OBJECTIVES

MINIMAL ESSENTIALS

1929

READING

Elementary Schools
ORGANIZATION FOR CURRICULUM STUDY

The General Committee was appointed by the superintendent of schools. Elementary and High School Committees were appointed by the General Committee. Subject Committees were appointed by the Elementary and High School Committees.

The New Castle organization is affiliated with the "Commission on the Curriculum" of the National Education Association.

Director of Curriculum Study and Revision,
CLYDE C. GREEN, SUPERINTENDENT OF SCHOOLS

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INTRODUCTION

In cooperation with the State Department of Public Instruction and the N. E. A. Commission on Curriculum, the New Castle Public Schools launched an elaborate curriculum project in September, 1926. The purpose of this study was stated as follows:

1. Compare the New Castle curriculum with generally accepted standards.

2. Prepare a syllabus for New Castle.

3. Test research findings in current curriculum studies.

4. Stimulate the instructional corps in a persistent study of objectives, the minimum essentials of subject matter, and the most approved methods of instruction.

While committees were appointed to direct the project, every principal, supervisor, and teacher in the city was invited to participate in the work in a vital way. Classroom teachers were frequently called before committees in order that they might make their contributions.

From the beginning those who were directing this study endeavored to proceed with their work with a scientific attitude of mind. It was recognized that whatever entered into the curriculum of the school must stand the test of all available evidence concerning its validity. Here opinions based upon prejudice or incomplete data were given scant consideration.

While it is reasonable to think of a syllabus as the culminating feature of the curriculum project it is the judgment of the New Castle authorities that the stimulation of the instructional corps directing the progress of the study is its most valuable feature.

The curriculum of a school system must always be subject to revision in the light of educational research and advancing movements in civilization. The time will not come when the work of curriculum committees is ended. The publication of this pamphlet is the second step toward the major objectives of the curriculum study, the first being the pamphlets published in 1928 covering text book assignments and the time schedule.

CLYDE C. GREEN,

Superintendent of Schools

June 1, 1929.
**READING**

**ULTIMATE OBJECTIVES FOR THE ENTIRE COURSE IN READING**

I. To develop the ability to interpret the large mass of printed material which is constantly presented to one's sight, and which is a necessary step for complete living and helps to adjust one's self to any environment.

II. To develop the ability to read in such a way as:

1. To satisfy the instinctive desire to know what others are thinking, feeling, and doing.
2. To satisfy the desire for information which provides greater efficiency in advancing one's life activities.
3. To satisfy the desire for entertainment through the medium of book or magazine.

**GRADE III**

**ULTIMATE OBJECTIVES**

1. Develop reasonable skill in oral reading through use of audience rather than through oral reading merely for practice.
2. Read for enjoyment for self and others.
4. Follow directions.

**IMMEDIATE OBJECTIVES**

1. Avoid lip and finger movements while reading.
2. Enunciate clearly and pronounce correctly.
3. Develop in the child a feeling of his need for reading in order to get the utmost enjoyment out of school life.
4. Read silently in order to answer short questions that might call for:
   1. reproduction
   2. organization
   3. judgment
   4. action
   5. cutting
   6. drawing
   7. modeling

5. Train in correct eye movements.
6. Correct speech defects, if at all possible.

**MINIMUM ESSENTIALS**

I. Basic:
1. Six weeks of pre-primer work
2. Story Hour Primer
3. Required auxiliary works
   a. Phonetic cards
   b. Flash cards
   c. Comprehension tests
   d. Speed tests

II. Supplementary work:
2. The Fun Book (La Rue) Macmillan Co.
GRADE IA

ULTIMATE OBJECTIVES

1. The child should be able to read the simple selections of primers, first readers and all supplementary material of equal difficulty with a fair degree of independence.
2. The child should be able to attach meanings to words.
3. Develop appreciations that will create a desire and love for reading.

