinners*, created by primary school children after reading the fairy tale

Discussion of creative dramatics with the children following the production

### **Suggested Related Activities:**

1. Continue exercises in creative dramatics in the classroom.
2. Again, use your camera to capture enjoyable moments in your room and keep a print or two to enjoy with next year's class.

## **Week of April 8—LOOKING BACK**

### **Purpose:**

To pull together segments of the various material thus presented into a final program which may be viewed as indicative of the entire series and also, which may be evaluated by you and your class.

### **Telecast:**

A final review of the exercises that were designed throughout THE MAGIC OF WORDS as builders and strengtheners of the children's confidence and effectiveness in speaking, listening, reading, and writing

### **Suggested Related Activities:**

1. Have the children evaluate themselves and the series.
2. Send in your comments or suggestions on the series.



# AMERICAN BACKGROUNDS

## Week of October 9—DISCOVERY AND EXPLORATION

1. What proof is there that a high level of civilization existed in the Western Hemisphere centuries before the Vikings landed in Vinland?
2. Explain the presence of African artifacts found in Peru by Spanish explorers.
3. List the names of familiar European explorers of the New World. Prepare a brief chart or talk showing the class that the discovery and exploration of America was the work of many nations and racial groups.
4. Read the story of Estavanico. Check other references for stories of other explorers not usually found in your class texts.
5. In your opinion, why was Columbus' discovery of the Western Hemisphere important to all of Europe? How was it to affect the civilizations already established on the American continents?

## Week of October 16—INDIANS OF AMERICA

Guests on today's program are Mary Lou Payne, Director of Public Education for the Association on American Indian Affairs, and Carlton Beil of the Department of Education, American Museum of Natural History.

1. Compare any two Indian tribes with respect to; attitudes toward peace and war, the individual's responsibility as a member of his tribe, family life, language and religion, tribal political structure.
2. Contrast the Indian's concept of land ownership with that of the European settlers. Discuss the problems these differences created for the Indian.
3. Among the things the European explorers brought to the New World were the gun, the horse, and the written word. How did these aspects of European culture change the lives of the Indians in North and South America?
4. Describe some ways in which Indian children were raised. Compare their upbringing with that of children in modern-day America.
5. Which Indian tribes developed a political system that was used in the American Constitution? Tell about the League of the Iroquois and the men responsible for its formation, Deganwida and Hiawatha.

## Week of October 23—EARLY COLONIZATION

1. Develop the chart below:

National or Ethnic Group	When They Came	Why	Where They Settled, and Why	What They Did
English				
Irish				
Scottish				
African				
German				
Dutch				
Scandinavian				
Polish				
Italian				
Jewish				
Turkish				
Spanish				
Portuguese				
Other				

2. Do you think the colonists mistreated the Indians, Africans, Catholics, and Jews? What evidence can you submit for your answer?
3. Historians used to say that Negro slavery was introduced into the United States in 1619. This is now disputed. Some historians point out that Indians, whites, and Africans were all tried out as indentured servants or slaves. African slavery became a legal institution only later in the seventeenth century. (Consult Oscar Handlin, **Race and Nationality in American Life**, Chapter 1, or John Hope Franklin, **From Slavery to Freedom**.) Arrange for a role-playing session in which pupils play the roles of seventeenth century slave holders discussing the relative merits of Indians, whites, and Africans as possible slaves.
4. Add another column to the chart in question #1, on the contributions of many ethnic groups to early American culture.
5. Did the early colonists extend freedom of religion to all?

## Week of October 30—THE AMERICAN REVOLUTION

1. Make another chart of the national and ethnic groups and show how each contributed to the American Revolution.
2. The American Revolution stimulated talk of freedom, and led to a re-examination of the institution of slavery. The British freed some slaves, and the states freed some slaves, and the Declaration of Independence spoke of the equality of all men. Arrange a role-playing session in which pupils play the parts of different groups, including slaves and slaveholders, discussing the question: "What are we fighting for?"
3. Show the class a film or filmstrip on the causes of the American Revolution, stressing the point that it was a struggle for civil rights and civil liberties.
4. Show how the independence achieved by the Revolution affected the lives of different groups, such as landowners, merchants, farmers, indentured servants, slaves, frontiersmen, Indians, and others.

## Week of November 6—THE WESTWARD EXPANSION

1. From 1800 to 1850, who would have gained by moving West and why? Let different members of the class explain why, if they had lived then, they would or would not have wanted to go West.
2. Discuss the role of various groups in the Westward expansion, such as the Irish laborers who built the Erie Canal; the Afro-American laborers who tilled the cotton kingdoms; the Chinese laborers who pushed the Central Pacific railroad eastward from California while the Irish railroaders moved westward, building the Union Pacific; the cowboys, both white and black. (Consult *The Negro Cowboys* by Philip Durham and Everett L. Jones.) (Show set of six filmstrips, *Minorities Have Made America Great* by Warren Schloat Productions, Palmer Lane West, Pleasantville, N.Y.)
3. Describe how some immigrant groups were welcomed when their labor was needed, and then called a menace as the need abated (e.g., the Chinese in California).
4. What organizations or groups of people objected to immigrants coming here, and what did they do about it?
5. Why were certain Southerners eager to provoke war with Mexico in 1845?
6. Why did most immigrants during the nineteenth and twentieth centuries avoid the South?
7. How did the Westward expansion intensify the North-South struggle that led to the Civil War?

