
EDUCATION DEPARTMENT, VICTORIA.

COURSE OF STUDY
FOR
PRIMARY SCHOOLS.

SOCIAL STUDIES, 1954.

GRADES 1-6.

INTRODUCTION.

Scope of Social Studies.

Social studies play an important role in the education of the child for citizenship, which is one of the primary aims of the school. They should lead each pupil to understand the functioning of the group or the community in which he lives; to appreciate that there are communities similar to, and different from, his own; and to see that the past has helped in shaping the present for both himself and others. They are environmental studies, concerned with the ways in which man has sometimes adapted his environment to his own needs, and at other times his ways of living to his environment.

In addition, the course in social studies must offer to pupils opportunities for practising the arts of living in a community, and should aim at developing a spirit of mutual service and co-operation, a sense of responsibility, and initiative.

Breaking Down of Subject Headings.

Many of the subjects that we have previously known become fused in social studies, though the amount of correlation possible will always be modified by the interests of teachers and pupils and by the nature of the topic being dealt with. The subjects most obviously fused are history, geography, and civics; but material will also be introduced that was formerly regarded as belonging to such school subjects as health, science, nature-study, art, and literature.

In no topic of the present course has there been any attempt to preserve a balance between history and geography; here the one predominates, there the other. Teachers will need to examine each topic fully before they will be able to appreciate all the possibilities that it may open up; even so, the actual lines of development will depend upon pupils' interests. In the courses for Grades I. and II. there will be many opportunities for introducing stories related to various topics, while the courses for Grades III. and IV. will also give scope for the study of myths and legends.

Aims.

The aims of a social studies course may be set out more specifically thus:—

1. To develop in the child interests, attitudes, understandings, and skills that will help him to become a good citizen.
2. To arouse in him an appreciation of his own community and its traditions.
3. To aid him to realize, through experience and knowledge, the interdependence of individuals, communities, and nations.

Principles Underlying the Course.

1. The child is a developing personality, adapting himself to people and situations, and the emphasis should be on him and his interests.
2. The material is to be related to the age, the interests, the environment, and the experiences of the child. It will vary, for instance, according to whether he lives in the city or in the country, and according to the industries and the chief occupations of different districts.
3. Though knowledge must be acquired and facts stored, activity and experience are of great importance; indeed they help in the acquisition of knowledge, by making it both more meaningful and more memorable to the pupils.
4. Although necessary links with the past and possible links with the future are to be established, the principal emphasis is upon the contemporary scene.

Methods.

The basis of method in the teaching of social studies is pupil activity. Children should be given opportunities to read, to observe, to experience, to discover, to construct, to create, and to explore relationships. There will always be a definite place for the stimulating class lesson; but less reliance than formerly will be placed on mass instruction,

and more on the encouragement of individual and group work. The teacher must fill gaps left by the investigations of the pupils, deal with difficulties not capable of solution by children working unaided, and, in particular, give much direction in the final summing up of the topic.

Co-operative investigation should be encouraged at all times. Visual and aural aids, such as films and broadcasts, should be used when practicable to supplement the work of teacher and pupils.

The following activities are suggested:—

1. *Discussions.*—To be held at the opening of a topic, during the final review, before and after excursions, after talks by pupils and visiting speakers, and at other appropriate times.

2. *Gathering Information by Reading and in Other Ways.*—Using source material such as textbooks, general references, pamphlets, newspapers, records, documents, pictures, and films. (The use of reading assignment cards is recommended in this connexion.)

3. *Excursions.*—These should be carefully thought out and planned, and should be within the children's range of comprehension. They should serve a definite purpose. Excursions to places near at hand should not be neglected.

4. *Talks by Visitors.*—Such talks bring the outside world into the school and may be a valuable source of interest and information, especially if the talks take the form of discussion.

5. *Constructive Activities.*—The making of maps, models, charts, and collections; individual and group projects.

6. *Creative Activities.*—Related art, handwork, written and oral language work, dramatization, and puppetry.

7. *Social Activities and Community Service.*—Inter-school visits, social activities in school, social service, participation in appropriate aspects of school organization, and reception of visiting speakers.

Development of Topics.

Methods of approach and lines of development outlined in various sections of the course are suggestive only; teachers are urged to use their own initiative freely, taking always into consideration current or local happenings. The following development, suggested in the course for Grade III. without being mandatory, is generally useful:—

1. Introduction of topic: Discussion, current news, pictures.
2. Setting the problem: What shall we find out?
3. How shall we find out what we want to know?
4. Group and individual investigation, using some of the suggested methods.
5. Sharing the results of the investigation: Talks by individuals, the presentation of charts and models, dramatization.
6. General review, including the stressing of important points and the final summing-up of the topic as a whole.

Activities with Large Groups.

Difficulties associated with large grades and limited equipment may be overcome at least in part in the following ways:—

1. While one or two groups are engaged in purely activity work during a given period, the remainder of the pupils may work with the teacher, taking their turn at independent work in another period.
2. Even where groups may all be engaged in activity work at the one time, they need not investigate the same aspect of a topic. It is to be remembered that results of various investigations will be shared during the final review.
3. Division of the grade into groups may be made partly on the basis of reading ability or on the teacher's knowledge of individual skills.

The Work Program.

As detailed development of a topic can rarely be accurately forecast, courses should be planned in broad outline only; a summary of work done and ground covered should be recorded by the teacher each week.

Recorded Work.

All children in a grade need not keep in their note-books records that are similar in nature and content. Each child or group should record its own part of the investigation fully, and should for preference record also a brief summary of the topic as a whole. Recorded work may include such material as charts, models, collections, and scripts and properties connected with dramatization and puppetry, either in addition or as an alternative to work in note-books.

Modifications for Rural Schools.

The present practice of grouping grades in rural schools may be continued, the combined grades taking the course for the "even" grade in the "odd" year. A selection of

topics from the courses prescribed for Beginners and Grades I. and II. would provide a suitable course for a combined class of infants, a fresh choice of topics being made each year. It is, however, not desirable that composite courses should be devised in similar fashion for grades higher than Grade II.

How the Course Is Planned.

The course that follows has been arranged to provide for progressive widening of the children's experiences and interests, with resulting extension of knowledge, the work for the grades being grouped about the following central themes:—

Beginners—The Home.

Grade I.—The Family and Its Helpers.

Grade II.—How the Community Lives and works.

Grade III.—Beyond the Neighbourhood.

Grade IV.—The World about Me.

Grade V.—Our Own Land.

Grade VI.—Lands of Our Fathers.

SOCIAL STUDIES IN THE INFANT DEPARTMENT.

In the past, it was the practice to introduce social studies into the curriculum at the Grade III. stage. Infant teachers have long realized that the introduction should really be made in the infant school. Of course, the little child cannot understand such terms as civics, economics, history, or geography; but he can grasp certain simple ideas if they are expressed in language he can understand. For example, he gains ideas of geography from his surroundings—in a town, on a farm, or by the sea; of history from hearing stories and from the customs of the community; of sociology as a member of a family and school. He also gets an idea of economics from the feeding, the clothing, and the sheltering of the family, and acquires some understanding of civics by observing school and traffic rules. It is, then, from the field of social-living experiences that the topics for the year's programs are selected.

Infant-room programs planned under monthly "central thoughts" have lacked this social basis. They were not based on living and on life. Teachers in infant schools have been realizing for some years that little children come to school, not primarily to learn, but to live, and the school must provide the right environment for social as well as physical and mental development. The social aspect of child training must receive far more attention. A class sitting motionless and silent except when directed to move and speak is certainly not learning to make social adjustments; this can be done only by living with people (in school as well as out) and working, talking, playing, and co-operating with them. Groups of children who enjoy freedom learn to give and take, to accept responsibility, and to be resourceful. Courtesy, or consideration for others, can be inculcated only through living. The child who may move about, plan, decide, judge, and act gains poise and self-control. The teacher teaches children, not subjects. No longer is it enough to aim at increasing the child's factual knowledge. The socialization of children is equally important. When a program is being planned, these two aspects must be considered conjointly.

It is necessary to study the child, his stage of development, and his interests, in order to determine which of the social-living experiences are suitable for inclusion in the program. The small child's interests centre on the home. Gradually his widening interest embraces the school and the neighbourhood. Later still he develops curiosity about the wider world. It behoves the teacher to know the child, the community in which he lives, and its life and work; and to have a wide knowledge of the subject-matter of the topics chosen.

Programs for infant grades could be developed using the following central themes:—

Beginners—The Home.

Grade I.—The Family and Its Helpers.

Grade II.—How the Community Lives and Works.

The grade teacher plans her year's work (the plan is tentative rather than fixed) by selecting certain topics. Such topics are commonly called units of work. Such a unit has been defined as consisting of related activities purposeful to the learner, so developed as to give insight into, and increased control of, some significant aspects of the environment, and to provide opportunities for the socialization of pupils. Although the teacher decides on the general tentative program, she really plans in order that the children may plan. The program should be the result of discussions between teacher and children.

The programs for Beginners, Grade I, and Grade II, with some suggested procedures, are set out below.

SOCIAL PROGRAM: BEGINNERS.

A child's life before he starts school has centred almost entirely on his home and its environment, and the new experience of school-life does not supersede old associations. His mother is still the most important person in his life; her activities, and those of other members of the family are foremost in his thoughts. He is eager to

talk of his mother, his father, his new baby brother, his pets, or a birthday party. Therefore, "The Home" provides a natural central topic for the program for beginners.

The following units of work might then be chosen:—

1. Mother's Work in the Home.
2. Father's Work in the Home.
3. Children.
4. Visitors and Visiting.

A program showing one way in which these units could be developed may be found helpful.

CENTRAL THEME—THE HOME.

Unit 1. *Mother's Work in the Home.*

Washing, cooking, shopping, cleaning, care of children. How children help mother.

Unit 2. *Father's Work in the Home.*

Chopping wood, carpentry, gardening, care of children. How children help father.

Unit 3. *Children.*

- (a) Their Pets.—Cat, dog, parrot, tortoise, guinea-pig. How to care for them.
- (b) Their Toys.—Toys for girls, toys for boys; mechanical toys; toys children can make.
- (c) Their books.—Sharing picture-books at home and at school; use of library corner; care of books.
- (d) Their Games.—At home; at school.

