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THE CURRICULUM OF THE KAKE, ALASKA, TERRITORIAL
SCHOOL IN RELATION TO THE LIVES
AND HABITS OF THE NATIVES

by

CLINGMAN W. HOWELL

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Franklin H. McNeill

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CHAPTER I

INTRODUCTION

Need for the Study

Alaska is the largest commonwealth under the stars and stripes. Its history is rich in romance. Its wealth is immense. But through all the years its vast area, capable of supporting millions of persons, has been but little populated. However, if accurate information on the opportunities of this wonderland was disseminated in the states, this condition might undergo a decided change, for the country's forest, its minerals, its fisheries, all invite new capital, new ideas.

There are in addition thousands of miles of arable land, ready to be tilled, great grazing areas for reindeer and for cattle, and, except in the most remote parts, a pleasant and healthful climate. Then, because Alaska is a modern frontier, its isolation is insignificant.

Russia explored and exploited Alaska in 1741, before England, Spain or France, had realized its possibilities. Russia, in fact, owned and regulated Alaskan affairs until it was purchased by the United States in 1867.

At the time of the purchase the population consisted of three groups -- Eskimos, Aleutes, and Indians. All were in a savage state. There were, for instance, no schools or school systems except one established at Sitka by the Russians. After the purchase, the government, realizing the value of Alaska and the importance of educating the natives, established schools and employed teachers. A course of

study was devised which has met a part of the needs of the natives but not all. This curriculum has, no doubt, been revised several times but needs further revision.

Great changes of all types are rapidly taking place in this vast country. Very few natives, for example, paddle canoes now, and the oars have been replaced by motors, or even by Diesel engines in the larger boats. The old ways are fast disappearing, and, just as time has brought changes in Alaska's transportation system, so has it brought new problems to the field of territorial education; these problems are particularly brought into focus when one observes community life and education in Kake, a small Alaskan village inhabited by members of the Tlinget tribe of Indians.

Statement of Problem

This thesis is a study of the elementary curriculum of the Alaska Territorial Schools in relation to the lives, environment, and activities of the natives of Kake, Alaska. In considering this study, the following sub-problems are suggested.

- I. What is the Kake community?
- II. What is the life of the inhabitants?
- III. What is the territorial curriculum?
- IV. How does the curriculum relate to the lives and activities of the natives?

Scope of Problem

The scope of the problem will be limited to the Kake community, a typical Indian village, in southeastern Alaska. The discussion will

include a description of the island, its inhabitants, and their activities. The territorial curriculum will be discussed only as it applies to the needs of the inhabitants of this island.

Method Used

The method used in the acquisition of material for this paper consisted primarily of the following:

1. Personal observations
2. Talks with the natives
3. Talks with the old white settlers
4. Study of the curriculum and school system

Probably the most outstanding source of information was the discussions with the oldest white settler of Kake, Mr. Ernest Kirberger, a native of Pennsylvania, who came to Alaska during the gold rush. He established a store at Kake, and has been there for fifty years, trading and buying furs from the natives. Mr. Kirberger speaks the Tlinget language fluently.

CHAPTER II

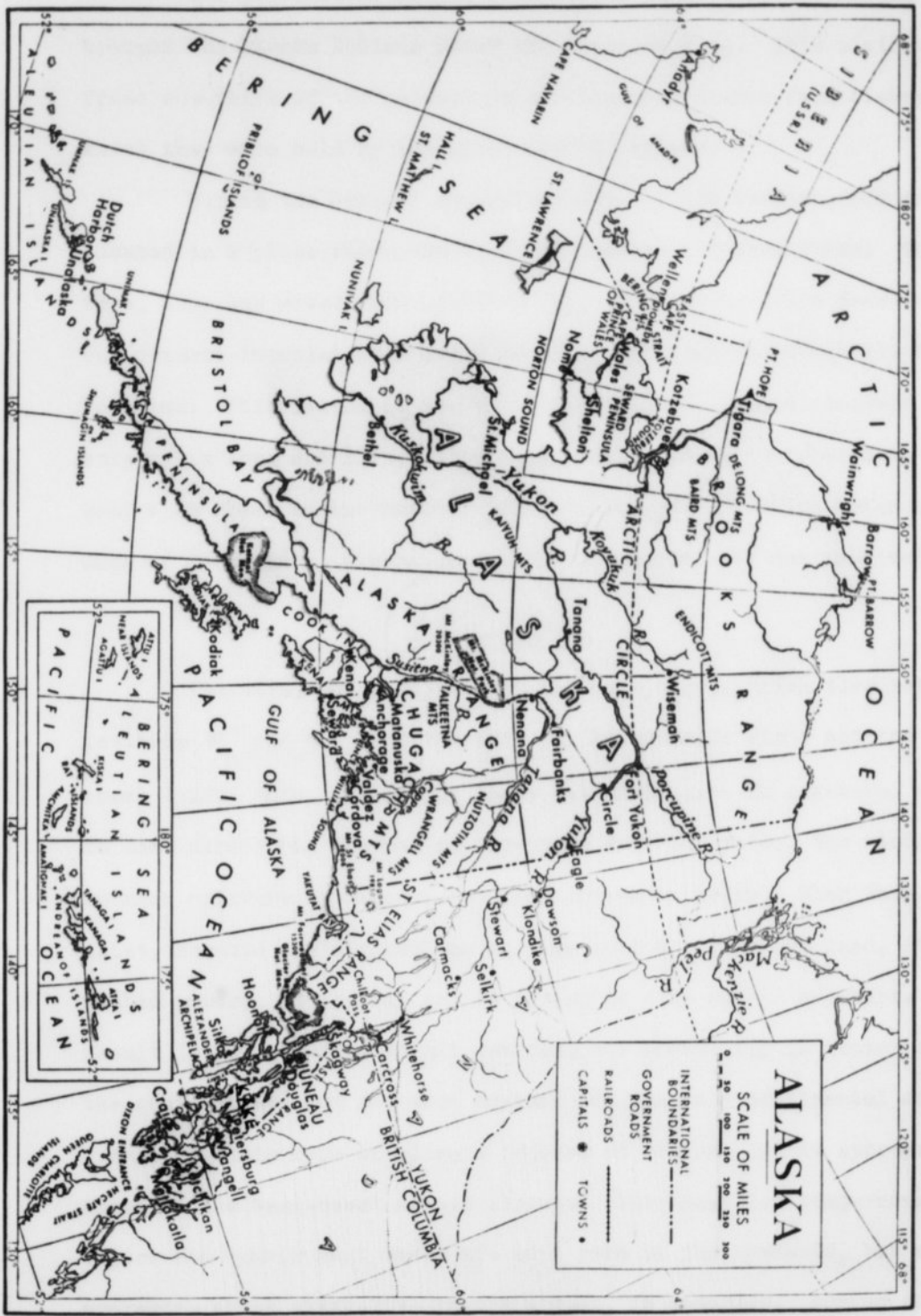
THE KAKE COMMUNITY

In considering sub-problem one (What is the Kake Community?), it is necessary to give a brief description of the surrounding country and a portion of its history as well as a description of the village climate, forest, vegetation, land fauna, marine fauna, and the island on which the village is located.