## **Week of November 13—THE CIVIL WAR**

1. Out of 6,000,000 white people in the South in 1850, only 347,725 owned slaves, or one in seventeen. How could these few have dominated Southern thinking?
2. Remembering some of the reasons that led up to the Civil War, what would have happened if all Americans had had equal privileges and opportunities?
3. Tell about two great leaders of the abolition movement, William Lloyd Garrison and Frederic Douglass, and explain why they finally disagreed.
4. Tell what part was played in the Civil War by Irish Americans, German Americans, African Americans.

## **Week of November 20—RECONSTRUCTION**

1. After the Civil War, did the Thirteenth Amendment, which abolished slavery, fundamentally change the status of Afro-Americans in the United States?
2. One result of the Civil War was written into the Fourteenth Amendment to the Constitution, which declares that no State shall "deny to any person within its jurisdiction the equal protection of the laws." Let pupils representing different groups explain what this means.
3. A few years after the Civil War, the Ku Klux Klan was organized to intimidate Afro-Americans and to help restore the old order of things in the South. Explain how a movement which attacks one minority group can be used to attack any minority group, as evidenced by the Klan.
4. After the Civil War, the Freedman's Bureau (helped by various religious organizations) set up many schools in the South to provide some education for the ex-slaves and their children. They also went into court with them to help protect their rights. Obviously, they were not entirely successful. Do you think they were partly successful, and if so, what evidence can you find of any success?
5. The Fifteenth Amendment in 1870 declared the right of all American citizens to vote. Can any group, whether it be the Afro-American or any other, gain and maintain its rights and equal status if its members do not vote?

## **Week of November 27—NEW PATTERNS OF IMMIGRATION**

1. Immigration into the United States from Northern and Western Europe reached a high point in the early 1880's. In the 1890's, the pattern shifted and immigrants came chiefly from Eastern and Southern Europe. Why were these older immigrants prejudiced against present-day migrants?
2. Considering the fact that so many immigrants came to the New World as a Promised Land, where they would make a new start free from Old World prejudices, how can you explain the fact that anti-Semitism took root here too?
3. What is a stereotype? Ask some of your pupils to describe a stereotype of his or her own group.
4. Why does the term "the salad bowl" better describe the urban centers at the turn of the century than the old cliché "the melting pot"?
5. Why were the unions opposed to immigration?
6. Explain how the immigrants were a boon to American farmers.
7. Compare the living conditions of immigrants of the early 1900's with the living conditions of the disadvantaged of today's ghettos.
8. Explain why the hostility against these groups slowly but surely diminished. Why is this not so in the case of the African American, the Indian, the Mexican, and the Puerto Rican?

## **Week of December 4—THE CHANGING CITIES**

The period from 1901 until our entry into World War I is often called the Progressive Era. Under the Republican President Theodore Roosevelt and the Democrat Woodrow Wilson, the power of the government was used to control the mighty power of industry and commerce, conserve national resources which were being wasted, reform many social abuses. These years were still in the racist period, however, when even men of science were trying to explain the social order and the difference between men in terms of race.

1. Why did hostility against the Chinese in America suddenly grow strong in the 1870's, leading to the Chinese Exclusion Act of 1882? (Consult *Land of the Free* by Caughey, Franklin, and May.)
2. What were some of the achievements of Susan B. Anthony, of W. E. B. Dubois?
3. How could well-meaning and idealistic reformers like Theodore Roosevelt and Woodrow Wilson tolerate racist policies which developed in the 1890's, such as Jim Crow?
4. Why were the Progressives so unprogressive on the subject of immigration?

## Week of December 11—SPANISH AMERICAN WAR—WORLD WAR I

Discuss this period of American imperialism.

1. On a time line, review the changes in American foreign policy from the 19th to the 20th centuries. Prepare a summary of these changes in the form of a chart.

### 19th Century

Isolation

Monroe Doctrine

Open Door

### 20th Century

A World Power—economic, military

Dictating to Latin America

An Empire in the Pacific

Discuss each of these concepts and trends, showing, in each case, how the trend led to American involvement in World War I and world affairs.

2. Woodrow Wilson, in discussing the war aims of the United States, said that we were fighting "to make the world safe for democracy." Have the students dramatize a scene at the League of Nations in Geneva or at the Peace Conference in Versailles. Individual students will represent the countries of Europe, the colonies of Asia and Africa, the Latin American countries, etc. After the dramatization, have the class evaluate Wilson's phrase.
3. World War I and its aftermath was an era of violent racism and hostility to immigrant groups and minority groups of all kinds. Germans were vilified; the Ku Klux Klan was revived; there were race riots in the North and lynchings in the South; racist immigration laws were passed. Outline some of the possible reasons for this wave of hostility to minority groups. This discussion should include the effects of the war on the Afro-American in the South—the mass migration to Northern cities and the nationalization of the so-called "Negro problem."