Unit 4. *Visitors and Visiting.*

- (a) Relatives who visit the home.
- (b) Outings with father and mother—to other homes, shops, beach, gardens.
- (c) Children of nursery-rhyme land—their home (the old woman who lived in the shoe); their pets, their games.

The order in which the suggested units are treated would not necessarily be as set out above because some topics may be related to topics under some other unit. After going so far with a particular unit it may therefore be found desirable, following the line of the children's interests, to continue with a topic set down under another unit. It is not necessary, however, that any treatment should include the above-mentioned particular units. The class teacher is free to plan as she wishes with due regard to the pupil's interests.

Notes on Method.

A scheme for treating the units should be planned in readiness. It may be found that introductions for the suggested topics will come naturally from remarks made by children in the class.

In dealing with the first unit, free use should be made of stories and nursery-rhymes that can be linked with the work of the mother in the home. For example, after the story "The Three Bears" has been told, the making of a doll's house will provide for such activities as arranging furniture and keeping rooms clean and tidy. Such activities should be treated in the normal way by miming, dramatizing, drawing, and introduction of suitable rhymes. Rhymes for activities such as baking should also be introduced. In the topic "Baking" there would be a talk about the things needed in cooking, perhaps followed by shopping activities. Various kinds of shops could be mentioned, and the need for care in crossing streets should be brought in incidentally. It may be found preferable to treat Unit 4, "Visitors and Visiting", in association with Unit 1. In treating Unit 2, the talks and activities dealing with father's work about the home might be followed by a visit to the school garden, and, if possible, to public gardens. The children could also plant and tend window-boxes.

Opportunities to introduce Unit 3 will be presented when children bring pets and toys to school or tell of those they have at home. Pictures of pets should be selected from the library and the picture drawer, and pinned to

the display board. In the morning informal chats, the children will bring news of their pets and may have something to say about the pictures.

A doll's tea-party planned by the children, and in which they take part, girls bringing dolls and boys perhaps teddy bears, gives opportunities for the following activities:—

- Sharing toys and tea sets;
- making party caps and serviettes for each guest;
- arranging tables and chairs;
- arranging flowers;
- display of courtesy at the party;
- clearing away, washing up, sweeping, return of tables and chairs.

Such activities provide excellent social training.

It must be emphasized that the main topic, "The Home", with the sub-topics as set out above, constitutes a social program which is linked to the more formal work of the grade. Work to be covered in reading and number may arise naturally from the topics outlined; for example, sentence reading cards from talks about mother, and number work from playing shop or counting plates.

It will probably be found that the fullest expression of the program will occur in language work, because the children are naturally interested and are therefore anxious to talk.

Beginners' Activities.

In the child's first days at school, he should be free to move from one activity to another as he desires. He may use one kind of material for a few minutes only and then pass to something else which holds his interest for a longer period. Material such as building-blocks, large picture-books, crayons and paper, a doll's corner, and a sand-tray should be available. During these free activity periods, the teacher should study the children individually, finding out their particular interests and noting any speech defects. She should also play an important part in seeing that the children's dealings with one another are kept on a friendly basis, with occasions for laughter, and that there is a genuine atmosphere of good will.

Some Examples of Group Activities.

Group activities suggested are those connected with the mother's work in the kitchen and the laundry, and dining in the home. Before group work is commenced, there should be a discussion of the topic in which all the grade should be encouraged to take part. After the language period, the grade should divide into groups who engage in turn in the activity discussed (for example, washing or baking), and in other activities connected with the topic such as building, painting, dramatic play, and handwork.

Baking.—This topic provides much enjoyment. During the discussion period, the names of utensils should be mentioned and their uses explained. One group could be using utensils and materials in cooking while the remaining pupils are engaged in other allied activities. Bakers' hats and d'oyleys could be made. Individual children could act as bakers during the free activity periods. At this stage, a shop with a suitable label could be set up and cakes arranged for sale. Cleanliness and tidiness should be emphasized, and the teacher should see that good manners and courtesy are observed between shop-keeper and customer.

Washing.—Another interesting group activity is the work done in the laundry. The children wash dolls' clothes, using beach buckets or dolls' tubs, and peg the clothes on lines made of string. Using toy irons, they then imitate mother ironing the garments. This may lead to other activities such as sweeping and polishing, which could be carried out in a similar way.

Dining.—This topic lends itself to discussion of such matters as table-setting, meals, table manners, use of cutlery, correct eating habits, and dish-washing. The teacher might enlarge on the topics mentioned and include a play afternoon-tea, to which a visitor could be invited.

Throughout the activities, the children should be learning to work together. It will be obvious that participation in such activities provides a great stimulus for free oral expression.

SOCIAL PROGRAM: GRADE I.

When a child reaches Grade I. proper, he has probably been at school for from six to twelve months. He spends a great many of his waking hours away from home; consequently, his world has broadened. He is beginning to realize that there are people other than his mother and his father and his immediate family who help him in his daily life. He is dependent on his playmates, his teacher, the tram-man, or the busman who takes him to and from school, and the man in the shop where he buys his lunch. He can see that his home, while a little world in itself, is not entirely self-supporting, but must rely on other people for its food, its protection, and its amusements. Therefore a central theme that suggests itself for Grade I. is "The Family and Its Helpers", and such units of work as those that follow might be chosen:—

1. Holidays.
2. People Who Help Our Home.
3. How the Family Travels.
4. People Who Protect the Family.
5. The Approach of Christmas.

It will be necessary to select topics suitable for inclusion under these units. It is obvious that the treatment of topics should vary according to whether the school is situated in the Melbourne area, a country centre, or a rural district. The treatment will also be influenced by the particular conditions in the schools. In all cases, the plan of the year's work should show that the teacher has studied the children, and the life and work of the people in the community.

The following outline shows one way in which such units may be developed.

CENTRAL THEME—THE FAMILY AND ITS HELPERS.

Unit 1. Holidays.

- (a) The family at the beach. Fun on the sea-shore; fishing; ships, yachts, tug-boats; the lighthouse.
- (b) The family at the farm. The work of the farmer; how animals help the farmer; baby animals; the wheat crop.

Unit 2. People Who Help the Home.

The milkman; the baker; the grocer; the greengrocer.

Unit 3. People Who Help the Family to Travel.

By car; by bus; by tram; by train; by aeroplane.

Unit 4. People Who Protect the Family.

The policeman; the doctor, the dentist; the district nurse.

Unit 5. The Approach of Christmas.

Preparation in the shops; mother's preparation in the home; how the postman helps; the making of Christmas gifts by the children; Christmas for children in hospital; planning for the Christmas party at school.

The following suggestions indicate how certain topics may be treated:—

1. *Holidays*—(a) *on the Farm*; (b) *at the Beach*.

In metropolitan schools and in those on or near the coast, "Holidays at the Beach" could well be used as an opening topic because the great majority of the children have, during the long vacation, spent some time at the sea-side and have experiences to recount. The children could be encouraged to bring seaweed, coral, and shells for school collections. Discussions might also include the fisherman and his work, ships, and the lighthouse-keeper and his family.

If the teacher finds that a number of country children have also spent part of their vacation at the beach, the same opening topic could be taken in a country school. On the other hand, many may have spent the vacation on various types of farms and will have much of interest to relate. In this case "Holidays on the Farm" could be taken first.

This topic treated for town children can be made one of the most interesting in the whole program. A great deal of discussion and activity arises in the construction of a farm; there will also be talks about the animals, the barn, the stables, the sties, the kennel for the dog, how the animals help the farmer, and how he cares for them. A talk about feeding the animals could lead to constructive work in building a haystack. From the growing of hay, oats or wheat could be introduced, and seeds planted for indoor observation.

2. *People Who Help the Home.*

As the topic of the wheat farm develops, discussion will naturally lead to the work of the miller and then of the baker. This could provide a natural link with the next unit, "People Who Help Our Home", and the baker could be the first topic to be treated. This unit obviously provides much scope for dramatic play; children might make bakers' hats and aprons and use dough for the making of loaves, buns, and cakes. From the baker, the discussion might turn to other helpers—the milkman, the grocer, and the greengrocer. Shops—bakers', grocers', and greengrocers'—might be set up in turn, and children might take the parts of the shopkeepers and the customers. For example, with a greengrocer's shop, children in their dramatic play might show how the produce is brought to the shop, how arranged for sale, and its use in the home.

3. *People Who Help Us to Travel.*

A talk about how the shopkeepers get the goods to their shops would serve to introduce motor-trucks, trains, and buses. In metropolitan and provincial schools, the talk will also turn to trams. Now-a-days children everywhere are familiar with motor-trucks, and in many areas there are motor-buses. The talks will turn to the uses of such vehicles and how they are maintained and driven. Trains are a source of never-ending interest. There is scope for much activity in all schools in making models of the different kinds of trains and engines. The children will need little encouragement to bring picture-books of trains, and some will bring toys. Songs, poems, and miming provide other interesting activities.

4. *People Who Protect Us.*

Discussion in this unit may be started from incidents such as an accident, an outbreak of fire, a policeman calling to give a talk on safety, or a visit by the school dentist or the district nurse.

The Policeman.—Discussion should be centred on the policeman as a friend, the protector of the home, and the helper of children. In the country, as in the towns, the children will have seen the mounted policeman; city children may know of the police who use cars and motor-cycles in protecting people.

The Doctor.—In the talks on accidents and health rules, the children will readily mention the doctor and others who help to keep us healthy and strong. In the discussion they will see how the school doctor, the family doctor, and the doctors in the hospitals care for us. The nurse who helps the school doctors and, in country areas, the district and bush nurses will also enter into the talks. The talks will also turn to the school dentist, the dental clinic, and the ambulance service.

