

ed by the school to practice the theories taught

7. Collection and evaluation of child studies and researches from the points of view of anthropology, physiology and psychology, in order to give basic material for the organization of courses for teachers
8. Such an organization of child study courses as will afford laboratory experience for student-teachers in observing child behavior with reference to the child's physiological, psychological and social ages and needs.

We need, in short, new courses and new methods in the normal schools, and where, but to graduate schools of education, should we look to see them developed? The point can be illustrated with a homely joke. Said domestic science teacher: "These biscuits have a stale taste." Said the pupil: "Oh, that's because I used an old recipe." We, too, need new recipes in health education.

#### Conclusion

The normal school is the key to successful democracy, since it is also the key to better public education.

The normal school should be supported, even if necessary, at the expense of other education, since the strength of all other education derives from the effectiveness of the work of the elementary school teacher.

The health program in these normal schools is in a wide sense basic to the entire public health program. Therefore, the public's share in its development is to understand it, to support it, to investigate it in each locality, and to strive to help it secure the fourfold perfection of: health services (reflected in vigorous, all-round efficiency of graduates); well-planned practical science courses; a model demonstration school showing how to conserve, promote and protect the health of its pupils; with, finally,

all these factors consciously coördinated by a sympathetic administration.

EMMA DOLFINGER

## EARLY AMERICAN WAYS AND DAYS

### *A History Unit on Social Life in the Time of the First Fifteen Presidents*

THIS UNIT on social life is one of a series constituting the first semester's work in seventh grade history in the Harrisonburg Junior High School.

The class shared in the decision to use a series of "single phase" posters as the core of the work. They also had a part in the selection of the following topics for the posters:

1. Old Time Belles and Cavaliers (Representative men and women).
2. Colonial Mansions and Log Cabins (Homes).
3. From Buckskin to Silver and Lace (Dress).
4. Learning the Three R's (Schools).
5. The Faith of our Fathers (Churches).
6. By Stagecoach or Covered Wagon (Travel).
7. Minuets and Masquerades (Amusements).

#### *Part I. What the Children Did*

- A. They determined the requirements for a good poster
  1. Discussed posters previously made by them.
  2. Listened to talks on posters by members of the art department.
  3. Summarized standards for poster making.
- B. They read widely to
  1. Secure information necessary to choose topics for the posters.



2. Select typical pictures for making the posters. These were largely from magazines and picture supplements to newspapers.
  3. Arrange the pictures on each poster in correct chronological order.
  4. Make pertinent summaries concerning each topic for their note-books.
- C. They collected the pictures
1. Discussed each picture submitted for use on a poster.
  2. Made a series of sentence outlines to fit the pictures on each poster.
- D. They made the posters
1. Class divided into committees.
  2. Committees drafted preliminary plans.
  3. Class discussed and modified committee plans.
  4. Class made the posters.
- E. They exhibited the posters
1. Discussed general plans for the exhibit.
  2. Appointed committees for special plans.
  3. Rehearsed receiving guests and explaining the posters.

*Part II. Information the Children Used in Making and Explaining the Posters*

- A. Who some of the "Old Time Belles and Cavaliers" were
1. From a long list of prominent men and women the following were selected for special study: William Byrd, an accomplished Virginia gentleman; George Washington, a true American aristocrat, whose home at Mount Vernon was a noted place of hospitality; Thomas Jefferson, an efficient practical man, a scholar, a friend to the common people, the builder of Monticello; Abigail Adams, the wife of one president and the mother of

another, a brilliant society woman; Dolly Madison, a vivacious coquette, and one of the most charming of our "first ladies of the land;" Betsy Ross, a true patriot, the plain seamstress who made our first flag.

B. How they dressed

1. During the first part of the period rank and breeding found an expression in the garments of the wearer:
  - a. In both North and South the wealthier classes dressed extravagantly.
  - b. The poorer classes tended to duplicate the fashions of the wealthy in homespun, cottons, calico, and linsey-woolsey.
  - c. Children were dressed in imitation of their elders.
  - d. The Quakers and Puritans made several attempts to prohibit extravagance in dress.
2. Toward the close of the eighteenth century there was a decided change in dress due to the divorcing of American fashions from European influence.
  - a. War held a dominating influence on costume design; military colors were much in vogue.
  - b. Cotton, wool, and soft silks took the place of stiff materials.
  - c. Powdered wigs were laid aside.

C. How they built their homes

1. Certain types of architecture used during this period set standards for later generations; New England Colonial, Southern Colonial, and Dutch Colonial.
2. During the colonial period the first houses had been built of logs; as water power came into general use boards replaced logs.
3. Homes for the wealthier classes were



built of brick or stone. Almost every house had a fireplace large enough to hold logs; yet these gave little protection from the winter cold. John Adams said that he wished he could hibernate like the woodchuck to escape the winter cold.

4. Some of the furniture was imported from France and England, but a great deal of it was American made and gradually became typical; English, Hepplewhite, Sheraton, and Chippendale; French, the Empire; American, modifications of these styles, especially the work of Duncan Phyfe, often called the American Sheraton. Various materials were used, among them being pine, walnut, satin-wood, and mahogany.
5. Some of the prominent American homes selected for special study were: Westover, on the James River, near Richmond, Va.; Mt. Vernon, on the Potomac; the Hermitage, near Nashville, Tenn.; the Lee Mansion, at Marblehead, Mass.; and the Adams Home, at Lewiston, Mass.