## Week of December 18—WORLD WAR I AND ITS AFTERMATH

1. Read to the class a few sections from Frederick Lewis Allen's **Only Yesterday**, a vivid description of American life during the affluent '20's, the postwar boom. Discuss the attitude of government toward social change and reform during this period. Define such terms as conservative, liberal, radical, reactionary, rugged individualism, laissez faire, welfare state. Analyze with the class why a program like Medicare could never have been introduced during this period. As a culminating activity, have the class write brief essays on whether or not they would have enjoyed living during the 1920's.
2. Show a film or film strip on the causes of the 1929 Crash and the Depression which followed in the 1930's. Try to show the class that "stabilizers" have now been built into our economy.
3. Prepare a chart showing the effects of the Depression on different groups in the nation—city workers; Southern Afro-Americans, whether farmers or sharecroppers; the Northern urban Afro-Americans; the middle-classes in the cities, etc.
4. Show a film on the life of Franklin D. Roosevelt. Discuss the meaning of the New Deal, comparing it with similar movements in American history, such as the Square Deal, Fair Deal, New Freedom, Great Society. Make a list of the reforms enacted during the New Deal period including social and economic advances of the Afro-American and other minority groups, the legalization of trade unions, collective bargaining, and Social Security. As a culminating activity, have the class compare the New Deal period with the Kennedy-Johnson era in American history.

## Week of January 1—WORLD WAR II

1. During the war the United States established its own concentration camps. These camps were known as Japanese Detention Camps. How did the United States attempt to justify the imprisonment of American citizens on the basis of race? At least eight of these camps are still in existence. Could this happen again? Explain.
2. Have the class view a film on the causes of World War II and the reasons for American involvement in the war. Define the terms fascism, capitalism, Nazism, communism, socialism, totalitarianism, and assess the record of the treatment of minority groups under such forms of government.
3. Quite a few people in California have resented the large numbers of Afro-Americans moving into California since World War II. Many of these migrants were families of Afro-American soliders who had gone into battle to save that state from imminent attack by a declared enemy. Comment on this.
4. Do you feel any resentment against new people coming into your city?

## Week of January 8—SOME CHANGES IN AMERICAN LIFE SINCE WORLD WAR II

1. Have the class prepare a chart headed: The United States, 1940 and 1966. Compare these two periods in terms of population growth, economic developments, changes in transportation, the development of television and other means of communication, the conquest of space. Discuss some of the unsolved problems that stem from these changes—traffic congestion, air and river pollution, and housing shortages.
2. Since 1940, all American cities and their surrounding suburbs have grown at a very rapid rate. This "urban sprawl" has created many new problems—health, population congestion, slums and ghettos, traffic problems and housing discrimination. Have the class view a film on urban problems and discuss some of the problems in their communities. Emphasize the fact that the inner-city has become a minority-group ghetto while the surrounding suburbs have frequently been developed by the dominant groups. Have the class analyze the reasons for this development and possible ways of changing the pattern.
3. Read to the class a few sections from Michael Harrington's book, **The Other America**, which describes poverty in the midst of the most affluent period of American history. On a map of the United States, indicate the areas in which poverty is a major problem. List and discuss the minority groups which are the most prominent victims of poverty in different sections of the country—Afro-Americans, Puerto Ricans, Indians, Mexican-Americans. Discuss the reasons for such poverty and recent steps taken by the government in the War Against Poverty.
4. As a culminating activity, have each student select a problem for a brief essay or speech. The essay should analyze the problem, the causes, and the steps taken to solve the problem. Discuss the part played by the various civil rights organizations in solving the problems of minority-group people seeking full rights as American citizens.
5. Have the class investigate the reasons for the mass migration of Afro-Americans from the South and of Puerto Ricans from the Island. In both cases, the in-migrants have settled, for the most part, in the great cities of the North and West. Compare this mass movement with similar movements in America's past.



## **Week of January 15—THE CIVIL RIGHTS MOVEMENT**

1. In the last ten years, African Americans and other minority groups have demanded equal rights and fair treatment. Prepare a board outline of the inequalities in American life to which these minorities refer—education, employment, housing, the administration of justice and voting rights.
2. Prepare a board chart headed "Inequalities—Attempted Remedies." List the ways in which federal and state governments have attempted to create equal rights for all Americans without regard to race, color, creed, sex, religion, or national origin. The discussion will involve an analysis of such historic documents as the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
3. Write a letter to a pupil in a southern or suburban school explaining why integration in education, housing, and job opportunities is necessary to the preservation of ideals expressed in the Declaration of Independence. Use facts to support your position that Jim Crowism as well as various forms of defacto segregation are harmful to our entire society.
4. In the 1850's, Kansas outlawed the institution of slavery. One hundred years later, the Supreme Court ordered the state of Kansas to integrate its schools (*Brown v. Board of Education of Topeka*). Try to account for the development of segregation during this period. Let the class look at the problem from another vantage point. The Civil War Amendments which guaranteed equality to Afro-Americans were virtually ignored until the protest movement of the past decade brought these amendments back to life. Why were they ignored? Why are they now being used to support civil rights legislation?