5. *The Approach of Christmas.*

The children are intensely interested in the first signs of the approach of Christmas in the shop-windows. Next comes the excitement of seeing mother make the Christmas cake and the pudding. As the postman during these weeks brings Christmas cards and parcels to the children as well as to the adults, it seems a good time to comment

on the work of the postman. The miming of the postman delivering letters and parcels to the home is an unending source of delight to little children. The fact that Christmas is a "giving" time should be stressed; children will delight in making gifts for their mothers, for their fathers, for small brothers or sisters, and in filling a Christmas stocking with toys they have made as a gift to a sick child in hospital. The children should be allowed to help to plan the class-room decorations, make the party caps, set the tables, and prepare for their Christmas party and probable visit of Santa Claus.

SOCIAL PROGRAM: GRADE II.

The child, at the beginning of his Grade II. year, has some knowledge of the life of the community in which he lives, and has begun to realize his dependence not only on his parents, his teachers, and his playmates, but also on many other people engaged in the various activities of the community. The aim in the Grade II. program is to study more intensively the life of the community and to increase further the child's knowledge and appreciation of the people on whom he is dependent for his existence. The central theme of the suggested program is therefore "How the Community Lives and Works." The program, with topics suggested for developing the various units, is outlined below. The object should be, not to follow slavishly this suggested program, but rather to develop and use the children's ideas and to let each discussion provide the stimulus for the next.

CENTRAL THEME—HOW THE COMMUNITY LIVES AND WORKS.

Unit 1. *Food.*

- (a) Farms—dairy, wheat, poultry.
- (b) Fruit and vegetable growing and marketing.
- (c) Fish.

Unit 2. *Clothing.*

Shops, factories, mills; raw materials such as wool, cotton, and flax from the farms or plantations where they are grown.

Unit 3. *Housing.*

How new homes are built, source of materials used—timber, bricks, iron, cement; carpenters, bricklayers, plasterers, painters; workers in timber-mills and brick-kilns; furniture, lighting and heating, plumbing.

Unit 4. *Transport.*

Buses, motor-trucks and vans, trains, aeroplanes, ships.

Unit 5. *Communication.*

The work of the post office; letter delivery by road, rail, sea, air; other means of communication—telephone, telegram, cable, wireless, television.

Unit 6. *Protection.*

Firemen, policemen, doctors, dentists, ambulance drivers, hospitals.

Unit 7. *Recreation.*

Playgrounds, parks and gardens; games for children, sport for adults; hobbies—carpentry, the keeping of pets, puppet shows, cinema; books—school library, public library; picnics, holidays.

Treatment of the Program—Some Examples.

1. *Food.*—In schools in the towns, the unit could be introduced by a talk about breakfast foods. Mention of breakfast cereals or a loaf of bread could lead back to the processing of wheat, oats, and maize, and thence to the farm. Growing, harvesting, and milling could be discussed. There could also be a talk about the helpers who provide milk for the homes—the dairy-farmer, the truck-driver, and the milkman. A visit to a dairy-produce shop would provide the stimulus for a discussion of the various goods displayed. The work of the market-gardener (growing

and marketing vegetables) and of the orchardist (picking, packing, and marketing fruit) could be the next topic. If practicable, a visit should be made to a market. The children would find much to say about the stall-holders, their produce, where it came from, and how it was brought to the market. Also they could visit a fruit warehouse and see fruit in cases loaded on to trucks for shipment. A visit to the fish-stall might lead to a discussion about fishermen, their work, and their methods of catching, storing, transporting, and selling fish.

In schools situated away from towns, discussion of the unit might start from information given by the children. In the Mildura district, for example, the main interest at the beginning of the year is the dried-fruit industry, and that would therefore be very suitable as the first topic of the year. As an activity the children could dry fruit, and as a culminating experience fruit dried by their own efforts could be used in cooking.

In dairying areas, where many of the children might live on dairy-farms or might have visited such farms, there could be a talk about people who collect milk and cream. In a Wimmera school the experience of wheat-growing, which is familiar to many of the children, might suggest "A Wheat Farm" as a suitable opening topic.

2. *Clothing*.—A talk about the weather could lead to mention of clothes. A discussion could follow on why clothes are necessary, and the kinds of clothing suitable for the different seasons. If the topic is introduced in a warm period, a chat about dress materials, say cotton and silk fabrics, might lead to interesting discoveries such as that cotton comes from a plant and that silk is spun by the silkworm. Introduced in cooler weather, the topic could provoke a discussion of woollen clothes and why wool is used, mother's knitting, the woollen garments in shop-windows, and the making of woollen goods.

Considering that in these days Victorian school-children usually obtain their clothing direct from a city shop or a country store, this unit might well begin with the shop itself. The goods might then be traced back to the clothing factory, the mills where the fabrics are made, and finally to the source of the raw materials. In this way, for example, a child's woollen jumper could be traced back to a sheep farm.

3. *Housing*.—A discussion of houses as shelters could lead to a talk about shelter for animals, birds, and insects. The children might be interested in solving such problems as what animals do for shelter. In the district there might be houses under construction. Thus a suitable opening topic would be "People Who Build Our Homes", and the children might be asked to tell of the progress being made. Kinds of houses, materials, the carpenter, the bricklayer, the plasterer, the painter, and the workers in brick-kilns and timber-mills might come into the discussions. If practicable, a workshop such as a plumber's could be visited.

After a talk about fuel used in cooking and for keeping the house warm, children in town schools could visit a wood-yard and see stacks of wood cut in various lengths, and the loading for delivery. Also, at a railway goods yard, they could see the loaded trucks and find out where wood, coal, and briquettes come from. In other schools, the start could be made from the trees or the mines, and the discussion would lead to the supply to the homes.

4. *Transport*.—Transport of fuel might lead to a mention of the huge buses and motor trucks that carry people and goods. There would be much to discuss in the goods that are carried—wool, timber, fruit, and so on—and the children would have a good deal to say about the buses, those in the towns and those in which they travel to and from school. Trains and railway workers who help to transport people and goods would also provide much opportunity for discussion.

In schools near the ports, a very profitable excursion could be arranged to see the kinds of ships, to watch them being loaded or unloaded, and to find out where the goods were being sent, or whence they had come.

If any of the children had made a journey by air, a discussion of aeroplanes would be entered into very freely by the grade.

This unit provides much scope for dramatization and for creative activity such as the making from waste material of trains, trucks, buses, ships, and aeroplanes.

5. *Communication*.—This unit could be initiated by a real-life situation involving the writing and posting of a letter or the sending of a parcel through the post. A visit to the local post office for the weighing and stamping of the parcel could develop a keen interest in the work of the post office. Through the use of pictures, films, excursions (for example, to see a pillar-box cleared), and discussions the children would realize that mail sent from the local post office might have to travel by road, rail, sea, or air before reaching its destination.

Other means of communication—telephone, telegram, cable, wireless, television—might be briefly dealt with if introduced by the children.

6. *Protection*.—An opening would be provided by one of the incidents suggested in the treatment for Grade I. For example, an accident in the neighbourhood would supply the stimulus for a talk about safety and about the policeman, his friendly helpfulness, and the protection he affords us. Actual training should be given in crossing roads. There should also be discussion about doctors, dentists, nurses, and other helpers in hospitals who attend to people who are ill. Some children might be able to tell of visits to hospitals and clinics. The fireman would also provide much interesting material for discussion—his dress, his equipment, the way he uses it, how we summon him, and so on. An excursion to the fire station would be greatly enjoyed.

The unit also gives a good deal of scope for dramatic play and constructive activities.

7. *Recreation*.—This unit should help to foster an interest in the recreational facilities available to the child in his own district. It should encourage him to develop his own particular interests and hobbies. If possible, arrangements should be made for children to visit some of the centres of recreation, for example, local gardens, a children's playground, a play centre, or the children's section of the district library.

Principles of the Program.

Time Allotment.—No time allotment can be set for a unit of work, which should continue while the children's interest remains. The teacher who follows the children's lead will soon discover how naturally one unit may develop from another. The children themselves plan the work to be done; no longer is this arbitrarily decided by the teacher.

The Value of Excursions.—Excursions are real experiences. Visits to such places as the fire station, the market, the post office, the railway station, the butter factory, and the aerodrome can be very fruitful. There is need for careful planning. It is necessary for the teacher to first investigate the locality chosen, gaining the co-operation of the folk to be visited. The teacher and the pupils will discuss beforehand what to look for and to find out, and outline possible inquiries that the children may wish to make. Children will formulate the rules for safety in travelling. After the excursion, discussion will clarify the information obtained.

The Value of Activities.—What the children do in respect of the program is more important than what they learn, and it is this doing that gives the socializing value. In the infant school, the boys and girls do as much of the investigation as possible. Of course, the teacher has books and pictures from which information will be obtained, but, as the children's interest in a topic grows, much material—books, pictures, and models, will be brought by the children from home. Parents, too, become very interested and gladly help.

Activities of many sorts will enrich the program. Handwork can no longer consist of little odds and ends pasted in books kept in the cupboard, but will be purposeful and expressive. Children will initiate and plan projects and models (usually from waste material) that are really worth while. They will express through their art some of these living experiences. Stories and poems will be found too, but a poor story or poem that just "fits in" should never be presented. Music and songs will be chosen in the same way. Such a wealth of experience cannot fail to increase the children's powers of language.

Each unit should also be accompanied by progress in the use of tool subjects, which it should stimulate. For example, the child will learn to add and subtract quickly in order to make a good shopkeeper—not when he grows up—but here and now, in the shop he has helped his playmates to build and stock. He will write clearly, so that there will be no mistake about the goods that he has labelled and priced.

To provide a suitable range of social living experiences, the treatment of social studies in the infant department should include the physical environment. The child should be made aware of his natural surroundings by observation of changes in trees, buds, flowers, fruit, the seasons, and the weather.

The Work Program.—The emphasis then in program-planning is on living, and the child must be led through a series of progressive culminating experiences, with the aim clearly in mind of not only storing his mind with information about his environment, but also of making him realize the dependence of each member of the community upon all other members, and his responsibility to render service.

GRADE III.