Kake is a small Indian village, with a population of 465 Indians of the Tlinget Tribe, located on Kupreanof Island in southeastern Alaska. This region, known for the past two hundred years as the "North West Coast", comprises all of coastal British Columbia. The area, roughly a thousand miles long, is fringed by countless timbered islands, large and small. The mainland, as well as the major islands, is so deeply indented by bays, fiords, sounds, and inlets that channels are navigable a hundred miles inland.

This incredibly beautiful land of virgin timber, rock-walled fiords, roaring cataracts, and majestic glaciers has been the scene for several hundred years of numerous wars over fishing and hunting grounds.

There are also many instances of warfare between whites and Indians as well as between Indians themselves. For instance, in 1792 when Baronof, a Russian explorer, made a trip to what is now Prince William Sound to meet the natives, his camp was attacked at nightfall, and two Russians and two Aleuts were killed. Russian settlements at old Sitka were also wiped out when attacked by the Tlinget Indians. Probably two hundred lives were lost.



The purchase of Alaska from Russia in 1867 by the United States brought the Alaska Indians under the American flag. This incidentally freed one-third of the natives in southeastern Alaska from slavery, in which they were held by the more powerful tribes.

During the days of savage warfare, it was advantageous to be located in a place where the view was good in all directions. Therefore, Kake was moved from Hamilton Bay, about eighty-five years ago, to the present location on a point between Frederick Sound and its former location. This island is heavily forested, and is approximately seventy miles long and fifty miles wide. Kake, which is located on the west side close to the northern end, is almost fifty-five miles northwest of Petersburg, Alaska, and lies in latitude 57° and longitude 134° .

Climate

The mild, moist climate of the west coast, which lies between latitude 40° and 60° , is the gift of the westerly winds and the warm ocean drift, both of which in these latitudes move in a general west to east direction. Warmed as they pass over the water, the winds pick up much moisture by evaporation from the ocean below. When this light, moist, oceanic air strikes the heavier cold air over the land, it is pushed upward, is cooled, and is forced to give up its moisture. The result is fog and rain at all seasons, but especially in winter when the contrast between the warm oceanic and the cold continental air is greatest. This type of climate is born of the sea and is appropriately known as the west-coast marine climate. Extremely low temperatures in winter and summer heat waves are both rare in the lowlands, but rainfall, averaging about sixty-five inches a year, is generous. During the winter months it may be snowing on the mountains and raining in the low-

lands at the same time.

Rainfall varies greatly within this region, depending on the location of high mountains, which increases the tendency of the west winds to rise and discharge its moisture. Kake is not surrounded by high mountains, and therefore has an average of sixty-five inches of rainfall, but Ketchikan, much farther south, is almost crowded into the sea by high peaks, and has an annual rainfall of one hundred and sixty inches, rivaling that of the equatorial forest.

Here and there where the ground is poorly drained, water may collect. These places are called muskegs, and many villages get their water supply from these swamps.

The geographer, Ellsworth Huntington, has devoted much of his life to discovering the relationship between climate and human energy. He has gathered much evidence to prove that the ideal climate for work and health should have the following characteristics:¹

I. It should have cool (not cold) winters and warm (not hot) summers.

II. It should be moist except in the warmest weather.

III. It should have frequent changes of weather. Huntington's investigations show that people are most energetic when the air is moist and the temperature averages close to 64° F; that they are mentally most active when the air is moist and the temperature averages about 40° F. Unfortunately no place on earth satisfies all these requirements all the time. However, according to this investigation, the climate at

1. John Hogdon Bradley. World Geography. Boston: Ginn and Company, 1945. p. 68.

Kake is close to ideal for physical activity in summer and mental activity in winter.

Due to the inclination of the earth on its axis, the days in Kake are long in summer, reaching their greatest length June 21. They then gradually become shorter until the shortest day, December 22, arrives. During the winter it becomes light about 9:30 A.M. and dark about 2:30 P.M., giving only about five hours of light. In summer it never gets totally dark, but there is twilight for about four hours.

The shore line is strewn with volcanic rocks, both large and small. The surface of the land varies from flat swampy areas to peaks and knobs. There are numerous streams tumbling down to the beach. A large number of clear lakes, teeming with fish, appear among the mountains.

This region is a sunken land where hill tops become islets, and sheer mountains rise from the waters edge. Its valleys are bays and inlets, while its land is permanently inundated. Hence, agriculture was not practiced by the aboriginal inhabitants unless it was in the cultivation of small plots for gardens.

The soil is very black and fertile, varying in depth from a few inches to several feet. However, owing to the excessive amount of rain, some of the mineral matter has been washed out.

Forest and Vegetation

Kupreanof island, as well as the many others in southeastern Alaska, is covered by a jungle-like virgin forest, composed of hemlock, spruce, and cedar trees, with a small percentage of pine, alder, and cottonwood. Alder and willow also grow around the beaches and river

valleys. The underbrush consists of varieties of salmon berry, currant, and blueberries, with the ever-present devil's club described by the early explorers as a "Cactus." Wild flowers as well appear in great profusion; among them are the iris, wild rose, orchid, violet, horsebell, columbine, shooting star, paint brush, water lilies, and geranium.

The forest floor is a thick layer of moss. Trees have fallen in all directions and are in all stages of decay. Mosses hang in festoons from the trees and ferns and lichens are growing everywhere. The density of the forest shuts out most of the rays of the sun, leaving the interior rather dark and damp, with the cold slimy slug slowly making his way across the moss covered, and decaying logs. Chechakos (new-comers) were always advised by the natives to avoid going into the forest without a compass.