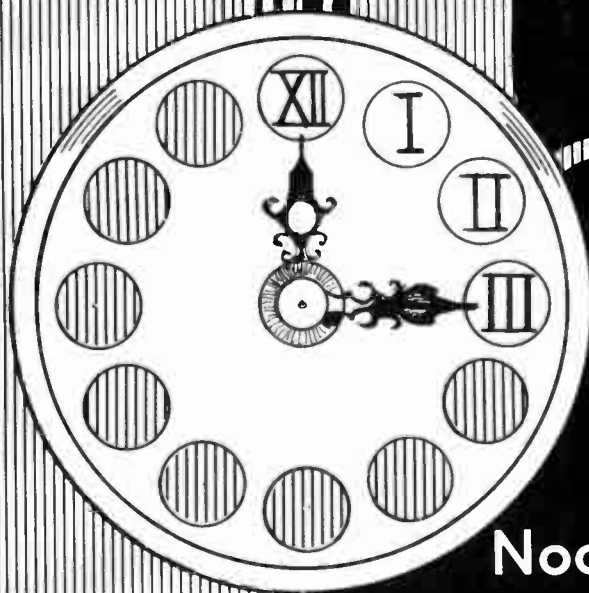
## **Week of January 22—AMERICA IN THE 1970's AND 1980's**

1. What can an Afro-American boy or girl, a Puerto Rican boy or girl, an Indian boy or girl, do to prepare himself for full participation in American life? (Ask each group to speak for itself.)
2. When forty million Americans are poor and not working at full capacity, how does this affect the economy as a whole? How would it help if we could assist the poorer segment to full production of goods and services, and full enjoyment of American citizenship?
3. One of the most important domestic problems facing our country is the racial crisis and the quest for equality by the various minority groups in our midst. Make a list of the changes which will have to take place if the racial crisis is to be peacefully resolved.
4. Have the students write an essay on New York City in the 1980's. The essay may express a utopian vision of the future, but it should be supported by a realistic set of proposals for achieving that vision.
5. Have the class write an imaginative essay in the style of Jules Verne on technological changes of the next few decades. Discuss the possible effects of such technological changes on the lives of the students.



*From the tower on top of Brooklyn Technical High School are transmitted . . . the programs produced in the studio of Channel 25/WNYE-TV.*





**Noon and  
After School  
Programs**

# PROGRAM SCHEDULE

## NOON-TIME AND AFTER SCHOOL

### Fall Term

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
12:00	Beginners in Reading Instruction: Teachers and Pupils	Perspectives in Intergroup Education	Teaching English as a Second Language in the Elementary Schools	Feature Story	School News
12:30	Challenges in Foreign Language Teaching	Mathematics 5-6	Teaching Strategies for Social Sciences: K-1	Comparisons	And Gladly Teach
3:00	Metropolis—Creator or Destroyer?	Comparisons	Metropolis—Creator or Destroyer?	Feature Story	Metropolis—Creator or Destroyer?
3:30	And Gladly Teach	Beginners in Reading Instruction: Teachers and Pupils	Perspectives in Intergroup Education	Teaching English as a Second Language in the Elementary Schools	School News
4:00	Roundabout	Challenges in Foreign Language Teaching	Mathematics 5-6	Teaching Strategies for Social Sciences: K-1	Roundabout

### Spring Term

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
12:00	English: Fact and Fancy	Curriculum Materials for Intergroup Relations	New Venture in Curriculum—The Pilot Program in the Intermediate Schools	Feature Story	School News
12:30	The Role of Art in the Humanities	Mathematics K-2	History and the Social Sciences: Basic Concepts	International Zone	Teaching English as a Second Language in the Elementary Schools
3:00	The Creative Person	International Zone	The Creative Person	Feature Story	The Creative Person
3:30	Teaching English as a Second Language in the Elementary Schools	English: Fact and Fancy	Curriculum Materials for Intergroup Education	New Venture in Curriculum—The Pilot Program in the Intermediate Schools	School News
4:00	Roundabout	The Role of Art in the Humanities	Mathematics K-2	History and the Social Sciences: Basic Concepts	Roundabout

# Television for Teachers

In addition to programs for classroom viewing, Channel 25 will present programs of interest and value to teachers during noon and after school hours. These programs will include teacher training courses, offered in co-operation with the Bureau of In-Service Training and various subject area bureaus; special programs from the Office of Education Information Services and Public Relations; films for teachers; and programs of general interest. Special manuals are available for many of the teacher training courses, and teacher workshops will be held in various school districts in conjunction with several of the afternoon sessions. For further information, teachers are referred to the current Bulletin of In-Service Training. It will be noted that all the teacher training programs may also be viewed during the noon hour of the preceding school day.