The course for Grade III. aims at taking the pupils' studies into wider fields of world interest and understanding. It is accepted that the eight-year-old stage is the most appropriate time for children to make acquaintance with families, communities, homes, children, and animals of representative world regions, with some emphasis on the simpler, more primitive communities. By means of guided studies, stories, handwork, model-making, reading, music, folk-dances, and talks by visitors, the simple facts of other societies and environments will be learned. About half a dozen representative lands and communities should be treated during the year. But it is suggested that breathing spaces should be allowed between these regional community studies, to be used for brief returns to the local and Australian scene, in order to discuss and learn about matters of topical interest, for example, a flood, erecting a new class-room, or seasonal changes.

Throughout the year interest in maps should be encouraged. The course should be introduced by a brief revision of the pupils' own communities in conjunction with a model and a simple picture map. Then, during the year, simple models and maps of class-room, school-ground, and the home can be made and used to teach elementary mapping technique. The more formal map study may be commenced by making an outline map model in the school-ground, followed by a sand-tray model and then by an animal picture map of Australia. Broad general facts appropriate to the interest and understanding of the pupils should also be marked on this map.

A globe and a large simple wall map of the world should be used during the year to show the pupils where the community lives. Thus, informally, as the year progresses, they will be led to understand that, as a rule, climate is related to position on the earth's surface. The wall map should also be used for incidental teaching of broad facts, such as names and positions of continents and oceans, and important features of world knowledge; the map will also be useful in locating current world happenings of interest to the children. It is important also that each of the community studies should be helped by a model map or a picture map.

THEME: BEYOND THE NEIGHBOURHOOD.

The following selection of community studies is presented as typical of what a teacher and class might choose for a year's study. Each continent is visited, a variety of cultures is included, and a representative climatic region is covered.

Africa—Selections from North and South.
Canada—Prairie Farm.
A Native Village in New Guinea.
India—Indian Farmer.
A Chinese Family.
An Italian Community.
A Factory Town in England.

(The above-mentioned topics are suggestions only and should not be regarded as mandatory. Teachers are especially recommended to take advantage of situations that arise, for example, the arrival of a child from France.)

The year's study might end with Christmas contrasts and perhaps with a party attended by the folk met during the year.

Example of Detailed Treatment of a Topic—The Negroes.

One introduction might be to lead up through a photograph of one of the boys, say, Jim. Where does Jim live? Pin photograph on Australia (on map of world). Show picture of another little boy—Gumbo. Where does he live? (Pin picture on Africa.) Let us visit Gumbo. How shall we go to Africa? What do we want to find out about Gumbo and his people? Make a list.

- (1) What they look like.
- (2) What they wear. (Materials and climate.)
- (3) What they live in.
- (4) What they eat. (Health and nutrition.)
- (5) The work they do. (Junior economic study.)
 - (a) Hunting.
 - (b) Trading.
- (6) How they travel. (Introduce Congo River.)
- (7) The animals they see.
- (8) The weapons and tools they have.
- (9) Do they go to school?
 - What must Gumbo learn from his father?
 - What must Gumbo's sister learn from her mother?

Things to Do.

Find pictures and information. (Books on Africa should be previously sorted out by teacher.)

Draw pictures of animals. Cut them out and make an animal map and an animal poster of Africa. Model a village and animals. Dramatize.

Method of Teaching.

The most desirable method to be used is, of course, that of pupil activity, where the study unit has been decided and planned with the co-operation of the class, and where the pupils investigate problems, share experiences, and develop projects under the guidance of the class teacher.

Following is a suggested procedure as applied to the study of Gumbo, the negro:—

1. Introduction of topic. Lead up through photograph of one of the boys. (Use pictures, talks, films, current happenings.) —Let us visit Gumbo.
2. Settling of problem—by discussion and listing on black board as a basis for group assignments. (1-9 above.) How shall we go to Africa? What do we want to find out about Gumbo and his people?
3. How shall we find out what we want to know? Films, books, pictures, radio, children's periodicals, visiting speakers. Teacher from another grade. Letters to other children.

4. Group and individual investigation. Use of school and class libraries for private research. Home material. There would be some recording of this, such as pictures and diagrams and simple stories in pupils' note-books.
5. Sharing the results of the investigations. By talks, showing of pictures, pageants, and plays. Perhaps a period for free observation and copying of other children's recordings.
6. General review—and link with the next topic. Perhaps a class project, which could be a diagrammatic recapitulation. Finally, to bring us back home, what could you tell Gumbo about our country that would surprise him?

NOTE.—Teachers may wish to draw a contrast between Gumbo and an Arab boy.

Associated Activities.

Morning Discussion: Pupils should be encouraged to study pictures in magazines and newspapers. Link social studies with day-to-day events.

Visit to Zoo.

Films: Many are available, and teachers are advised to refer to the Visual Education Branch.

Stories: Many stories will be told in connexion with the course, such as the *Just So Stories* or the Story of David Livingstone or of Joseph.

Books: An appropriate selection for school and class libraries should be made from the many suitable books available.

GRADE IV.

The course is designed to give children an increased understanding of the neighbourhood and the local community, and also some idea of their relation to the outside world.

Each of the four topics suggested offers a wide range of possibilities in both subject-matter and methods. Different schools will wish to develop and vary their studies according to locality, resources available, and special interests of pupils and teachers. Each topic should be thought of not as a study course, but as a field of interest and pupil activity in learning, reading, handwork, discussion, planning, and co-operation.

The following types of participation activities are suggested for the treatment of the topics:—Class and school organization; clubs; trips and excursions; inter-group competitions; music; class games such as charades; dramatization; constructive handwork; preparation of booklets (for example, on milk production, and, in connexion with the preparation, planning an advertising campaign to sell more milk); meeting people from beyond the school; reading; writing; chart-making; and mapping.

In any particular situation it is for the teacher to say whether a detail is best studied by means of an excursion, a talk by a visitor, a directed reading, a debate, a wall map, or simply by a formal class lesson. But during the study of the whole topic, varied methods should be used in order to give the pupils a range and balance of experiences.

During the year a deliberate attempt should be made to introduce the pupils to the idea of history and to the importance of understanding peoples of other times. Suggestions as to how this can be done are made in the topic, "My Clothes", set out below. Also the topics of the course should provide an excellent basis for the beginning of simple economic understandings and could be linked very effectively with health, arithmetic, and English.

It is obvious that sections of the course could be treated so extensively as to occupy a disproportionate amount of time. Teachers are therefore advised to exercise discretion in the length of time given to the treatment of the sub-topics.

THEME: THE WORLD ABOUT ME.

- Topic 1: My School.
Topic 2: My Home.
Topic 3: My Food.
Topic 4: My Clothes.

The topics may be taken in any order.

Topic 1: My School.

To create interest, have a chat about the grade and the school—its name, number, and location; plan a simple locality map, mark in the school, show the compass bearings on the plan. During the discussion, list facts the children could find out about the school—number facts, such as the length and breadth of the site and of the pupils' own class-room, distances to homes and to prominent buildings such as the town hall; what the school is made of; the way the school works; helping school appeals.

Sheet projects on the display board could show the following details:—

- (a) The number of children attending, teachers, rooms, and grades.
- (b) Size of class-room and rough sketch.
- (c) Playground area, soil, trees, cricket pitch, basketball court.
- (d) Equipment.
- (e) Special rooms.
- (f) People who come to the school—school committee, mothers, health officer.
- (g) Where school money comes from; how it is used.
- (h) How pupils help others; various appeals such as egg appeal.
- (i) How the school could be improved—projectors, radio, library, pictures, playground equipment.

Schools of the Past.—Pictorial studies. Boys and girls of past times. Did children always go to school? What was school like in our parents' day? Schools in other lands—a Samoan school. Local history of school. A conversation between a school child of to-day and a page boy of the Middle Ages.

Why We Go to School.—The things that children need to know—writing, counting, health knowledge, and living together. Comparison with other days, with other children, and with aboriginal children in their native state; with children who worked on farms, in factories, and as chimney-sweeps. Robert Raikes and Sunday schools. Lord Shaftesbury and little children. Education laws—what they say; what a law is. Schools to go to after the primary school. Discussion and oral composition. Dramatization.

Making School Happy.—Rules and regulations are necessary if we are to work and play happily together. Obeying rules. Helping and co-operating. Being responsible. Cleanliness. Manners. Hospitality. Activities:—Organization of a school function; concert; Y.F.C. field day; visit to another school. Children may draw up a set of playground rules.

Activity Project.—Children may prepare a book "Our School", to exchange with another school or to send to the district inspector.

(As the distances of pupils' homes from the school have been discussed, the positions of some homes could be marked on the locality map, and this could lead to the topic "My Home.")

Topic 2: My Home.

If this topic follows "My School", the locality map could be used as an introduction. Interest can be transferred to the home, and the pupils will see that all homes differ, all are interesting, and all are important.

Plan of Activities.—With children co-operating, set out the plan of study on the home by making a list of study activities, for example, those that follow:—

- (a) Development of locality map.
- (b) Each pupil's simple plan of his own home.
- (c) Many facts about home.
- (d) Building materials.
- (e) How a house is built.
- (f) Furniture.
- (g) Services and modern conveniences.
- (h) People who protect our homes.
- (i) Homes of other times.
- (j) Homes the world over.
- (k) Why people need homes.
- (l) The family.
- (m) Making home a happy place.
- (n) Children who have no homes; what provision is made for these children; life in an orphanage; assisting an orphanage in the district.

These activities should not be taken in great detail. The teacher will undoubtedly have such study activities in mind in advance, but will make it seem that they come from the children.

Methods.—Following are suggestions regarding methods that may be used:—

1. Locality map: Large paper wall locality map to be at disposal of pupils to mark in home positions and other features. The need for pupils to develop co-operation, leadership, and planning will become apparent.
2. Plan of home: Each pupil will consider and prepare a plan of a simple home. Architect parent visits to explain necessity of plans. Every home has a plan. Pupils obtain home help in drawing simple plans of their own homes.
3. Facts about homes: Class lesson in fact collection, arrangement, and recording.
4. Building materials: Plan and carry out a visit to a house being constructed.
5. How a house is built: Individual children undertake to find out about various parts such as foundations, framework, and roof.
6. Furniture: Building and furnishing a model house, construction in class-room from boxes by boys, furniture and furnishings by girls. To stimulate ideas and ideals of better homes.
7. Services and modern conveniences: Gas, water electricity, ice, firewood. Finding out how these are produced.
8. People who protect the home: Policeman, health officer, fireman. Talks by officers or visits to stations.
9. Homes of other times.
10. Homes the world over.