Land Fauna

The forest of this section of the country is well populated with black bears, wolves, deer, and small furbearers, such as the mink, martin, beavers, land otters, and weasels. There are also red and flying squirrels. Game birds consist of several varieties of grouse and the migratory waterfowl, such as the Canadian geese, Mallard ducks, and teal. Songbirds, such as the sparrows, swallows, robins, jays, thrushes, warblers, and humming birds are common all summer. Bald-eagles, gulls, loons, crows, and ravens are the commonest of the winter birds of this island.

The numerous streams and lakes of this region are well-stocked with native cutthroat and rainbow trout. Absent are the common pan-

fish, such as perch, bass, crappie and catfish. There are no snakes or frogs in this region although toads and newts are common throughout the entire area. Close to the beaches one encounters few pests, such as mosquitoes, gnats, and flies, but at times they become a nuisance along the streams, although never a plague as in the interior.

Marine Fauna

Along the coast marine fauna consists of hair seals of several varieties, sea lions, whales, killerwhales, porpoise, and now reappearing, the sea otter. The principal fishes are five varieties of salmon; king, silver, sockeye, humpback, and chum, halibut, cod, herring, and pilchard. Warm waters are responsible for the presence of several marine animals not generally believed to exist so far north. They are the corals, sponge, gorgonia, and sea anemone. Summer brings with it great numbers of jellyfish of various types, as well as sea cucumbers and other odd and interesting sea life. Sharks, which once supplied the natives with their version of "sandpaper," are now taken in great numbers for their livers. Shrimp and crabs are so plentiful as to become the basis of a thriving canning industry, and clams are also commercially canned. Scallops and abalones exist, but not in commercial quantities. All of these, with the possible exception of shrimp, are important items in the native diet.

CHAPTER III

THE ACTIVITIES OF KAKE INHABITANTS

In considering the answer to sub-problem two, (What is the life of the inhabitants), it seems important that a description of the interesting people of Kake and their activities be given. This will include an account of their homes, habits, government, methods of earning a living, social and physical activities, resources, and education.

Inhabitants

The inhabitants of Kake, except for six whites, are all native Indians, the majority full-blooded. They are clever and interesting descendants of the Mongolian race, are tan in color, with coarse straight black hair, dark brown or black eyes, rather low foreheads, full eye brows, and well-formed noses; they have medium-sized mouths, strong bones and muscles, and stature about the size of the average American. The women are handsome and graceful.

Houses

Buildings in the village at Kake consist of two rows of houses, running parallel with the beach. The front row is about one half mile in length, the other about one half this distance, with cliffs and forest in the background. It is difficult to find a suitable place for a large village, in this section, because most of the level land is covered with water. The houses are small and made of wood; some are painted

on the outside, but most of them are not. It seems strange that the natives are so particular about keeping their house painted and shining on the inside but care so little about how they look on the exterior. The homes are very close together; in fact it is difficult for a large person to walk between some of them. There is a natural tendency on the part of the natives to live as close together as possible, no doubt for protective purposes.

Government

Kake is an incorporated town, and self-government is enjoyed by the inhabitants. The election of town officials is held the first of May each year. About the middle of April a town meeting is held at which the candidates for public office are nominated. Much interest is shown in electing the town officials. It is not a struggle between Democrats and Republicans but between citizens. The town officials consist of the mayor, four marshals, one designated as chief, the town council, consisting of six members, the school board of five members (one being the chairman), the treasurer, secretary, and a truant officer appointed by the town board. The town council meets once each month. Jail terms or fines are imposed upon the offenders against the laws; for an example, it is five dollars fine to discharge firearms within the city limits.

Occupations

Many years ago the territory within the vicinity of an Indian village was divided among the native families or householders, by the chief of the tribe. These lands were recognized as personal property

and were handed down from generation to generation. Each family established a summer camp on these grounds. The privilege to hunt, fish, or gather berries in this locality belonged only to them. Today the natives go camping in much the same way, but they are not required to hunt or fish in any given area. Immediately after school is out in the spring, the natives load their boats with equipment and supplies and take their families out to some choice bay or fishing ground. The women and children camp on the beach, pick and can berries, of which there are four varieties in this region. Sea food is the staple diet of the Indians, and salmon is the chief fish used. The women and children also dry, can, and smoke large numbers of fish for winter use. At the close of the fishing season, the summer camp with its smoke-house, oil pit from which the fat from the seal is rendered, and fish drying racks, is abandoned in favor of the family house in the village, where the Indians spend the winter. Last September when school began, there were only four students in grades six, seven, and eight for more than two weeks, but when the fishing season was over, the boats came in loaded with the winter's supply of dried fish, berries and other food.

The natives are hunters, trappers, and fishermen by trade and by nature. Fishing is their most profitable occupation, so profitable in fact that this industry is now regulated by the bureau of fisheries. To reserve the game and wild life, laws have been passed, similar to the game laws in the states, specifying certain seasons in which the animals are protected. Halibut season is open for about thirty days, beginning May the fifteenth. Of course, the season may be lengthened or shortened as the bureau sees fit. Halibut are caught by putting out

long lines with hooks baited with herring, about two feet apart. The halibut sometimes are rather large and may weigh as much as two or three hundred pounds. They are not canned, as the salmon are, but are frozen and shipped to the states. The price of the fish depends largely upon the size, the large and small being of less value.

The seining season for sockeye, coho, humpback, and chum salmon lasts for about twenty days. These fish are taken to canneries and sold. The average weight of these species of salmon is about six pounds. The king salmon is the largest of the group, and occasionally one is caught that weighs as much as a hundred and forty or fifty pounds. The trolling season for this fish, the prize of the lot, lasts for about four months, but the natives are allowed to catch them anytime they wish for food.

Trolling and seining boats are expensive. Some of the larger ones, forty-five or fifty feet long and equipped for fishing, cost from thirty to thirty-five thousand dollars. The owners of these boats usually have a crew of five or six, and at the close of the fishing season the profits are divided, each member of the crew getting one share, and the owner of the boat two shares, one for himself and one for the boat. It is not unusual for him to make twelve or fifteen thousand dollars during the fishing season, which usually lasts less than six months.

The hunting and trapping season begins shortly after the fishing season ends. The woods are full of deer, which the natives refer to as their cattle. Only a few days of hunting are required to obtain all the meat that is needed for home use, for no one is allowed to sell venison. The women prepare this meat for winter use by canning, drying, smoking, or salting it down.

Usually about the first of November the trapping season opens.