## TEACHER TRAINING COURSES

### "... AND GLADLY TEACH"

**Fridays: 12:30 P.M.**

**Fall Term—Beginning, October 13**

**Mondays: 3:30 P.M.**

This series will attempt to help the new teacher answer the many questions with which he is overwhelmed in the first months of teaching. One of the main purposes of this course will be to review the many "how-to's" that are needed if theory is ever to be put into practice. Wherever feasible, this series will try to show more than one way to cope with a problem. It is hoped that the new teacher will benefit from these suggestions and go on from there, improvising individual variations and adaptations, and bringing to them elements of individual, personal style.

## BEGINNERS IN READING INSTRUCTION: TEACHERS AND PUPILS

**Mondays: 12:00 Noon**

**Fall Term—Beginning, October 9**

**Tuesdays: 3:30 P.M.**

This series is intended to help teachers, particularly newly appointed teachers, to develop initial reading skills with pupils in Grades 1 and 2. The program gives special attention to the language problems of children who speak non-standard English and devotes one session to the instruction of children who are learning English as a second language. It stresses the importance of the child's experiences, the level of his conceptual development, and the nature and pattern of his oral language. The relationships of these aspects of the child's development to his readiness for and progress in reading is highlighted throughout the course. Reading skills are developed in relation to the use of a Basal reading series. Teachers using other approaches, e.g., the language experience approach, will find helpful the treatment of language-related reading problems.

## CHALLENGES IN FOREIGN LANGUAGE TEACHING

**Mondays: 12:30 P.M.**

**Fall Term—Beginning, October 9**

**Tuesdays: 4:00 P.M.**

In this series of demonstration lessons with accompanying commentary, foreign language teachers will be given the opportunity to observe Level I Spanish lessons in action. Full classes will be taught by their regular teachers without rehearsal, and the basic elements in each lesson will be highlighted by the television coordinator. Each class will have completed about six months of foreign language instruction in either Grade 7 or Grade 9.

## PERSPECTIVES ON INTERGROUP RELATIONS

**Tuesdays at 12:00 Noon**

**Fall Term—Beginning, October 10**

**Wednesdays at 3:30 P.M.**

This teacher training series of telecasts is, in the main, based upon the course offered last spring under the title, **CLASSROOM TECHNIQUES IN INTERGROUP EDUCATION**, with some modifications in order to cover a wider range of subjects dealing with minority-group history and culture, racial and ethnic problems, and some illustrations of methods of teaching intergroup relations. This is an approved course for satisfying the Board of Education requirement for a course in Human Relations.

## MATHEMATICS, GRADES 5 AND 6

**Tuesdays: 12:30 P.M.**

**Fall Term—Beginning, October 10**

**Wednesdays: 4:00 P.M.**

**MATHEMATICS, GRADES 5 and 6**, is designed to develop some of the important concepts of mathematics that are now found in all of our newer curriculum bulletins and in all of the recently published textbooks. The sources of reference will be the two recently published bulletins, namely **Mathematics, Grade 5**, published in 1966, and **Mathematics, Grade 6**, published in 1965. It is hoped that the participants will acquire enough background to help them use the bulletins effectively in their classrooms.

## **TEACHING ENGLISH AS A SECOND LANGUAGE IN THE ELEMENTARY SCHOOLS**

**Wednesdays: 12:00 Noon**

**Fall Term—Beginning, October 11**

**Thursdays: 3:30 P.M.**

In this series of demonstration telecasts, teachers will observe lessons at various grade levels implementing the methods and procedures outlined in **Handbook for Language Arts: Pre-K-Kindergarten, Grades One and Two**, Chapter Six. Material for the lessons in Grades 3-6 will be adapted from the bulletin: **Handbook for Language Arts: Grades Three and Five**, which is in preparation. Each telecast will be devoted primarily to the teaching of a particular skill or to the demonstration of a specific technique.

**Please note:** This series will be re-broadcast in the spring, Fridays at 12:30 P.M. and Mondays at 3:30 P.M.

## **TEACHING STRATEGIES FOR SOCIAL SCIENCES: K-1**

**Wednesdays: 12:30 P.M.**

**Fall Term—Beginning, October 11**

**Thursdays: 4:00 P.M.**

The telecasts aim to acquaint teachers with methods and materials for developing concepts and skills in history and the social sciences with young children. The series utilizes individual, small group, and class learning situations as well as discussions with specialists from the field of early childhood education and the social sciences. The content of the telecasts is drawn from the newly introduced course of study for kindergarten and Grade 1. A teacher's manual accompanies the course and provides a guide for the workshop sessions.