Method might be by readings and labelled illustrations, as well as discussions leading to conclusions such as those that follow:—

- (i) Other people are not strange or funny, only different.
 - (ii) People live in different climates and have different ways of life; these conditions decide their types of homes.
 - (iii) People in olden days found out many things, and we benefit from their discoveries.
11. Why people need homes: Shelter, sleep, recreation, care of young. Lead on to the idea of family—the Royal Family.
 12. The family: The part played in family organization by father, mother, and children. Dramatization.
 13. Making a happy home: Doing one's tasks, obeying rules, sharing, being considerate, giving as well as receiving.
 14. Father's part in maintaining the home. Consideration of his part as a breadwinner could introduce the topic "My Food."

Topic 3: My Food.

Introductory device—pupils could seek an answer to the question: How much do we depend on other people for our happiness and comfort? A chart could be prepared indicating need for water, food, shelter, clothes, transport, and fuel. Food is selected for special study. Why do we eat? Our bodies need food in order that we may be strong and healthy. Association with course in health.

What do we eat?—

(a) Daily foods are listed, and this leads to exercise in classifying and grouping foods.

(b) Simple detailed studies of important foods listed. Milk—uses in the home, supply, dairy-farms. Class discussion regarding some rules for school supply. Pasteurization of milk—the man behind the name. Project arising from study of milk: Can we teach people to drink more milk? Let us begin an advertising campaign. How can we use the radio, newspapers, posters, film strips? Pupils work in groups and present their work to the class for approval.

The potato—history study: South America to Spain, to Ireland, to England.

(c) Excursions to learn about food production, food processing, or food storing, for example, to a dairy-farm, a butter factory, or a cool-store. (Pupils report or write composition upon excursions telling the story of a biscuit, or a packet of cheese or a bottle of milk.)

Man learns to keep food—granaries (Joseph of Egypt); silos; refrigeration; Captain Cook and the story of scurvy.

(d) How food has been distributed throughout the world: spices from India; the potato; wheat to Australia; fruit.

(e) Plants and animals give us our food (and our clothes). Pupils prepare sheet projects showing a plant or an animal and a list of food products from it.

(f) World mapping activity (co-operative wall map) to show the main world production areas of important foods. Show also children of these parts and the clothes they wear.

(g) What happens to surplus food? Hungry children of other lands: Problems of hunger; famine, rationing.

Topic 4: My Clothes.

Introduction.—The children and adults of other lands wear different clothes (map study of last topic). Why? Discuss the following reasons:—

Climate—Simple study of climatic regions.

Custom.

Materials available—Picture studies of landscapes, peoples, and occupations.

Development of Topic.—We ourselves use a variety of clothing. Why? Seasonal influences and occupations. Book project showing summer and winter pages, dealing with dress, accessories, sport, and landscapes.

The following treatment is suggested:—

Clothes and health—a list of rules.

Clothes for special purposes and occupations, for example, diver's suit and butcher's apron. Pupils choose and present reports.

The clothes that famous people wore.—A pictorial time chart, cave-man to present day, to help pupils remember the great ages of history. It is thought that during the Grade IV. year a beginning should be made to develop the pupil's understanding of historical time. The type of time chart mentioned above should be used more frequently hereafter in topic studies.

Australia's great clothing material—wool.

Film and news study.

Economy and good taste in clothes—visits to mills and shops.

At the end of each major study a period could be reserved for activities such as a quiz session, an imaginary interview, a play (table manners), or a pageant. The topic "My Clothes" could conclude with a fashion display, perhaps with support of local firms, or a Christmas pageant with children of many lands represented.

GRADE V.

The aims of the course are to develop in the children an interest in their own country; to give them a picture of life in Australia and, in outline, of its geographical characteristics; to lead them to realize their debt to the pioneers; to lead them to some understanding of the interdependence of the various parts of Australia, especially as regards their own neighbourhood; and to give them a healthy pride in Australia and the Australian way of life.

It is suggested that all topics should be dealt with, though some may take only a few periods and others in which the children are more immediately interested may take several weeks to complete, or may even be carried through the year and worked on at appropriate times.

Local government will be treated in the study of "Our Own Neighbourhood", and also in other topics where it is relevant. State government could well be dealt with in the topic "Victoria's Capital City." Federal government will be treated, in broad outline only, in the topic "Australians All." Such public utilities as railways, post offices, the Country Roads Board, and the State Electricity Commission will be treated where convenient opportunities arise. It is hoped, also, that group work by the pupils and sharing of knowledge gained will help to build up the attitude of team work so necessary in a democracy. Development of such an attitude should be regarded as more important in this grade than a factual treatment of ways of government.

National days are treated more fully in the course for Grade VI. Some time will probably be taken, especially before Anzac Day, in giving the children some knowledge of the part played by Australians in both world wars to keep our present way of life.

Stories of great Australians will, it is hoped, be used to illustrate the topics.

THEME: OUR OWN LAND.

Topic 1: *Our Own Neighbourhood.*

People, occupations, communications.

Why white people first came; how they came; whence they came.

Suggested Method.—Begin with a study of the neighbourhood as it is to-day; this will be of interest to the children since they can actually observe it. Reference will be made to many aspects of the history of the locality, and so a local history will be made up. This will provide a good starting-point for the early history of Australia as a whole. Mapping will be included.

Topic 2: *The Australia Our Ancestors Found.*

(a) Coastal discoveries, particularly on the west and the north-west coasts by Dampier, Tasman, Dirk Hartog, and others. Reports on the east coast by Cook and Banks. The first settlement at Sydney Cove.

(b) The aborigines of Australia.

(c) Australia, land of oddities.

Suggested Method.—Section (a) should not be treated in great detail. The contrast between the east and the west coast should be brought out. A globe should be continually referred to, and mapping should be used wherever possible. The aborigines should be treated as in their natural habitat; comparison with the life of the aborigines to-day will be left to the discretion of the individual teacher. "Australia—Land of Oddities" is included to give a more complete picture of Australia and to add reality to the story of the arrival of the newcomers to whom Australia was, in fact, a very odd land.

Topic 3: *Into the Unknown Interior.*

The difficulties encountered by early explorers and settlers. The barrier of the mountains. The riddle of the rivers. Was there an inland sea? Explorers such as Blaxland, Wentworth, Lawson, Sturt, Leichardt, and Eyre should be referred to. At the completion of the topic the children should have a fairly detailed knowledge of the physical features and climatic conditions of Australia.

Suggested Method.—This topic is not intended to be merely stories of the explorers and their adventures; it is intended as a means of introducing build and climate, and should not be treated in great detail. Mapping, especially pictorial treatment of the regions traversed by the explorers, will be a very suitable form of recorded work.

Topic 4: *Grass for Our Sheep.*

The spread of the pastoral industry across the western plains of New South Wales. Squatters follow the grasslands in New South Wales, Queensland, South Australia, Tasmania, Victoria. The sheep and wool industry to-day. Chief sheep areas in Australia. What happens to the wool.

Suggested Method.—This topic will follow logically on the previous one and will also give a lead on to the children's present-day experience of sheep and wool, or of manufacture of wool or of articles made from wool. The actual method of treatment will depend on the interests and experience of the children concerned and will be likely to vary from district to district. Important people associated with the wool industry, for example, Macarthur, will be treated at appropriate times.

Topic 5: *Riches from Underground.*

A mining city to-day, for example, Kalgoorlie. Life of the people. Other mining towns in Australia to-day in less detail.

How gold discoveries attracted people to Australia in the 1850's and 1860's. The gold rush at Ballarat or Bendigo.

Suggested Method.—Two methods suggest themselves here. The chronological approach will deal with the gold rush first and lead on to life in a mining town to-day. In some districts this will fit in with Topic 1: "Our Own Neighbourhood." Some teachers may prefer to begin with life in a mining town to-day and trace its history to the gold rush. Personalities such as Hannan and O'Connor should be introduced.

Topic 6: *Water in a Dry Land.*

A study of the lives of the people in an irrigation area served by one of the following systems: Murray Valley (a) Yarrawonga and Torrumbarry systems, (b) pumping systems in the dried-fruit area; Goulburn Valley; Gippsland-Glen Maggie; Werribee and Bacchus Marsh; Wimmera-Mallee scheme chiefly devoted to stock and domestic water supply, small irrigation areas near Murtoa and Horsham.

The aim is to teach the importance of water conservation and irrigation to Australia.

Suggested Method.—Children in the drier parts of Victoria readily understand the need for water in connexion with farming, and their interest will lead naturally to a study of irrigation. City children should be led to realize the importance of irrigation by studying its effect on the lives of people, for instance along the Murray. These city children may be introduced to the problem of water conservation by a short study of the domestic supply in their homes.

Topic 7: *The Golden Grain.*

Life on a wheat farm in the Wimmera, or in any other district in which the children are more interested. From this could follow a study of the wheat-growing areas in Australia, using maps, and the general characteristics of the areas should be considered. Significant events in the history of wheat farming in Victoria should be noted; first use of superphosphate, change from horses to mechanization, bulk handling. What happens to the wheat—the story from the farm to the table, at home and abroad.

Suggested Method.—Schools in a wheat district will probably want to treat this topic more fully, and children may investigate such sub-topics as "The Story of the Plough", "What Happens to Wheat at the Flour-mill." City children might prefer to begin as in Grade IV. and work backwards to the study of a wheat farm; they will probably not want to spend so much time on this topic

as will children in wheat-growing areas. Reference should be made to the work of men such as Farrer, Pye, H. V. McKay, McCormick.

Topic 8: Cows.

Life on a dairy-farm (Gippsland and Western District are suggested as typical good rainfall and pasture country); the chief dairying areas of Australia—location (using maps), characteristics; what happens to the milk—milk to drink, butter, cheese, powdered milk.

Suggested Method.—Irrigation in northern Victoria has been treated in Topic 6. The city child will probably wish to work backwards from a drink of milk or from the butter on his bread to the factory and the farm. Except with schools in dairying districts it is not intended that this topic should deal with such things as breeds of cows, butter fat, or other technical details.