IMMEDIATE OBJECTIVES

1. Increase eye span.
2. Enunciate clearly and pronounce correctly.
3. Develop a fair degree of accuracy of comprehension through use of careful, accurate silent reading seat work exercises.
4. Develop rate of reading parallel with comprehensions by using an abundance of simple material, by emphasizing silent reading from very beginning, and by much rapid flash card work.
5. Vitalize and aid comprehension through dramatization.
6. Train in correct eye movement.
7. Recognize the beginning and end of a thought and question sentence.
8. Read larger and larger units through increased eye span.
9. Stimulate constantly the desire to read by much reading of varied, attractive, and easy material.

MINIMUM ESSENTIALS

I. Basic:
   1. Story Hour First Reader-Revised
   2. Required auxiliary work
      1. Phonetic drills
      2. Flash cards
      3. Comprehension tests
      4. Speed tests

II. Supplementary:
   2. Everyday Classics, Book I, Macmillan Co.
   3. The Smedley and Olsen New Primer (Hall McCleary Co., Chicago, Ill.)
GRADE III

ULTIMATE OBJECTIVES

1. Eliminate such undesirable habits as: head, eye, and lip movements.

2. Increase the amount of material recognized at a sweep of the eye.

3. The child should develop ability to read at maximum degree of speed.

IMMEDIATE OBJECTIVES

1. Develop accuracy in interpretation through the use of seat work and test work. Materials such as:
   a. Being able to follow directions.
   b. Answering questions of increasing scope and difficulty.
   c. Preparing a dramatization, etc.

2. Develop ability to use effectively the table of contents, word lists, and illustrations in books.

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Reader, Book II, Revised, 1st half.
   B. Use one of the following books in connection with the Story Hour Reader:
      1. Winston Companion, Bk II
      2. The Winston, Bk II
      3. Elson, Bk II

II. Auxiliary Work:
   A. Phonetic drills
   B. Flash cards
   C. Comprehension tests
   D. Speed tests

III. Supplementary Readers:
   A. Horace Mann New First Reader
      Longmans, Green and Co. N.Y.
   B. Child Library, Book I.
      Scott, Foresman Co. N.Y.
   C. Lewis and Rowland Silent Reader, Bk. I.
      First half. Winston Co. Phila.
   D. Winston Companion, Book I.
      Winston Company.

GRADE III A

ULTIMATE OBJECTIVES

1. Develop skillful use of books. Library opportunities.

2. Establish the habit of reading independently.

3. Establish ability to read orally at sight with fluency and effective expression, provided the child does not encounter word difficulties or meanings.
IMMEDIATE OBJECTIVES

1. Develop ability to read more rapidly silently than orally.
2. Develop ability to enunciate distinctly and pronounce correctly.
3. Eliminate undesirable habits such as: head, lip, and eye movements.
4. Increase the amount of material the child is able to recognize at a glance.
5. Form the habit of good phrasing rather than "word calling" in oral reading.
6. Strengthen the habit of attacking new words
   a. Skipping over word and getting it through context.
   b. Applying knowledge of phonetic element.
   c. Asking for word.

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Reader, Book II-Revised, (last half)
   B. Use at least one other second reader and take as much as possible.
      1. Winston, Book II.
      2. Winston Companion, Book II.
      3. Elson, Book II.
      4. Young and Field Literary, Book II.
         (Take as much as possible as basic after completing Story Hour and Young and Field)

II. Auxiliary Work:
   A. Phonetic drills.
   B. Flash cards.
   C. Comprehension tests.
   D. Speed tests.

III. Supplementary Readers:
   A. Winston First Reader
      Winston Company, Phila.
   B. Every Day Classics, Book II.
      Macmillan Co. N.Y.
   C. Progressive Road to Reading.
   D. Lewis and Rowland, Book I
      (Use in connection with other books.)

GRADE III

ULTIMATE OBJECTIVES

1. Develop the ability to read larger amounts in relation to a motive question.
2. Increase the love for reading which has been developed in previous grades through varied worth while literary material.
3. Develop skillful use of books.
IMMEDIATE OBJECTIVES

1. To perfect the effective use of books.
2. Develop effective study habits through training in silent reading of factual material.
3. Increase the regularity and rate of eye movement through extensive reading of easy material, motivated re-reading, and rapid use of silent reading flash cards.
4. Increase general word knowledge through discussion of word meanings in text.