## **ENGLISH . . . FACT AND FANCY**

**Mondays: 12:00 Noon**

**Spring Term—Beginning, February 5**

**Tuesdays: 3:30 P.M.**

This in-service course for teachers looks at English as an activity which is part of the daily lives of millions of human beings, rather than as an abstract, impersonal system devised for the "expression of thought." The intention of the series is to explore this more comprehensive view of language and to help develop attitudes that accord with the mid-twentieth century state of knowledge about language. Among the topics covered are language as a behavioral phenomenon, structure and content, talking and writing, "correctness" in language, the search for a "universal grammar," and change in language. A detailed manual is available for this series, a copy of which will be sent to New York City teachers, while the supply lasts, on written request to WNYE-TV/Channel 25. **ENGLISH . . . FACT AND FANCY** was produced by WETA-TV, Washington, D.C. The television teacher is Professor James Bostain, a noted lecturer on linguistic and anthropological subjects as well as problems of communications.

## THE ROLE OF ART IN THE HUMANITIES

**Mondays: 12:30 P.M.**

**Spring Term—Beginning, February 5**

**Tuesdays: 4:00 P.M.**

The program is designed to provide in-service-training for fifth, sixth, seventh and eighth grade art teachers, as well as others whose work and interests are related to projects in Humanities. The program will explore, through discussion, analysis, demonstration, and interview, the roots of expressive impulse and the relationship of disciplines. Primary attention will be given to the distinguishing characteristics and the special relevance of visual experience. The social and historical context of art will be considered as material capable of direct and personal impact on learning. The goal is utilization of insights and methods in the classroom.

## CURRICULUM MATERIALS FOR INTERGROUP RELATIONS

**Tuesdays at 12:00 Noon**

**Spring Term—Beginning, February 6**

**Wednesdays at 3:30 P.M.**

This series of programs will analyze language arts materials in order to acquaint teachers with the poetry, drama, and literature written by and about ethnic and minority groups; will discuss the ways in which such materials can be used to promote better intergroup understanding and relationships; and will illustrate techniques for presenting such materials to students. The overall aim is to bring to the attention of the teacher the rich and relatively untouched resources to be found in the literature of minority groups in this country.

## MATHEMATICS K-2

**Tuesdays: 12:30 P.M.**

**Spring Term—Beginning, February 6**

**Wednesdays: 4:00 P.M.**

This in-service television series is designed to provide teachers and supervisors of primary grades with the mathematical concepts and skills needed for more effective implementation of our new curriculum bulletins. One of the reference sources will be the bulletin, **Mathematics—Pre-K,K,I**. In addition to emphasizing the mathematical content, the use of physical materials will be shown to provide teachers with an understanding of which materials to use and how to use them to promote effective learning.



## **NEW VENTURE IN CURRICULUM—THE PILOT PROGRAM IN THE INTERMEDIATE SCHOOLS**

**Wednesdays: 12:00 Noon**

**Spring Term—Beginning, February 7**

**Thursdays: 3:30 P.M.**

The series will explore, for Intermediate School teachers and for those who look forward to assignments in Intermediate Schools, the purposes, history, and philosophy of the new grade 6-8 school. The organization, grouping, and teaching practices of the Intermediate Schools will be described. The psychology of the early adolescent will be discussed. The Task Force Reports which are being implemented in these schools will be reviewed, and teachers and classes using the reorganized curriculum for grades 6-8 will demonstrate their activities.

## **HISTORY AND THE SOCIAL SCIENCES: BASIC CONCEPTS**

**Wednesdays: 12:30 P.M.**

**Spring Term—Beginning, February 7**

**Thursdays: 4:00 P.M.**

This series is designed to provide in-service instruction to teachers, relating to the suggestions embodied in the revised course of study. Basic concepts relating to the study of men—in anthropology, economics, history, geography, political science, and sociology—will be defined. Each program will include discussion with experts as well as lessons demonstrating how these concepts may be taught. Participants in the course will reach an understanding of these fundamental concepts and view some desirable methods in communicating this understanding to their students. They will also see how these concepts spiral through the K-12 program.

## **PROGRAMS OF GENERAL INTEREST**

The series listed below are designed for viewing by teachers and the general audience. Detailed listings of the programs are available on request. Requests should be made in writing to WNYE-TV/Channel 25, 112 Tillary Street, Brooklyn, New York 11201.

### **SCHOOL NEWS**

**Fridays: 12:00 Noon and 3:00 P.M.**

**Fall Term—Beginning, October 13**

**Spring Term—Beginning, February 9**

Each week SCHOOL NEWS will feature a demonstration and discussion of a new, successful in-school program. The series is designed to inform teachers, parents, and all interested citizens of the latest trends and most recent innovations in education.

### **COMPARISONS**

**Tuesdays: 3:00 P.M.**

**Fall Term—Beginning October 10**

**Thursdays: 12:30 P.M.**

The programs in the series contrast similar aspects of life in several countries and illustrate what people do in their ordinary walks of life. The aim of the series is to reduce the strangeness between people—to show that despite differences in language and custom there are many basic similarities. The titles in the series include "City Scene", "Four Families", "Four Teachers", and "Three Apprentices."