Topic 9: Meat on the Hoof.

Life on a cattle station (western Queensland or northern Australia suggested); characteristics of beef-cattle country, and mapping of beef-cattle areas of Australia; what happens to the cattle—the overland route; artesian water, pedal wireless, the flying doctor.

Suggested Method.—Most Victorian children will probably wish to work backwards from a roast of beef to the cattle station. The life of Flynn of the Inland, or of the Cattle King (Kidman), or the story of the Overlanders will add interest to this topic.

Topic 10: A Trip to the Tropics.

The Queensland coast and the Barrier Reef; tropical forests and timber; tropical fruits, sugar.

Suggested Method.—To provide variety, this may be treated as a holiday trip. Each study should be related to the lives and occupations of the people.

Topic 11: Tall Timbers.

The different kinds of timber in the home. Where do they come from? Who cuts the timber? Life of a timber-cutter in a heavy rainfall area. Timber areas of Australia, and where they are situated (using maps). Conservation of the forests, growing crops of trees (for example, school plantations), prevention of fire in forests.

Suggested Method.—The treatment will probably vary greatly. Some schools, in city as well as country districts, may wish to study timber itself in greater detail. The fire hazard and stories of bravery associated with bush-fires of the past may well be emphasized.

Topic 12: People Who Make Things.

Life of a factory worker in any type of factory in a city or a country town in which the children have an immediate interest. Where does the factory get its raw materials from? What power is used? Where did the iron and steel for the machines come from? Where the articles from the factory are sent. Mapping and reasons for positions of the chief factory areas of Australia.

Suggested Method.—As with other topics, this should be dealt with from the human aspect, that is, the workers in the factory and those whose lives depend immediately on the factory should be given more prominence than the factory itself. Raw materials, power, plant, building, lighting, ventilation, and safety measures should be dealt with as they affect the life of the factory worker, and his dependants. Children in a wheat-growing district may prefer to study a flour-mill or a factory that makes breakfast foods; in a wool-growing district, woollen-mills; in a general farming district, an agricultural machinery factory. Such factories need not be in Melbourne, although Melbourne children in an industrial suburb may well deal very fully with this topic immediately after or as part of Topic 1: "Our Own Neighbourhood."

Topic 13: Victoria's Capital City.

Melbourne as it is to-day; places worth visiting; what the people do; why it was built in its present position; why it has grown so big. Has it grown too big? Is decentralization in Victoria and Australia desirable?

Suggested Method.—Children living in Melbourne or suburbs may wish to merge this topic into the treatment of "Our Own Neighbourhood" and with Topic 12: "People Who Make Things." This will give them the opportunity to deal with both the geography and the history of Melbourne in some detail. Country children will deal with this in less detail, probably as a trip to Melbourne.

Topic 14: By Land, Sea, and Air.

Travel in the district, in Victoria, and to other parts of Australia by road, rail, sea, and air—the road to Darwin; the trans-continental railway; the Prince's Highway; airways from Melbourne to other States; by ship to Cairns or Fremantle or Hobart.

It will also be possible to indicate progress and changes in the lives of the people by reference to coaching days (Cobb and Co.), the bullock-wagons, and the coming of the railways, the motor-car (and better roads), and the aeroplane.

Suggested Method.—This will probably be used by most teachers as a revision topic, giving children the opportunity to re-visit the regions covered during the year. It will also serve to revise much of the history treated in this grade. Many children may want to do special project work on the history of transport in Australia. There will be much opportunity also for mapping.

Topic 15: Australians All.

Australians live in the tropics, in the mountains, and in the desert. Some work in factories, and some in offices. But they are all Australians, and each has something to share with those in other parts of the continent. What does our own neighbourhood produce for people in other parts of Australia? What do other parts of Australia produce for us? What does the city give to the country—the country to the city?

Final thought: The people of Australia are united as one nation, with its capital at Canberra, in the British Commonwealth of Nations.

Suggested Treatment for Topic 7—The Golden Grain.

1. Introduction.

Discussion with children of what they had for breakfast: cereals, bread. Discuss briefly other foods made from flour. Conclusion: flour must be important to us. Discuss what flour is made of; discard answers other than "Wheat." Let children, using atlases or wall maps, find out the following information:—

- (a) Where the wheat comes from.
- (b) How we would get there.

Alternative treatment: Ask children to bring to school as many pictures as they can find of foods in the making of which flour is used. Continue as above.

2. At Home on a Wheat Farm.

Jim and Betty are a boy and a girl living on a wheat farm. Begin a wall chart with pictures of Jim and Betty, and of their father and mother. Encourage the children to find more pictures of life on the wheat farm and in the district, which will be added to the chart as the relevant place in the discussion is reached. If available, show and discuss in detail a film strip of wheat farming. Let children discuss and list (having appointed a recorder) ways in which Jim and Betty's lives resemble and differ from those of city children.

The children may here work in two groups, appointing their own recorder for each group. Material for answers will come from previous discussion of film strip or from pictures collected by children or available in the school reference library. The teacher will assist in discussion if necessary.

3. The District in Which the Wheat Farm Is Situated.

In this topic, deal more specifically with the lives of the children's parents in their small community—the school committee, the hall committee, post office, and telephone exchange, railway station. Then in the wider

community, including a large town: how their parents get there; what they do—father visits the stock sale (he is interested in sheep as well as wheat); mother attends the Country Women's Association. Mother does the household shopping and father looks at a new tractor.

Community effort: One method of showing the community spirit of the district would be to tell how Jim's father broke his leg. It was harvest time; the wheat was ready to shake out of the ear, and the mother had planned that while she drove the tractor Betty would manage the house. The neighbours heard of this, and held a working bee to help harvest the crop, working with tractors at night by electric light. The crop was saved.

(NOTE.—This would be the best stage at which to use a broadcast illustrating some phase of this topic, particularly community co-operation; or the teacher could tell the story of the above-mentioned incident.)

4. *What Jim and Betty Know about Wheat Farming.*

Ploughing the ground. Fallowing, including destruction of weeds. When rain is needed; weather observation; rainfall records. When warm weather is needed; temperature charts. Harvesting, including brief treatment of changes from hand harvesting by sickle to modern header harvester.

There should be opportunities for Littleman lectures by selected "Jims" and "Betty's" in the class.

5. *Things Jim and Betty Want to Find out More about.*

This topic may be treated as group or as individual work.

Superphosphate.—What exactly is it? Where does it come from? When did farmers first begin to use it? Why? How can we find out whether our soil needs superphosphate? Work of Department of Agriculture, especially in soil testing.

Farm Machinery.—Is it true that wheat farmers used horses instead of tractors a few years ago? Why did they change to tractors? What difference has this made to the number of acres one farmer can work? What other changes have there been in farm machinery?

Bulk Handling.—It is true that a few years ago all wheat was taken away in bags? Why was the change made to bulk handling? (This will involve, also, gaining knowledge of how bulk handling is carried out.)

6. *How Scientists Have Helped Jim's Father.*

The life and work of Pye and Farrer. (This also could be well covered by a semi-dramatized broadcast.)

7. *What Happens to the Wheat?*

Some is used for seed. Some is made into flour at the mill in the nearest large town. Some is sent by train to the big cities to be made into flour. Some is sent to other countries. Most of it reaches the meal table in the food we eat.

8. *In What Other Parts of Australia Is Wheat Grown?*

In what ways are these areas all alike? (Flat land, easy to work; light rainfall, but at right time; and warm to hot weather at right time.)

Show Australian wheat areas on a map.

Suggestions for Activity Work by Children.

Unless the children take an active part in the work, the treatment of a topic such as this will degenerate into teaching by the teacher, more or less passive assimilation of facts by the pupils, and formal recorded work. This must be avoided. The emphasis should be on doing and learning, not on teaching. The teacher is one source of information, and must act as such when necessary, but the children, instead of being taught almost continuously, should be guided to find out for themselves and share their knowledge with the other children.

To organize this type of treatment successfully will test the ingenuity of the teacher at first. Later, when the children become used to the method, the teacher's work should be much easier. The following aids to pupil activity are suggested:—Use of books, pamphlets, and periodicals in the school or class library (with assistance from teacher.) Exchange of information by means of informal pupil discussions, or more formally by reports to a meeting or by Littleman lectures. Use of film strips, motion pictures, and broadcasts in a similar way. This work will need to follow definite decisions by the group as to exactly what information is to be sought, preferably in the form of questions to be answered.

It is strongly recommended that the use of the above-mentioned aids should be very definite; for instance, the children should not read a book about wheat in Australia or look at a film strip on wheat farming in the Wimmera; they should read the book or look at the film strip in order to find the answers to definite questions.

Letter-writing.—Information can, perhaps, be obtained from children living on a wheat farm, from commercial firms, or from other authorities. This information will be shared with the other children. (Does your school get the *Journal of the Department of Agriculture*?)

School or Class Magazine.—A child or a group of children may undertake preparation of portion of an illustrated magazine.

Individual Studies.—Some children may wish to find out more about such topics as the story of the plough and unusual uses of wheat. They will later share this information with others.

Group Studies.—Much of the work lends itself to group studies. These should be definitely planned, and, if possible, each member of the group should have definite duties. The ideal size for a group is probably four or five.

Pupil Interest.—If the interests of the pupils deviate from the plan the teacher had in mind, it may be better for the work to follow, as far as possible without becoming irrelevant, the interests of the pupils.

Recorded Work.—In most topics, the only formal individual recorded work needed is mapping, preferably pictorial. All recorded work could, however, be group work, and might be in the form of wall charts or a special class booklet on wheat. This gives the child who is interested in art work an opportunity to do that part of the work, and for other children to work also according to their interests and abilities. Handwork will be regarded as recorded work.

Sharing of Information.—The necessity for sharing information either formally or informally will, it is hoped, assist in building up the community spirit with which social studies are so vitally concerned.

Suggested Development for Topic 12—People Who Make Things.