Groups of three or four go trapping, some work close to or on Kupreanof Island; others may go to the mainland, where they claim the furs are of better quality. They search for otter, mink, martin, beaver, ermine, and wolves. The hair of the wolf is of no special value, but since these animals are very destructive to deer and other animals, the territory pays a bounty of fifty dollars for each wolf killed. There is also a bounty of six dollars for seals and two dollars for eagles, which are destructive to fish as well as other animals.

Social Activities

When the snow becomes so deep in the mountains that the trappers cannot travel without snow shoes, they come back to the village and prepare for the Christmas holidays. The choir at the Presbyterian church is busy practicing Christmas songs, and the town band practices every afternoon for the program held each year at the town hall; other groups are busy decorating the church as well as the town hall with cedar and hemlock branches. On Christmas eve hundreds of presents are placed under and around the large Christmas tree. The school children give their program, and the band plays at intervals. The church choir also sings some Christmas songs; then Santa Claus appears and gives many presents to the old and young. It was estimated last year that three thousand dollars in presents were given away on this occasion.

After Christmas is over, many parties are given, with the bingo type being the most popular. The women spend a lot of time crocheting and embroidering bingo prizes. They use the money made in this way to help carry on the useful organizations of the town, such as the missionary society, the native sisterhood, and brotherhood.

Physical Activities

The town hall is a large building used for many purposes, such as basketball, the favored sport among the Indians. During the slack season the young men of the town organize, practice, and produce an outstanding basketball team. Last year they played several games away from home with Wrangell, Sitka, and Petersburg, and also played commendably in the tournament at Juneau,

Volley-ball is also played at night, usually after a party; anyone who feels the need of exercise is welcome to play. A large number of the older people take part in this game.

Education

The United States Government inaugurated an educational system in Alaska by contract with the Moravian church in 1884 for the establishment of a school for the Eskimos on the Kuskokwim River. In 1886 contracts for similar schools in outlying Alaskan sections were made with Protestant, Episcopal, Catholic, and other missionary groups. The Presbyterian church established schools at Wrangell and Sitka about 1887. The first educators or missionaries encountered great difficulties. A country with a population of about 30,000, scattered over more than half a million square miles, without any previous contact with civilization and its school systems, offered serious obstacles. In fact, some of these have hardly been overcome today.

The first school at Kake was established by the Quaker church in 1905. Land was cleared for a garden; cows and chickens were introduced to the island. The children were taught how to plant and raise vegetables, as well as how to read, write, and speak the English lan-

guage. They also had many lessons in sewing, cooking, and sanitation. Five years later, however, the Quaker church and church property were sold to the Presbyterian church.

The school was then taken over by the United States Indian Service. As a result a new school house and a large teacherage were built. The natives at Kake, except those more than forty-five or fifty years old, can now speak English.

For several years the natives have been dissatisfied with the Indian Service School, and of course they had nothing to do with the operation of the government schools. Two years ago they voted themselves into the territorial school system, which was established in 1914. Under this system the incorporated towns pay a certain percent of the expense of the school; for example, the town of Kake pays fifteen percent of the expenses and the territory pays eighty-five per-cent.

Teachers are elected by the school board and are approved by the Commissioner of Education. The majority of the native parents are very much interested in school, and will send their children every day when they are in town. One or two families did not believe in sending their children, however, and, therefore, they would move out of town while school was in session. Most of the older children are mentally retarded. They all speak English, however; some better than others. But they have done remarkably well when one considers the fact that they have been in contact with civilization and education less than fifty years.

The curriculum includes arithmetic, English, reading, spelling, writing, civics, history, geography, science, art, music, health, and practical arts. Each subject is allotted a specified amount of time by

the Supervisor of Education.

The fact that most of the adults in this village can speak and understand English would lead one to believe that the children would learn English in the home, but that is not the case. Large numbers of such families, proud of their Indian heritage, speak only the Indian language to their children. Many of the students stay with their grandparents, who have a strong influence toward the perpetuation of Indian customs. The children from the fifth grade up appear to be retarded by at least two years; perhaps this is occasioned by the lack of ability to use the English language correctly.

Some of the typical behavior problems among the older children are shyness, embarrassment, refusal to participate in school activities, or talk, and running away. One would think that after a week or two of getting acquainted and adapting themselves to a new situation, that shyness, and embarrassment would cease to be a problem, but that is not true. There is little improvement, if any, along these lines in nine months. The stimuli for this type of behavior must have been fear of the teacher as a white person, or perhaps the pupils were afraid of making a mistake in English, individual performance, or competition. It is the Indian pattern not to give one's self away or show any emotion which would lower one's self-respect or pride before others.

It is natural for the Indians to run away to evade conflict or a difficult situation; the Tlinget child learns this early, because he sees his parents quit work or move from a community when they do not like or cannot face a situation.

According to the Indian pattern, it is quite acceptable to escape personal conflict by running away, and no stigma is attached to

such action. Hence it is to be expected that a child who does not adjust easily should avoid conflict in some way. Moreover, the child is not punished at home for his action.

The problem of embarrassment or being ashamed is more difficult because it is such a common reaction among Indian children and arises for no reason perceptible to the teacher. The strongest form of social pressure among adult Indians is exerted by ridicule and criticism. Perhaps, when the child is being taught, much emphasis is laid upon conforming and keeping up with the group by the parents. This might explain why the Indian child is so sensitive to shame. The attitude of embarrassment also appears in the children's games, in spite of their adaptation of white competitive sports. For instance, one day last winter when the seventh and eighth grade boys were to play the eighth grade from Metlakatla in basketball, some of the boys remarked that they hoped that there would not be many out to see the game. The situation would have been reversed if they had known that they would win.

Thus the white man's desire to excel is turned by the Indians into a fear of becoming ridiculous through losing. It is this attitude that makes children withdraw and become highly embarrassed when they are asked to recite or to perform before others in things that they are only learning to do.

CHAPTER IV

WHAT IS THE TERRITORIAL CURRICULUM?

The Territorial Curriculum for the schools of Alaska was formulated largely by Dr. James C. Ryan, Professor of Education at the University of Alaska and now Alaskan Commissioner of Education, in 1939.

The elementary curriculum was revised and supplemented in 1946 by a group of teachers from Juneau, Douglas, and St. Ame's, with Dr. Dorothy Novatney as coordinator. She is now educational supervisor for the territory.

When studying the territorial curriculum, one will observe that it is very much like that of the states, but in many instances the subject matter load is heavier. When one considers the short time that the natives have been in contact with education and civilization, the question of modifying curriculum requirements becomes paramount.