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Reader (Revised Edition, Book III.) 1st half.
II. Supplementary Readers:
   A. Child Library (Extension, Book II.)
   B. Horace Mann (New, Book II)
III. Comprehension Reader:
   A. Lewis and Rowland, Book II.
      (Use according to Manual)

ULTIMATE OBJECTIVES

1. Establish ability to organize the material read into its main point and supporting details.
2. Perfect mechanical independence.
3. Eliminate, through constant supervision and rapid use of flash cards, all tendency toward pointing and lip reading.

IMMEDIATE OBJECTIVES

1. Develop, by means of intelligent diagnosis in remedial work, each pupil's reading abilities as far as his mental capacity will permit.
2. Develop thoroughly the responsibility of entertaining an audience by oral reading.
3. Increase the child's ability to read a wide variety of material:
   a. Library work
   b. Factual material
   c. Entertaining material

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Reader (Revised Edition Book III) 2nd half.
II. Supplementary Readers:
   A. Child's Own Way Series, Book II (New Stories)
   B. Everyday Classics, Book III.
III. Comprehension Reader
   A. Learn to Study Reader II.
GRADE IV B

ULTIMATE OBJECTIVES

1. Detect and remedy bad reading habits such as the short recognition unit, the long fixation pause, the regression movements, lip reading, etc.
2. Diagnose and remedy the reading ability of each pupil as far as his intelligence permits.

IMMEDIATE OBJECTIVES

1. Continue to develop the love for and interest in reading and an appreciation of worth while material.
2. Perfect good reading habits started in lower grades.
3. Improve, through the uses of various tests, speed and comprehension.
4. Develop by direct methods distinct types of reading as: reading for the purpose to find out something.

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Readings, Book IV. First half.
II. Supplementary:
   A. Child Library, Book III.
   B. Horace Mann, Book III. (new)
III. Comprehension:
   A. Lewis and Rowland Silent Reader, Book III.

IV A

ULTIMATE OBJECTIVES

1. Increase the child's appreciation of reading of good literature which will determine to some extent his present and future use of leisure time.
2. Teach the child how to use silent reading as an efficient means of studying geography, history, arithmetic, etc.

IMMEDIATE OBJECTIVES

1. Increase the child's ability to get thought with accuracy, facility, and reasonable rapidity.
2. Stress to the limit the child's ability to read at a maximum degree of speed.
3. Stimulate the child's appreciation of good literature by placing before him a list of worth while books for recreational reading.
4. Teach the child to use effectively:
   a. Newspaper
   b. Magazines
   c. Dictionary
   d. Simple reference books

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Readings, Book IV. Second half.
II. Supplementary:
   A. The New Elson Reader, Book III
   B. Everyday Classics, Book IV.
III. Comprehension:
   A. Learn to Study, Book III.
GRADE VB

ULTIMATE OBJECTIVES

1. To widen through extensive library reading the child's interest and love for reading which has already been developed in previous grades. He is now able to read longer units of material with a greater degree of skill.

2. Increase the skill with which pupils use the types of study taught in fourth grade by intelligent application of them in the study of geography, history, and other content subjects.

IMMEDIATE OBJECTIVES

1. To strengthen the ability to recall pertinent facts, descriptions, and data, after reading.

2. To strengthen the habit of attacking new words through:
   a. Context
   b. Applied knowledge of phonic elements.
   c. Word analysis.
   d. Comparison with similar known words.

MINIMUM ESSENTIALS

I. Basic:
   A. Story Hour Readings, Book V, First half.

II. Supplementary:
   A. Child Library, Book IV

III. Comprehension:
   A. Lewis & Rowland, Book IV, Entire Book

VA

ULTIMATE OBJECTIVES

1. Diagnose the reading ability of each pupil and give special training in the phases of reading in which deficiency has been found.