#### D. How they travelled

Travel was a bugbear during this period because of unsafe muddy roads, lack of bridges, and inadequate conveyances. Men often made their wills before starting out on a fifty mile journey. Many people lived and died without going twenty miles from home.

1. The stage coach had come into use during the last part of the colonial era. The first stage coach made the journey from Philadelphia to New York, a distance of ninety miles, in seventy-two hours.
2. Later modes of travel were the shay, gig, covered wagon, horse cars, and canal boats.

#### E. How they were educated

1. Early American Schools aimed to conform with European educational institutions; Latin grammar schools were the predominant type.
2. New England led in the number of common schools. The South tended to depend on tutors and private seminaries. A poor boy in New England could go to a free school, while a Virginia boy must go to a private school or be tutored at home. Washington Irving's *Life of George Washington* gives a fascinating account of the latter's education.
3. The Boston English high school was the first free public high school; this establishment of "the people's colleges" was a landmark in the history of education.
4. Colleges selected for special study are; Harvard, Yale, the College of William and Mary, and the University of Virginia.

#### F. How they worshipped

1. Religious freedom had always been desired for the colonists for themselves, but not always granted to others.
2. Religious sects tended to settle in certain parts of the country; the Quakers in Pennsylvania, the Puritans in New England, the Episcopalians in Virginia, and the Catholics in Maryland.
3. Some interesting churches for special study are: St. John's Church, Richmond, Va; Old South Meeting House, Boston, Mass.; Brutons Parish Church, Williamsburg; Christ's Church, Alexandria, Va.; and Quaker Meeting House, Philadelphia.

#### G. How they amused themselves

1. Except certain religious sects, the



early American people were devoted to sports and amusements.

- a. The common amusements for the men and boys were hunting and observing the habits of wild animals.
- b. Girls had no sport similar to hunting. They could search for wild berries, go to spinning bees, quilting parties, and sewing parties; shearing of sheep and killing of hogs were also social events in country life.
2. Dancing was generally frowned upon in New England, but it was one of the chief amusements of Virginia youth.
4. Some social affairs of brilliant charm and color selected for special study were: Dolly Madison's Inaugural Ball, Katrina Von Tassel's Dinner Party, The Wistar Parties, and the Philadelphia Dancing Assemblies.

### Part III. Abilities and Skills Strengthened

- A. To outline material in note taking
  1. To choose main points in parallel reading.
  2. To group related points under major heads.
  3. To use the sentence outline form.
- B. To use single phase topics in oral and written reports.
- C. To observe historical time order.

### Part IV. Ideas and Attitudes Strengthened

- A. They sensed the value of historical accuracy; they learned that each phase of development of the social life belonged to a definite period of history from which it must not be separated.
- B. They came to appreciate the present by their study of the past; we read by electric light, while the early American used

pine knots, and even at a much later period, illsmelling oil lamps.

- C. They showed an active interest in American history; examples of "leading-on projects" were
  1. One pupil planned a trip to the Sesqui-Centennial with this idea in mind; she submitted her itinerary to the class for criticism.
  2. Another pupil planned to use a trip to Richmond as an opportunity to visit some of the places studied.

### BIBLIOGRAPHY

#### A. Material for Information

Faris, John T.—*Where Our History Was Made*—Bks. I and II. Silver, Burdette and Co., N. Y.

Fisher, Sydney George—*Men, Women, and Manners*—Vol. I. J. B. Lippincott Co., Phila., 1908.

Hart, Albert Bushnell—*We and Our History*. American Viewpoint Society, N. Y. 1923

Lester, Katherine Morris—*Historic Costumes*. The Manual Arts Press, Peoria, Ill. Price \$2.50.

\*McClellan—*Historic Dress in America*. Geo. W. Jacobs and Co., Phila. 2 Vols.

Weedon, Wm. B.—*Economic and Social History of the U. S.* Houghton Mifflin and Co., N. Y.

#### B. Material for Enjoyment and Appreciation

\*Sale, Edith Tunis—*Old Time Belles and Cavaliers*. J. B. Lippincott Co., N. Y. Price \$2.50.

Schauffer, Robert Haser—*Our Flag in Verse and Prose*. Moffat, Yard & Co., N. Y.

\*West and West—*The Story of Our Country*. Norwood Press, Norwood, Mass. Jan. 1, 1926.

#### C. Page References in the Virginia Adopted Text, Chandler, Riley, and Hamilton,

### OUR REPUBLIC

Men and Women: Wm. Byrd, 146; George Washington, 132-221; Thos. Jefferson, 237, 243, 248; Abigail Adams, 269.

Homes: Pens' Home, 121; Mt. Vernon, 204, 230; Monticello, 244-245; Hermitage, 281.

Dress: 91, 142, 219.

Schools: 66, 67, 75, 91, 145, 154, 219, 268, 468.

Churches: 67, 71, 82, 115, 120, 148.

Travel: 144, 264, 284, 288, 324, 326.

Amusements: 141, 264.

BETTY ELISE DAVIS

\*Starred references are particularly valuable.