A good view of the basic features of the curriculum can be obtained from Dr. Novatney's Elementary Course of Study Supplement, photostatic copies of which are presented on the following pages.

ELEMENTARY COURSE OF STUDY SUPPLEMENT

DEPARTMENT OF EDUCATION

TERRITORY OF ALASKA

DOROTHY NOVATNEY, EDUCATION SUPERVISOR,

JUNEAU, ALASKA, 1947

UNIFORM WEEKLY TIME ALLOWANCES	TOTAL HOURS PER DAY
Opening Exercises - 50 Minutes	Grades 1, 2 - - - - 4½ Hours
Recess - - - - 100 Minutes	Grade 3 - - - - - 5 Hours
Physical Education - - 50 Minutes	Grades 4, 5, 6, 7, 8 - - - 6 Hours

MISCELLANEOUS WEEKLY TIME ALLOWANCE	Grade	Minutes
To be used as extra time in subjects in which the majority of the class is below grade or for individual remedial work.	Grade 4 - - - - -	120 Minutes
	Grade 5 - - - - -	140 Minutes
	Grade 6 - - - - -	90 Minutes
	Grade 7 - - - - -	15 Minutes
	Grade 8 - - - - -	65 Minutes

*WTA: Weekly Time Allowance

†T: Adopted Textbook

‡SR: Supplementary reader on adopted list

Gr.

Arithmetic

I.

***WTA:** 75 minutes
T: Jolly Numbers, Primer and Book I or Number Play and In Numberland
ACHIEVEMENTS:
 Count by 1's, 2's, 5's and 10's to 100
 Read and comprehend numbers to 100 and number words to ten
 Write numbers 1 to 100 correctly and legibly
 Add all facts with sums of 10 or less
 Subtract 0's, 1's, and 2's with remainders of 9 or less
 Tell time by hour and half hour
 Make change through 10c with 1c and 5c
 Understand $\frac{1}{2}$ and $\frac{3}{4}$ in construction directions
 Understand simple number vocabulary for above processes
 Solve 1 step problems with above number facts

II.

WTA: 115 minutes
T: Jolly Numbers II or Numbers at Work
ACHIEVEMENTS:
 Count to 100 by 5's, 10's, and 2's
 Read, write and comprehend Arabic numbers to 100 and Roman numerals to XII
 Acquire automatic mastery of 100 addition and 100 subtraction facts
 Add 1 and 2 place columns of 1 to 4 addends without carrying
 Subtract 2 and 3 place numbers without borrowing
 Tell time accurately
 Know $\frac{1}{2}$, $\frac{3}{4}$, and $\frac{5}{8}$ by division
 Use foot, inch, quart, pint, dozen, and money to \$1.00
 Solve 1 step problems and know about 2 step problems

III.

WTA: 200 minutes
T: Modern School Arithmetic, third grade
ACHIEVEMENTS:
 Read, write, and comprehend Arabic figures to 10,000 and Roman numerals to L
 Add 1, 2, or 3 place columns of 3 or 4 addends with carrying
 Subtract 3 place numbers with borrowing
 Master multiplication tables 5, 10, 1, 2, 3, 4, and 6; know 7, 8, and 9
 Multiply 3 place multiplicand with 1 place multiplier
 Multiply dollars and cents
 Master division by 2, 5, 3, 4, and 6 and know by 7, 8, and 9
 Develop a large mathematics vocabulary
 Solve 1 and 2 step problems with time, liquid, and linear measure as well as with above facts

IV.

WTA: 275 minutes
T: Modern School Arithmetic, fourth grade
ACHIEVEMENTS:
 Read, write, and comprehend Arabic numbers and U. S. Money to 1,000,000 and Roman numerals to M
 Master all basic addition, subtraction, multiplication and division facts
 Multiply with 3 place multipliers
 Begin long division
 Master meaning of fractions and mixed numbers
 Understand denominate numbers and organize them into relationships
 Develop neatness and legibility of written work
 Master vocabulary necessary for above work

V.

WTA: 225 minutes
T: Modern School Arithmetic, fifth grade
ACHIEVEMENTS:
 Read Arabic numbers to 1 billion, U. S. Money as it appears in newspapers, etc., and Roman numerals as in dates
 Develop speed and accuracy in four fundamental processes
 Do problems with measurements and reduction of denominate numbers
 Add, subtract, multiply, and divide common fractions and mixed numbers, and make necessary reductions
 Use decimal fractions for U. S. Money and reductions of common fractions to U. S. Money
 Master vocabulary necessary for above work

VI.

WTA: 225 minutes
T: Modern School Arithmetic, sixth grade
ACHIEVEMENTS:
 Increase speed and accuracy in all fundamental processes
 Correct and strengthen weaknesses
 Master four fundamental processes with whole numbers, fractions, and mixed numbers
 Understand decimal fractions through millions and work problems
 Understand percentage and solve practical problems involving it
 Master vocabulary necessary for above work

VII.

WTA: 300 minutes
T: Modern School Arithmetic, seventh grade
ACHIEVEMENTS:
 Master reading and writing of Arabic and Roman numerals
 Develop speed, accuracy and skill in four fundamental processes with zeros, whole numbers, fractions, decimal fractions, mixed numbers, denominate numbers, and percentage
 Know and use percentage in all types of business transactions
 Interpret bar, line, circle, and picture graphs
 Master technical and non-technical vocabulary of arithmetic

VIII.

WTA: 300 minutes
T: Modern School Arithmetic, eighth grade
ACHIEVEMENTS:
 Overlearn four fundamental processes with all types of numbers
 Use common measurements including area, volume, angles, metric system, square root, and board measure
 Draw to scale
 Read and construct graphs
 Solve problems involving all processes taught
 Overlearn technical and non-technical vocabulary of arithmetic

Gr.