2. Improve the ability to scan or skim informational reading material at a rapid rate, and to select essential data.

IMMEDIATE OBJECTIVES

1. Develop the ability to comprehend fully and interpret selections of intermediate grade difficulties, and to utilize the data secured in drawing valid conclusions.

2. Develop the appreciation of humor, word pictures, character sketches, dramatic situations, etc.

3. Develop a genuine love and desire for worthwhile reading material of a varied character.

MINIMUM ESSENTIALS

I. Basic:
   A. Story Hour Readings, Book V; Last half

II. Supplementary:
   A. Winston Companion, Book IV
   B. Everyday Classics, Book V

III. Comprehension:
   A. Learn to Study Reader, book IV
GRADE VII

ULTIMATE OBJECTIVES

1. To establish the habit of reading good literature as one use of leisure time through skillfully handled appreciation lessons of worthwhile literary units, extensive supervised library units, and extensive supervised library reading.

2. To perfect the technique of the types of study introduced in the fourth and fifth grades by the intelligent use of them in reading and the content subjects.

3. To diagnose the reading ability of each pupil, discover weaknesses in the various abilities a sixth grade pupil should possess, and apply remedial and preventive work designed to develop the abilities in which the pupil is deficient.

IMMEDIATE OBJECTIVES

1. To provide rich and varied experiences in practically every field of thought and activity for which pupils are prepared, such as history, biography, geography, travel, science, art, recreation, and literature. Abundant opportunity should be provided for reading relatively simple material in the classroom, library, and at home. Each reading period should contribute to rapid growth in experience.

2. To provide individual or group instruction in the fundamental habits of silent and oral reading whenever the need exists.

3. To visualize described details in reading.

4. To select the central thought with its supporting details.

5. To locate required data.

6. To judge the value of data and the relative worth of statements presented.

7. To develop ability to skim reading material rapidly and select the data that is required.

8. To cover all objectives listed in previous grades.

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Readings, Book VI (Hartwell) 1st half.

II. Supplementary Reader
   A. Child Library, Book V (Elson & Burries) entire book.

III. Comprehension Reader:
   A. Silent Reader, Book V (Lewis & Rowland) entire book.
GRADE VIA

ULTIMATE OBJECTIVES

1. To establish the habit of reading good literature as one use of leisure time through skillfully handled appreciation lessons of worthwhile literary units and extensive supervised library units, and extensive supervised library reading.

2. To perfect the technique of the types of study introduced in the fourth and fifth grades by the intelligent use of them in reading and the content subjects.

3. To diagnose the reading ability of each pupil, discover weaknesses in the various abilities a sixth grade pupil should possess, and apply remedial and preventive work designed to develop the abilities in which the pupil is deficient.

IMMEDIATE OBJECTIVES

1. To provide rich and varied experiences in practically every field of thought and activity for which pupils are prepared, such as history, biography, geography, travel, science, art, recreation, and literature. Abundant opportunity should be provided for reading relatively simple material in classroom, library, and at home. Each reading period should contribute to rapid growth in experience.

2. To provide individual or group instruction in the fundamental habits of silent and oral reading whenever the need exists.

3. To visualize described details in reading.

4. To select the central thought with its supporting details.

5. To locate required data.

6. To judge the value of data and the relative worth of statements presented.

7. To develop ability to skim reading material rapidly and select the data that is required.

8. To cover all objectives listed in previous grades.

MINIMUM ESSENTIALS

I. Basic Reader:
   A. Story Hour Readings, Book VI (Hartwell) finish book

II. Supplementary Reader:
   A. Elson Reader, Book V (Elson & Burries) entire book

III. Comprehension Reader:
   A. Learn to Study Reader, Book V (Horn & Moscrip) entire book.
MEMORANDUM

The blank pages which follow are to be used by the teacher for recording criticisms of the outlines presented by the committee. Be explicit in your criticisms and refer to pages and marked lines. These criticisms will be assembled at the close of the school year and used by the committee for further study of the curriculum.