### **INTERNATIONAL ZONE**

**Tuesdays: 3:00 P.M.**

**Spring Term—Beginning February 6**

**Thursdays: 12:30 P.M.**

INTERNATIONAL ZONE highlights the work of the United Nations and its related agencies. Much of the emphasis of the programs is put on the work of those agencies little known to the general public. The program titles include "The Man in the Blue Helmet," "Portrait of Dag Hammarskjold", "Killer at Large," and "Lines of Communication."

## **METROPOLIS—CREATOR OR DESTROYER?**

**Mondays, Wednesdays, Fridays: 3:00 P.M. Fall Term—Beginning October 9**

One of the most pressing problems in America today—urbanism—is explored in this series. It is a subject that is as alive as the nation's mushrooming population, as vast as its miles of highways, as intricate as its missile centers, and yet, it is as near as the corner store. In short, it is a way of life of the majority of American people. It deals with metropolitan government, the services it provides its citizens; man's working and leisure hours. It's the planning of today and the construction of tomorrow.

The series includes a look at New York City, bridging the gamut of its tenements to its concrete canyons; it explores the plight of race relations in Philadelphia, the City of Brotherly Love. The shift to the suburbs and the ensuing problems are seen outside of Chicago. While a city rises out of the California dust, buildings are being torn down in the East to make way for slum-clearance projects—each seeking a solution to urban living. The philosophies of urban renewal are seen in Washington, D.C., and the neighborhood concept of living is looked at in New York City.

## **THE CREATIVE PERSON**

**Mondays, Wednesdays, Fridays: 3:00 P.M. Beginning date: December 4**

The series focuses on the private vision of the creative person. Each program is devoted to a twentieth-century artist whose special qualities of imagination, taste, originality, intelligence, craftsmanship, and individuality have marked him as pace-setter in his field. These artists, whose fields span the entire gamut of the art world, include poet John Ciardi, industrial designer Raymond Loewy, noted Broadway couple Ossie Davis and Ruby Dee, humorist James Thurber, dramatist Sean O'Casey, and author Harry Golden.

## WEEKEND VIEWING

WCBS-TV CHANNEL 2

The Board of Education will continue to produce the following two series for weekend viewing in cooperation with the Public Affairs Department of WCBS-TV, Channel 2:

**AROUND THE CORNER:** With guest experts to lead the way, these programs introduce third and fourth grade children to a multitude of new interests in a great variety of subject areas. Through song and story, discussion and demonstration, word games and quizzes, the series stimulates young people to investigate the fascinating world that lies "just around the corner." (Sundays, 8:00 A.M.)

**DIAL M FOR MUSIC:** With outstanding guest artists from the world of music, this series of informal programs for secondary school students and their families explores the many facets of music in today's world and examines some of the forces shaping the development of music in contemporary society. For day and hour of broadcast please consult your local newspaper.

*Miriam Makeba, native of South Africa and noted interpreter of song, performs for the workshop on "Dial M for Music."*



**TEACHER EVALUATION OF WNYE TELEVISION SERIES**  
**Fall Term Report**

**Please return to:**

**Channel 25/WNYE-TV**

**112 Tillary Street, Brooklyn, New York 11201**

**Due: December 8, 1967**

Series Title ..... No. of programs used.....

School ..... Boro ..... Grade .....

Class Description: average.....gifted.....slow.....other (specify) .....

1. Does the series achieve its purpose as stated  
in this Manual? Yes..... No.....
2. Does the series provide values not otherwise  
available to your class? Yes..... No.....
3. Is the pacing: about right?..... too fast?..... too slow?.....
4. Is the vocabulary: about right?..... too difficult? ..... too easy?.....
5. Is the content suitable to grade and/or age  
level? Yes..... No.....
6. Do the programs sustain class interest? Yes..... No.....
7. Does the broadcaster establish rapport with  
pupils? Yes..... No.....
8. Is the teacher's guide a help in utilizing the  
broadcasts? Yes..... No.....
9. Would another edition of this series prove  
useful? Yes..... No.....
10. What in this series was of particular interest to your class?
11. Examples of pupil activities resulting from use of the series:

*(over)*

12. Your comments on the series:

13. Your comments on the teacher's manual:

14. Suggestions for future programs:

15. Other suggestions and comments:

Signature (optional).....

Date.....

**TEACHER EVALUATION OF WNYE TELEVISION SERIES**  
**Spring Term Report**

**Please return to:**

**Channel 25/WNYE-TV**

**112 Tillary Street, Brooklyn, New York 11201**

**Due: April 5, 1968**

Series Title ..... No. of programs used.....

School ..... Boro ..... Grade .....

Class Description: average.....gifted.....slow.....other (specify) .....