Art

I WTA: 100 minutes

T: My Brownie Art Book

ACHIEVEMENTS:

Gain experience in manipulation of art materials, paper, paint, brushes, clay, chalk, crayons

Know names of six spectrum colors
Study orderly arrangement, symmetry and repetition

Projects: Weaving on a cardboard loom or mats, model in clay, make booklets, arrange playhouse, celebrate special holidays by making room decorations, lettering by paper strips, make a calendar

Study great pictures for their stories and general interest

II. WTA: 100 minutes

T: Art Stories—Book One, My Rainbow Art Book

ACHIEVEMENTS:

Do grade one projects with greater skill
Develop joy of self-expression

Study rhythm, balance, symmetry, emphasis in design

Make a scrap book of pictures illustrating rules of design and showing color combinations

Letter on $\frac{1}{2}$ inch squared paper

New Projects: Fold paper objects, correlate sandtable with lessons or holidays, make books with three-hole sewing

Study great pictures for their stories and colors

III. WTA: 100 minutes

T: Art Stories—Book Two, My Indian Art Book

ACHIEVEMENTS:

Increase in skill in manipulation of materials used previously

Know names of 6 intermediate colors and be able to mix them

Make a color chart with 12 colors

Study patterns in woven materials and styles of clothes, ancient and modern

Study pictures for appreciation and to discover center of interest

Projects: Stick printing for wall paper designs, lettering with paints and pencil, weave on small looms, make games, holiday decorations, valentines, Christmas cards, etc., using skills for grade

IV. WTA: 60 minutes

T: Art Stories—Book Three, My Pinocchio Art Book

ACHIEVEMENTS:

Develop finer appreciation of color values through study of 12 color chart

Create works showing good color combinations, good design

Use square, circular and all-over designs
Letter for posters and draw illustrations for stories

Study 12 pictures listed for grade and Greek works of art

V WTA: 60 minutes

T: Wonderland Art Book

ACHIEVEMENTS:

Study color contrasts and harmonies

Use perspective and good design in projects and pictures

Observe colors in nature

Make drop repeat and ogee designs

Draw portraits and study great portraits

Model pottery and study great pottery, glass, china, and silver

Study 8 pictures for grade

VI. WTA: 60 minutes

T: My Jungle Art Book

ACHIEVEMENTS:

Do advanced study in color including hue, value, intensity, and more harmonies

Apply color and design study to textile
Make all over designs for book covers, etc.

Do portrait profiles and use perspective in landscapes

Model with clay and study great sculpture

Study 25 pictures for grade

VII. WTA: 60 minutes

T: My Round Table Art Book

ACHIEVEMENTS:

Review principles of color, design and perspective learned earlier

Develop skill in drawing, perspective, modelling, lettering and illustration

Correlate art of period to history and literature

Become more discriminating in appreciating products with artistic value

Study 15 pictures for grade and lives of great artists

VIII. WTA: 60 minutes

T: My Round Table Art Book

ACHIEVEMENTS:

Continue to develop skills of previous years

Stress skills in handling media and self-criticism

Begin study of architecture and develop understanding of its historic relations

Correlate art, architecture, furniture, costume, household articles, etc., to history and literature of period

Study lives of great artists and a variety of styles in painting

Gr.

Civics

I. SR: School Friends, Let's Take Turns

ACHIEVEMENTS:

Develop habits of obedience, kindness, self-control, trustworthiness, and courage

Respect rights and property of others

Develop ideals of loyalty and cooperation

Develop insight into immediate social environment of home, school, and community

II. SR: Enjoying Our Land

ACHIEVEMENTS:

Continued development, fixation, and understanding of traits stressed in grade one

Deepen insights and increase knowledge of community life

III. WTA: 30 minutes

SR: Your Land and Mine

ACHIEVEMENTS:

Develop further insight into what makes for successful social relations and community progress

Gain some knowledge of Alaska's particular social and political structure and its relation to the U. S. A.

Begin to discriminate among people as to character and personality traits

IV. WTA: 30 minutes

SR: Toward Freedom

ACHIEVEMENTS:

Develop worthy home, school, and community membership

Develop character traits of obedience, helpfulness, courtesy, responsibility, thrift, safety, and respect for property

Study local and national sources of food, clothing, light, fuel, water, and public utilities

Study community agencies such as post-office, school, library, fire department, etc.

V. WTA: 30 minutes

SR: Pioneering in Democracy

ACHIEVEMENTS:

Develop worthy group membership and begin apprenticeship in group leadership

Understand nature and function of community agencies such as Territorial Health, Welfare and Education Departments

Develop world-mindedness through an understanding of the differences among peoples and their economic interdependence for products

VI. WTA: 60 minutes

SR: The Way of Democracy

ACHIEVEMENTS:

Study the economic and social structure of the home, the organization and government of the school and the community

Study the local government and its functions and financing

Study the natural and industrial resources of the community and Alaska

Develop leadership in assuming rightful share of community responsibility

VII. WTA: 60 minutes

SR: The Growth of Democracy

ACHIEVEMENTS:

Develop worthy membership in home, class, school, and community agencies and institutions

Develop an understanding of local government, the economic structure of the community

Study communication and transportation in Alaska

Study the basic structure of the U. S. government

Learn the Preamble to the Constitution

VIII. WTA: 75 minutes

T: Elementary Community Civics (Workbook)

SR: Working for Democracy

ACHIEVEMENTS:

Understand the various types of communities and the various community agencies such as welfare, health, education, police protection, recreation, planning

Understand the basic principles of self-government such as law making, voting, taxes, etc.

Know the content of the Constitution with the Bill of Rights and the Declaration of Independence

Gr.
1.

Geography

II.

ACHIEVEMENTS:

Develop an interest in the customs and habits of other peoples and a vocabulary to express that interest

Develop a basic oral geographic vocabulary to prepare for the study of world geography

III.

WTA:

15 minutes

ACHIEVEMENTS:

Arouse interest in and gain simple understanding of various food, clothing, and shelter customs throughout the world

Gain some understanding of the effect of physical environment on man's activities

Understand the basic industries and their relation to man: Farming, Fishing, Lumbering, Mining, and Manufacturing

Develop tolerance toward other customs and respect for different peoples

Develop vocabulary necessary for study of geography

IV.

WTA:

75 minutes

T: Journeys Through Many Lands (Workbook), or Journeys Through Our World Today (Workbook)

ACHIEVEMENTS:

Study the earth in regard to form, size, motion, latitude, longitude, zones, hemispheres, continents, oceans, land forms, air, and water (See Science for grade)

Gain a general knowledge of the resources, industries, physical features and climate of the regions for grade

Understand the relationship between natural resources and industries in any given area or region

Use maps to assist in gaining knowledge and location of oceans, seas, continents, countries, rivers, etc.

V.

WTA:

150 minutes

T: Journeys Through North America (Workbook), or Journeys Through Our World Today (Workbook)

ACHIEVEMENTS:

Understand how natural resources and industries affect the economic and social life of man, and how man responds and adapts to his environment (See Civics for Grade)

Develop ability to determine whether a region is desirable as a place to live

Gain a general knowledge of regions for grade

Use and understand the abstract principles of maps, globes, graphs, an atlas, and reference materials

VI.