1. *Introduction.*

Open up discussion on making things. Refer to handwork hobbies at school. Refer to general love of making things with hands; include boys and girls of all ages. In the home mothers cook and make clothes, slippers, useful things for the home; fathers make useful items. List things that mothers and fathers can make at home. What materials are used? What equipment and tools are required? Fathers may be factory workers, blacksmiths, or brick makers, whose jobs are making things; in this case a line of approach could be taken through this point of interest.

Jill and Jack are members of a family living near a country town. Jill needs a new pair of shoes; Jack wants a bicycle so that he can ride into the town on messages for his mother. Can his mother or his father make these things? How can these be obtained? They must be bought from a shop in town.

2. Window Shopping.

Let us visit the near-by town or city and play at "window shopping." (If this is not possible we can use advertisements or catalogues and shop as many country people are forced to do.) In the windows we see all sorts of things made for our use. List as many of these as possible under such headings as articles to wear, gadgets for the house, tools and machines for the farm or workshop. Write alongside as many as possible what they are made of. Also list the types of shop from which the various goods may be obtained. Did the shopkeeper make these articles himself? Let us ask him. He says they were made in factories—special places where things are made now-a-days.

3. We Visit a Factory.

Let us visit a real factory if possible or at least some place like a smithy, a foundry, a flour-mill—places where things are made or fashioned and which are really factories. It may have to be an imaginary visit; in this case pictures, films and film strips, and talks from people who have visited or worked in factories may help. Where do we look for factories? List places where we can discover plenty of factories. Plot these on a map. Later we should be able to say why factories are numerous in these areas.

We have some factories in our near-by town. Jack and Jill accompany us on a visit to one or more of these. What are our first impressions? Some factories are very large; some are quite small. Are the buildings different from homes, shops, schools? What can we notice from the outside? Perhaps a tall chimney, special building design, windows, large doors. Note as many of these things as possible. We may hear a great deal of noise—wheels turning, banging of metal, hum of voices, sound of radio. Maybe there is some distinctive smell. Note all these impressions. We may see trucks going in or coming out. What loads do they carry? Now we peer through one of the doors and see lots of interesting things happening inside. Let us go in.

4. Inside the Factory.

We call on the manager in his office and, while waiting for him to find the foreman to show us round, we notice that the office is a busy place. What has all this to do with making things? Perhaps we shall learn. Now our guide arrives and we enter the factory itself. At first we are dazed by the noise, for this is a factory making Jack's bicycle, and whirring wheels and metal striking metal make a great din. How can people work here all day long? Yet we see plenty of men, boys, and women, not appearing to worry. We see many strange machines and tools. We ask our guide and he tells us what they are and what purposes they serve. He takes us from place to place and we soon begin to realize that a factory is very skilfully planned; everything possible is done to avoid waste of time, energy, and material. Mother is with us and she wonders why someone did not plan her kitchen in that way. What seemed at first a hopeless jumble now begins to sort itself out. But Jack is worried about his bicycle. He asks one of the workers how long it takes him to make a bicycle, but discovers that he never makes one. He makes the same piece all the time. Is this the way most factories work? Was it always like this? (Reserve this point for a discussion at school—the old days of the craftsman proud of his completed piece of work.)

As we go round we ask questions of the guide, for it is not wise to talk to busy worker on machines or using keen tools. Watch the men and women in the factory—are they all operating machines or handling materials? Note the duties explained by the guide—foreman, process workers, assemblers, inspectors, packers, engineers, and electricians. We are amazed at the number of different jobs there are in a factory. Which is the most important? We learn that each job is necessary, and that the workers are like a good team.

5. Lunch-time.

A whistle sounds; the workers stop; the machines slowly cease to move; we miss the noise. Our guide tells us it is lunch-time. Now we can talk to the workers. We find there is a boy here who used to go to our school. He tells us he is an apprentice. We ask him all sorts of questions: How does he put up with the noise? Does he like the work? What is his pay? Most of the workers disappear. Where have they gone? We find some in the factory cafeteria or dining-room; some have gone to wash-rooms and rest-rooms; others have had a quick lunch and are playing games on the roof or in the recreation rooms. Are all these part of a factory? We find even a first-aid room with a nurse in charge. She tells us that some factories even have their own doctor; sometimes accidents do occur, although there are many safety devices, and the workers' health is taken into consideration when working conditions are being designed. While the machines are still we note some of the safety devices and health provisions. Who decides these things? We see notices on the walls referring to these matters. Note who issues these notices. At some other time we can find out more about them.

We ask teacher whether factories are all like this one. Were they always like this? Teacher promises to show us where we can find out about factories in other places and at other times.

Now the whistle goes again and the wheels begin to turn and all the clatter is on. We wonder what makes the wheels go round. Let us find out.

6. What Makes the Wheels Go Round?

We find that this factory is powered by electricity, but discover that some use steam-engines. Here is something for us to do back at school—list the sources of power. How are these forms of power derived? What are advantages and disadvantages? (A series of projects would cover the topic of power most effectively.)

7. What Feeds the Machines?

Here is something to find out also. We saw lorries coming into the factory loaded with various materials. Where did these come from? If we listed other factories we should find each needed what are called raw materials. (This topic could be developed as a project, in which maps could be used freely.) We find that factories can't do without other factories, or without the miner, the timber worker, or the farmer. It seems that we are all in the team.

8. From Factory to Us.

We have seen what goes into the factory and what goes on inside. At last Jack sees his bicycle, or what he hopes will be his, going out. We watch the lorries loading and taking away the goods made. We see that the products of this factory go far afield. Note the names of places to which these articles are being dispatched. Here is an interesting job for school—make a map showing all these places and how the goods are to reach them. Jack sees that some of the bicycles are going to the local sports store, and he hopes that in time he will earn enough in odd jobs at home to buy one.

9. Some Things to Think about.

We pass out with the last lorry load and on the way home have much to think about. Would we like to work in a factory? Which of the jobs would suit us or would we be suited for? We must ask the teacher what would be the best school to attend to learn to be, say, an engineer, a foreman, a process worker, or a driver.

Some of the questions that puzzled us before can now be answered better, for example, those that follow:—

1. What are the most suitable places for factories? Why?
2. Why have factory conditions and methods of operation changed from those of the past?

3. What are the chief requirements of factories? (Labour, power, raw materials, transport, markets.)
4. What is the part of the factory worker in our community?

The teacher will give us a chance to discuss these more fully.

What we do realize is that the factory with its team of workers is necessary to our community to-day. We depend on its products, just as the factory and its workers depend on our efforts.

10. Activity Work.

For suggestions, see the notes given at the conclusion of the development of Topic 7.

GRADE VI.

The course for Grade VI. continues to expand the interests and experiences of the child. At this level he has made a definite advance in critical and abstract thinking. Therefore, while the subject-matter is similar to that in the earlier grades, it is treated in a more advanced way, and he begins to acquire a sense of social evolution and of the dependence of peoples on one another. The world that is closely linked with the life and history of his forebears is now the scene presented to him.

Again the emphasis is to be placed on environmental studies; the approach is through the child's interests and experiences of the present, with natural links with the past. As throughout the course as a whole, the fullest use should be made of the activity of the child, and of the gathering of real experiences, in order to develop those attitudes and interests so vital to the making of the future citizen. Real experiences being more difficult to secure in this course, it is suggested that full use should be made of the New Australians in our community, who can provide a real link with lands and peoples overseas. Both parents and children could make valuable contributions.

The objectives in this course can be stated briefly as follows:—The development of an interest in our western civilization of to-day, with some understanding of its roots in the past and its trends for the future. This should lead to an appreciation of our characteristically British way of life, and to a consciousness that geographical regions in other parts of the world have basic similarities to, and some differences from, corresponding parts of Australia. Out of the foregoing should arise a realization that peoples, communities, and countries depend on one another, that fundamentally all people are alike, and that all have the right to a happy, contented existence.

THEME: LANDS OF OUR FATHERS.

Notes on the Course.

The length of the Grade VI. course will prevent full and detailed treatment of all topics, but if the pattern is to be preserved, some treatment of each topic will be necessary. The emphasis is to be placed on topics may be varied by teachers, according to their own inclinations and pupil's interests, but, as a general guide, the following points should be kept in mind:—

1. Topic 1 is an introduction and should not be expanded into an extensive study.
2. Topic 2 is intended to deal briefly with preparation for an overseas journey, together with a brief treatment of the journey itself. Special attention should be given to aspects of geography not provided for elsewhere in the course, such as position on the earth in terms of latitude and longitude, and land and water features.
3. Topics 4, 5, 6, and 7, dealing as they do with important aspects of the environment, life, and tradition of the people of the British Isles, should be given considerable emphasis. Teachers should be warned, however, against the danger of attempting to give

a course of systematic history in Topic 4. The approach to historical aspects should be through links with the present, and full use should be made of the romantic and social aspects which appeal to primary-school children.

4. Topics 8 and 9 are intended to give a broad view of the opening up of the New World and of the spread of European peoples to new homes in a very different environment. In Topic 9, it is not intended to give a full treatment of the history and geography of North America, but to show facets of life in another English-speaking community to-day and to make the link between America's history and the coming of British people to Australasia.

A variety of typical environments could be treated; for example, a cotton plantation, an oil-field, a cattle ranch, an orange orchard, an industrial city, a fur-trapping area, and a lumber-camp.

5. Topic 10 should bring children back to the beginnings of early settlement of Australasia. It should be largely a recapitulation of those topics in the Grade V. course dealing with early Australian history, but should be extended to include New Zealand.

6. Topic 11 should be regarded as an important one since it presents the achievements of our own people, the rise to nationhood, and the place of Australia in the world to-day.

Wherever possible, life stories of famous men and women should be used as centres of interest for sections of the topics.

Topic 1: Old and New Australians.

Chief elements in our population—
of British descent;
from other countries.

Survey of early pioneering groups and of more recent migration trends. These groups become Australians, assuming in the main our way of life, and perhaps bringing with them something of their own homelands to add to what we can give them.

Outline again features of our way of life—traditionally British, a common language, a love of freedom, individuality, enlightenment, culture—basically a Christian way of life.

Why do people leave their homelands and the life they have become accustomed to for life in a new land? From the beginnings of history movements of peoples have taken place—a study of history and geography can supply the answer.