1. Does the series achieve its purpose as stated  
in this Manual? Yes..... No.....
2. Does the series provide values not otherwise  
available to your class? Yes..... No.....
3. Is the pacing: about right? ..... too fast? ..... too slow? .....
4. Is the vocabulary: about right? ..... too difficult? ..... too easy? .....
5. Is the content suitable to grade and/or age  
level? Yes..... No.....
6. Do the programs sustain class interest? Yes..... No.....
7. Does the broadcaster establish rapport with  
pupils? Yes..... No.....
8. Is the teacher's guide a help in utilizing the  
broadcasts? Yes..... No.....
9. Would another edition of this series prove  
useful? Yes..... No.....
10. What in this series was of particular interest to your class?
11. Examples of pupil activities resulting from use of the series:

*(over)*

12. Your comments on the series:

13. Your comments on the teacher's manual:

14. Suggestions for future programs:

15. Other suggestions and comments:

Signature (optional).....

Date.....



# THE WNYE TELEVISION STAFF

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Programming and Production

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ARNOLD MARKOWITZ

DONALD SUSSMAN

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THELMA NESBITT

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## SPRING TERM

Time	Monday
9:10	Enjoying Science
9:30	Almanac
9:50	You and the Artist
10:10	Places in the News
10:30	Roundabout
10:45	Tell Me a Story
11:00	Working with Science
11:20	Places in the News
11:40	Come, Read to Me a Poem
12:00	English: Fact and Fancy
12:30	The Role of Art in the Humanities
1:00	Roundabout
1:15	Magic of Words
1:30	Understanding Science
1:50	Discover New York
2:10	Places in the News
2:30	Tell Me a Story
2:45	Magic of Words
3:00	Creative Person
3:30	Teaching English as a Second Language in the Elementary Schools
4:00	Roundabout

Time	Tuesday
9:10	Discover New York
9:30	Exploring Science
9:50	Americans All
10:10	Understanding Science
10:30	Pocketful of Fun
11:00	Children of Other Lands
11:20	Our Rights and Liberties
11:40	Music: U.S.A.
12:00	Curriculum Materials for Human Relations
12:30	Mathematics K-2
1:00	Pocketful of Fun
1:30	Enjoying Science
1:50	Almanac
2:10	Working with Science
2:30	Pocketful of Fun
3:00	International Zone
3:30	English: Fact and Fancy
4:00	The Role of Art in the Humanities

Time	Wednesday
9:10	Mathematics 6
9:30	Enjoying Science
9:50	Music: U.S.A.
10:10	Almanac
10:30	Music for Young People/Meet the Arts
11:00	Understanding Science
11:20	Americans All
11:40	Discover New York
12:00	New Ventures in Curriculum — The Pilot Program in the Intermediate Schools
12:30	History and the Social Sciences: Basic Concepts
1:00	Music for Young People/Meet the Arts
1:30	Come, Read to Me a Poem
1:50	Exploring Science
2:10	Our Rights and Liberties
2:30	Music for Young People/Meet the Arts
3:00	Creative Person
3:30	Curriculum Materials for Human Relations
4:00	Mathematics K-2

Time	Thursday
9:10	You and the Artist
9:30	Our Rights and Liberties
9:50	Your Place in Business
10:10	Exploring Science
10:30	Pocketful of Fun
11:00	Come, Read to Me a Poem
11:20	Music: U.S.A.
11:40	Your Place in Business
12:00	Feature Story
12:30	International Zone
1:00	Pocketful of Fun
1:30	Children of Other Lands
1:50	Your Place in Business
2:10	Mathematics 6
2:30	Pocketful of Fun
3:00	Feature Story
3:30	New Ventures in Curriculum — The Pilot Program in the Intermediate Schools
4:00	History and the Social Sciences: Basic Concepts

Time	Friday
9:10	Children of Other Lands
9:30	Working with Science
9:50	Come, Read to Me a Poem
10:10	Mathematics 6
10:30	Roundabout
10:45	Magic of Words
11:00	Discover New York
11:20	Our Rights and Liberties
11:40	Almanac
12:00	School News
12:30	Teaching English as a Second Language in the Elementary Schools
1:00	Roundabout
1:15	Tell Me a Story
1:30	Music: U.S.A.
1:50	You and the Artist
2:10	Americans All
2:30	Magic of Words
2:45	Tell Me a Story
3:00	Creative Person
3:30	School News
4:00	Roundabout

# WNYE AWARDS

*Institute for Education by Radio-Television  
Ohio State University, Columbus, Ohio, 1967*

## **RADIO MUSIC IS THE MAGIC KEY**

*"This program has achieved more than one purpose; in addition to stimulating the enjoyment and expression of music, it aids the child's understanding of other times and other cultures. The program sparkles with a fast-pace production which excites and holds the child's imagination. The style of the narrator adds warmth and believability to the overall presentation."*

## **PEOPLE AND PLACES**

*"An extremely interesting presentation of other nationalities and cultures. The production is especially well-paced and the music effectively integrated. Listeners would seem to have no alternative but to enjoy learning through this approach."*

## **TELEVISION PLACES IN THE NEWS**

*"By use of significant film, studio graphics, set, and skillful narrative, a body of instruction is presented which has broad appeal . . . The clarity and impact of the information reveal the experience of the teacher. This production is a balanced, resourceful, instructive utilization of television for the objective presentation of topical materials."*