WTA:

150 minutes

T: Our World Today—Europe and Overseas (Workbook) or Our World Today (Workbook)

ACHIEVEMENTS:

Know topography, climate, resources, basic industries, transportation, and special features of regions for grade

Locate states, countries, cities, rivers, mountains, lakes, etc. on a map

Develop an appreciation of our indebtedness to other parts of the world

VII.

WTA:

200 minutes

T: Our World Today—Asia, Latin America, U. S. (Workbook) or Our World Today (Workbook)

ACHIEVEMENTS:

Know topography, climate, resources, basic industries, transportation, and special features of regions for grade

Develop an appreciation of climate, customs, races, and particular economic and social problems arising from geographical causes in regions for grade

VIII.

Health

Gr.
I.

WTA: 75 minutes

T: Spick and Span

ACHIEVEMENTS:

(See Course of Study for general objectives and Health Service)

Develop health habits: Brush teeth daily, bathe weekly, sleep enough, eat proper food (milk, fruit, vegetables), drink plenty of water, play out of doors, have morning bowel movement

Study personal hygiene habits: food, rest, clothing, cleanliness, elimination, posture, etc.

Develop mental attitude conducive to good emotional and social habits

Understand hygiene for home, school, and community

Learn something about safety

II.

WTA: 75 minutes

T: The Health Parade

ACHIEVEMENTS:

Make automatic the health and hygiene habits stressed in the First Grade

Learn more about community hygiene and safety

Develop attitude of unselfishness and regard for others as a means to an even temperament

III.

WTA: 75 minutes

T: Growing Up

ACHIEVEMENTS:

Develop new skills and habits in cleanliness, nutrition, care of teeth, ears, eyes, and mental hygiene

Study community hygiene and contagious diseases

Study safety, fire prevention, use of sharp instruments, elementary first aid

Study narcotics and alcohol

IV.

WTA: 100 minutes

T: Keeping Safe and Well and Facts First

ACHIEVEMENTS:

Develop responsibility for healthful habits
Develop attitudes which foster emotional stability

Assume responsibility in care of clothing, personal cleanliness, good posture and exercise

Study prevention of epidemics, cleanliness of streets and public buildings, etc.

Study more advanced safety and first aid
Study narcotics and alcohol

V.

WTA: 100 minutes

T: Gaining Health, and Facts First

ACHIEVEMENTS:

Develop good habits of personal and mental hygiene

Understand reasons for good nutrition, rest and sleep, clothing, cleanliness, elimination, posture, care of teeth, ears, etc.

Study Territorial Health Department duties (See Civics)

Study first aid and safety

Study narcotics and alcohol

VI.

WTA: 100 minutes

T: Cleanliness and Health Protection, and Facts First

ACHIEVEMENTS:

Make personal health habits automatic and more fully understand the scientific basis for them

Study Community health problems

Do more and more difficult first aid including artificial respiration

Study harmful effects of narcotics and alcohol

VII.

WTA: 100 minutes

T: Working for Community Health, A Clear Case, and Alcohol, Its Effects on Man

ACHIEVEMENTS:

Extend interest in personal health, hygiene, mental hygiene and appearance

Study community hygiene, garbage disposal, water supply, etc.

Study contribution of science to health in ancient, medieval and modern times

Study harmful effects of narcotics and alcohol

VIII.

WTA: 100 minutes

T: Building Healthy Bodies, A Clear Case, and Alcohol, Its Effects on Man

ACHIEVEMENTS:

Study human anatomy, physiology and mental development in detail, including such subjects as nutrition and value of vitamins

Improve personal appearance

Study harmful effects of narcotics and alcohol

Gr.

History

I. **ACHIEVEMENTS:**
 Understand the teacher's stories about home life, the community, primitive life and special holidays

II. **ACHIEVEMENTS:**
 Understand teacher's stories about local history and Alaska history
 Understand teacher's stories about contributions of great men to our community life (Washington, Lincoln, etc.)
 Develop ability to respond appropriately to community situations

III. **WTA:** 30 minutes
ACHIEVEMENTS:
 Understand community, Territory and federal government concepts
 Participate in school and community government on own level
 Develop a sense of participation and responsibility for the welfare of the community
 Understand teacher's stories about American life and history

IV. **WTA:** 60 minutes
T: Stories of My Country's Beginning
ACHIEVEMENTS:
 Study the United States from its discovery to the Revolution
 Stress the social aspects of our history and the lives of its great leaders
 Lay the foundation for an historical vocabulary

V. **WTA:** 75 minutes
T: Stories of My Country's Growth
ACHIEVEMENTS:
 Study American history from the Revolution through the present time
 (This history should present a continuous story with that of Grade IV)
 Stress the social aspects of our history and the lives of its great leaders
 Develop an appreciation of our national life, heritage, and institutions
 Cultivate an interest in reading biography, history and historic stories

VI. **WTA:** 125 minutes
T: Homelands
ACHIEVEMENTS:
 Study the history of Alaska, its geography, native people, discovery and exploration, first settlement, purchase, District of Alaska, Territory of Alaska
 Study prehistoric man, ancient civilizations, Greeks, Romans, Medieval Europe, and Modern Europe
 Develop a sense of historical continuity through various periods of development and time
 Develop an appreciation of the interdependence of peoples and an attitude of respect and tolerance based on a knowledge of what others have contributed to our present day life

VII. **WTA:** 140 minutes
T: The Rise of Our Free Nation or The Story of Our Country
ACHIEVEMENTS:
 Review fourth and sixth grade work
 Study American history in detail from old world backgrounds in the Renaissance to the War of 1812
 Stress social development and reading to understand historical facts
 Develop a critical attitude toward historical content in reading material
 Study maps thoroughly to understand all types
 Use reference books to supplement textbooks

VIII. **WTA:** 200 minutes
T: The Rise of Our Free Nation, or The Story of Our Country
ACHIEVEMENTS:
 Review fifth grade work
 Study American history in detail from 1824 to the present time
 Stress chief facts and placement of them with necessary dates (Laws, leaders, movements, wars and battles, etc.)
 Stress map work for Civil War period
 Develop tolerance and respect for all people
 Use reference books to augment textbooks

Gx.
1.

Language

I. WTA: 100 minutes
ACHIEVEMENTS:
ORAL COMPOSITION—80%
 Speak clearly, distinctly, correctly, with full sentences
 Tell stories, do original dramatizations, dictate stories to teacher
 Listen politely and attentively
WRITTEN COMPOSITION—20%
 Write notes and stories of 2 or 3 simple sentences
 Use capital letters correctly for sentences
 Use may for permission and isn't not ain't

II.