Suggested Treatment.—This topic should follow naturally the concluding topic for Grade V., "Australians All", making as much use as possible of current material and local conditions, particularly with regard to present migration.

Topic 2: Back to the Old World.

Many who make new homes in another country never entirely lose their love of their motherland and pass on traditions to children born in their new land. Visits to the old homeland are made when opportunity arises, and it is by accompanying some of these folk that we hope to learn something of the lands of our forebears.

Preparations for the journey, either by air or by sea, are outlined. Matters of health, passports, taxation, money, and selection of clothes are dealt with. Stopping places are treated incidentally, together with areas over which the plane passes or with which the ship makes contact. Attention is given, without formal teaching, to land and water forms, shape of the earth, changes in time, and latitude and longitude in fixing the ship's position. This method applies in general until the Mediterranean is reached.

Topic 3: A Mediterranean Study.

Passengers on the ship may include some Mediterranean people. These land in their own countries. It is suggested that one of these countries should be taken as a special

study. One may be of more particular interest in the neighbourhood, or may be closely linked with current affairs. The children, as travellers in imagination, go ashore with a fellow passenger and spend a short time in his old village or town. Compare and contrast the life found there with our own environment or with a similar one in Australia (for example, the Plain of Lombardy with the Murray Valley). Relics of the past greatness of places visited are seen, and we turn our minds back to the days of the Mediterranean as the centre of western civilization. What has come down to us from the past?

A detailed geographical study of these countries should not be made, but something in the nature of a regional study or studies similar to the treatment given to Grade V. topics.

Topic 4: Origins of the British People.

We resume our journey and arrive at London, the greatest city of the British Commonwealth. We visit some of the famous places in London and try to become accustomed to the strangeness and wonder of this home of so many millions of British folk. Historical links cannot be avoided as we move round, and we find that, in one or another, London has been associated with every important phase of British life and tradition. This discovery is used as a starting-point for a treatment of the origins of the British people, themselves greatly influenced by migrations in times gone by of Celts, Romans, Anglo-Saxons, Danes, and Normans. The chief physical characteristic of the British Isles (the vital separation from the Continent) and the importance of the Channel, river estuaries, and ports during Britain's latest struggle against a potential invader can be traced, and the influence of the physical features on conquest and settlement should be recognized.

This study should include a great deal of mapping and research into present-day links with the past in as many fields as possible (for example, place names, language traces, physical characteristics) and should build up a reasonable factual content. The topic could well be expanded into a major historical and geographical study.

Topic 5: Agricultural Britain.

One of the visiting party is a farmer whose ancestors came from East Anglia. He visits relatives in this area and is greatly interested in what he sees in a typical farming community in Britain. As a farmer himself he is interested in the life and work of the British farmer to-day. As an Australian he knows that Britain depends on other countries for much of her food and that the farmers in the British Isles are striving to help to the utmost. How different does he find farming from what his father and grandfather told him about farming in England in their day! He is interested in comparing developments in farming from the early times with the developments in Australia during her short lifetime.

The swing to sheep, the enclosure movement, the ascendancy of sheep-farming, the agricultural revolution, and modern mechanization can be dealt with. The farmer visits agricultural shows in other parts of the British Isles and learns interesting facts about their primary production.

A product map and graphs comparing production in England with that in Australia may be built up during this study. Link also with Topic 4.

Topic 6: Industrial Britain.

There could hardly fail to be a "lad from Lancashire" among the "homers", and he invites us to his "big smoke." We have seen or heard of factories in Australia, but have not experienced anything similar to what Manchester, for example, can show us. Compare the life of the factory worker and his family with our life at home; note some of the evils of the factory system to-day and the much greater ones of the past. (The history should not be gone into too fully.) Other factory areas are visited so that we can build up a general picture of "the workshop of the world." (Some stress should be laid on Britain's effort to-day, and on Australia's part in supplying her with raw materials.)

Topic 7: Maritime Britain.

By continuing the device used in the previous studies, the importance of Britain's maritime life may be emphasized. Even to-day this maintains her life-blood as it did throughout so much of the past. Sea ports, fishing grounds and towns, and shipbuilding centres should be visited. (Maps again may summarize the ground covered.)

The importance of the sea in Britain's history may well be traced, and some of the great figures of the past recreated. Special emphasis should be placed on the work of Britain's seamen during the great age of exploration.

Topic 8: Europe Discovers a New World.

The study of maritime Britain provides a link with the Renaissance and the Age of Discovery. We as visitors to Europe are discovering an old world; let us call up the ghost of one of our ancestors of the 15th century and let him tell us of some of the great events of those times and of the people who made the news. (Deal with enough of the Renaissance to show the changes in outlook in science, art, literature, thought, and discovery. Exploration can be treated through the great navigators—Diaz, Da Gama, Columbus, Magellan, Cabot, and Hudson. New oceans, new continents, new peoples, new goods, new ideas.)

Topic 9: Europe in America.

Having seen something of the Old World let us now board the *Queen Mary* and discover the New World of Columbus and Amerigo Vespucci. On board are many hoping to make their homes in America, the land of hope and promise for them to-day as it was in the past. First, Europeans came as discoverers, then as plunderers, wanting to get rich and return home again, finally as settlers making a new home for various reasons. Migrants to-day leave Europe for the New World for some of the same reasons. Our route is much the same as that of the first British settlers who went to America. Contrast the journey and the surroundings on arrival. Treat some features of life in America to-day and compare with the past.

Treat briefly the early conflicts in America—Europeans versus natives; French versus English; man's struggle against nature; finally the conflict between the British settlers and their homeland.

Tracing the spread of settlement in North America could provide a very good introduction to a regional study of that continent, with the characteristics of life in those areas to-day. Again comparisons and contrasts with life in similar Australian environments should be made.

Topic 10: Europe in Australasia.

After leaving the eastern states of U.S.A. we visit a sister nation in our British Commonwealth, Canada, and see some of the regions we have already heard about. We set out to return to the Old World from Quebec. Sailing down the St. Lawrence we are reminded of that renowned navigator James Cook; in imagination we return to England with him and prepare for the world-famous voyage that meant so much to Australia. In imagination we follow him and the events that developed from that voyage till the first settlers were on their way to Australia. As Australia has been the theme of the course for Grade V., it is not necessary here to proceed beyond this point. History of Australian settlement could be compared with that of U.S.A. Captain Cook also provides a link with New Zealand, which should be treated under this topic.

Like our ancestors, we leave the Motherland, but for different reasons. Our return home is by modern transport; we cross oceans and continents as they did, but time and space mean little in this age. Contrast our journey with that of a crowded windjammer of the early 19th century.

Our ties with the lands of our fathers are not quite so strong as they were in days gone by, for we are now grown up; nevertheless we have enjoyed and appreciated contacts with people of our own kin and have seen that they have their problems as we have, and that they look

to us for help and co-operation. Ways in which Britain and Australia can help each other could be summed up in the form of a balance-sheet.

Topic 11: Australia a Nation.

When we return we realize what it means to be a member of the British Commonwealth of Nations, and, as Australians, members of the world family of nations.

Australia is proud of her nationhood, which began with Federation in 1901. By her achievements in two world wars and in sport and culture, and in the part she now plays in world affairs, she has taken a place among the nations.

(Outstanding achievements in various fields should be treated fairly fully; the treatment should be linked wherever possible with actual events, achievements, or personalities. In addition, full use should be made of Australia's national days, when more detailed attention to specific aspects of this topic may be given.)

Now Australia is seeking to build up her national strength in order to develop her resources to the full. Consequently she is welcoming new-comers from lands that formed part of our western civilization. These people in their turn are glad of the chance to make homes in a new land of opportunity and hope. Once again we find the need of one for another. This is not like so many of the movements of peoples that we have heard about; it is a peacefully planned, mutually needed migration, and we, as fellow members of the Australian nation, should welcome the new-comers into our family and make them feel truly at home.

A Suggested Treatment for Topic 9—Europe in America.

1. Introduction.

Link with previous topic, "Europe Discovers a New World", discussing the explorers who found North America. Link with the earlier device of taking travellers from Australia to Europe (Topic 2) by taking some of the travellers across the Atlantic on the *Queen Mary*. Compare this voyage with Columbus's crossing. A group could work out a project on this comparison—size of the *Queen Mary* compared with the *Santa Maria*, time taken, safety measures to-day, arriving at destination.

2. The First Settlers.

Children working in groups could prepare information on settlers from Spain, England, and France, showing—

- (a) why people left their homelands;
- (b) where they settled;
- (c) occupations of early settlers;
- (d) history of the slave trade.

Other groups (or the same groups) could deal with the following conflicts in North America:—

- (a) Man versus Nature.
- (b) Europeans versus Natives.
- (c) French versus British.
- (d) Colonists versus Home Government.

Groups would then share their findings with the rest of the class so that all would get a picture of early America.

Where it is difficult to divide the whole class into groups, it may be possible to give to individuals or to small groups of two or three children the task of investigating problems while the remainder work as a class. The individuals or small groups could then report back to the whole class.

3. The Spread of Settlement.

Again the class could be divided into groups to find out about the spread of settlement—

- (a) to the cold north;
- (b) to and along the Mississippi;
- (c) across the great plains;
- (d) across the Rockies;
- (e) to California (gold rush).

In dealing with these matters, the children would learn something of the main regional areas of North America. They would notice the reasons for the spread, means of transport, and later developments such as trans-continental railways and use of aeroplanes.

4. America To-day.

In this section groups could deal with such aspects of America to-day as the class in discussion may decide upon; for example, those that follow:—

- (a) Migration in late 19th and early 20th centuries.
- (b) Industrial America.
- (c) Agricultural America.
- (d) A city of America.
- (e) Negroes in America.

Time will not permit a detailed study of the geography of North America, but this section should give the children some impression of life in America to-day.

5. Conclusion.

The work done on North America could be gathered together in the form of individual, group, or class projects under some such heading as "North America—Past and Present." This could include comparison with Australia, showing similarities and contrasts.

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EDUCATION DEPARTMENT, VICTORIA.

COURSE OF STUDY

FOR

PRIMARY SCHOOLS.

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GRADES 1-6.

183121