WTA: 120 minutes
T: Let's Talk (Workbook)
ACHIEVEMENTS:
ORAL COMPOSITION—80%
 Use clear and correct pronunciation and enunciation
 Use correct grammatical forms
 Dramatize stories, riddles, and real situations
WRITTEN COMPOSITION—20%
 Write short letters and stories of 3 or 4 sentences
 Use all capitals correctly
 Use period and question mark for sentences
 Use commas for dates
 Use common verbs and adjectives and all pronouns correctly

III.

WTA: 155 minutes
T: Making Words Work (Workbook) or Good English Habits (Workbook)
ACHIEVEMENTS:
ORAL COMPOSITION—80%
 Talk freely, correctly, and with a plan in class reports
WRITTEN COMPOSITION—20%
 Write dictated sentences correctly
 Copy from books or the board correctly
 Creative writing—a one paragraph story in good form
 Master correct forms of common verbs, contractions and pronouns
 Use correct forms of common adverbs and adjectives
 Master capitalization in all forms used
 Use quotation marks for titles and master period and question mark

IV.

WTA: 225 minutes
T: Gaining Skill with Words (Workbook) or English for You and Me (Workbook)
ACHIEVEMENTS:
ORAL COMPOSITION—80%
 Correct all errors in pronunciation and enunciation
 Speak before an audience using a plan
 Participate in simple plays, memorizing the parts
WRITTEN COMPOSITION—20%
 Develop sense of unity and sequence in letters, etc.
 Write dictated material correctly
 Use varied vocabulary and good paragraph form in original work
 Understand all grammar necessary to meet above standards
 Master punctuation needed to express ideas in writing

V.

WTA: 200 minutes
T: Sharing Experiences (Workbook) or English in Work and Play (Workbook)
ACHIEVEMENTS:
ORAL COMPOSITION — 66 2/3%
 Develop a critical approach to achievements in fields listed above
WRITTEN COMPOSITION — 33 1/3%
 Write dictated lessons correctly
 Write interesting letters and stories, using an expressive vocabulary
 Use simple outline plan for compositions
 Creative Writing—Express own ideas clearly and appropriately
 Master correct forms and uses of common adjectives, adverbs, and pronouns
 Make one sentence into two, and two into one
 Develop a sense for sentence structure

VI.

WTA: 200 minutes
T: Communicating Ideas (Workbook) or Putting English to Work (Workbook)
ACHIEVEMENTS:
ORAL COMPOSITION — 66 2/3%
 Give a planned and organized report before an audience
 Practice to remove speech difficulties and errors
WRITTEN COMPOSITION — 33 1/3%
 Write good business letters of various types
 Use outline and good paragraph structure in all reports
 Creative Writing—Poetry, plays, stories, editorials, etc.
 Correct language errors listed in Course of Study
 Use all listed punctuation correctly
 Learn parts of sentences and parts of speech

VII.

WTA: 200 minutes
T: Making Meaning Clear (Workbook) or English at Your Service (Workbook)
ACHIEVEMENTS:
ORAL COMPOSITION — 50%
 Fix habits of correct grammatical usage, pronunciation, etc.
 Conduct a meeting using simple Parliamentary procedure
WRITTEN COMPOSITION — 50%
 Master social and simple business letters
 Write reports, summaries, news reports, definitions, etc.
 Creative Writing — Use suitable forms to express ideas
 Study nouns and pronouns in detail—kind, number, case, and gender
 Review and master capitalization, punctuation and sentence structure
 Master irregular verbs in use as well as theory

VIII.

WTA: 225 minutes
T: Expressing Ideas Clearly (Workbook) or Greater Skill in English (Workbook)
ACHIEVEMENTS:
ORAL COMPOSITION — 50%
 Conduct a meeting, interview for a paper, and tell experiences
 Use correct enunciation and pronunciation as well as good form and plans
WRITTEN COMPOSITION — 50%
 Write a variety of types of material using correct grammar, punctuation, outline form, sentence and paragraph structure and an interesting and expressive vocabulary
 Creative Writing — Develop critical judgment of own work
 Study verbs, adverbs, adjectives, etc. in detail, give technical reasons
 Continue study of punctuation into more complex material

Music

Gx.
I.

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Reduce monotonies to 10%
Learn 25-30 rote songs
Develop ear and sense of rhythm
Sing individually and as a group
Singing games, rhythm band or toy orchestra and folk dances
Listen for appreciation and ear training—8 simple classic songs
Use phonograph for learning songs, appreciation, and games

V.

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Start two part singing and study specific tone and rhythm problems
Study patterns in music and learn names of simpler patterns and types
Do sight singing of material of suitable difficulty
Learn more folk and community songs from memory, and have large repertoire of songs not memorized but easily read
Know patterns and types of appreciation selections 10-12

II

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Reduce monotonies to 5%
Learn 30-40 new songs, some by rote
Begin note reading
Study rhythm and phrasing in songs in ear-training recognize scales, skips, and familiar themes and tunes
Listen to understand form, rhythm and melody—8 new selections
Develop responsiveness to mood and acquire a listening repertoire
Continue rhythm band, singing games, folk dances and perform with greater skill

VI.

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Start three part singing and prepare for changing voices
Analyze music for form, design, specific tonal and rhythmic problems
Continue ear-training
Listen to develop interest in good music and increase repertoire
Sing at least 30 songs well, some of them 2 and 3 parts, some memorized

III

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Learn 30-40 new songs
Continue note reading, ear training, rhythm band and singing games
Sing from oral dictation and hear accent of measure and phrase
Identify 6/8 time, quarter and eighth notes, phrasing
Begin sight reading of new songs
Master symbols of music, bars, key signatures, notes, rests, etc.
Listen to sense rhythm, meter, phrase—8 new selections
Listen to descriptive and pure music without critical or formal study

VII.

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Individual voices tested, placed, and special needs noted
Master concerted singing in 3 and 4 part songs
Increase technical knowledge and satisfy interest in musical instruments
Develop an appreciation of good music
20-30 new songs in repertoire, not more than 10 from memory

IV.

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Know many folk and community songs by rote to complete mastery
Sing by syllables, know simple rhythms and measures
Sight sing two equal tones to one beat—8th and 4th notes
Continue individual singing, ear-training
Study form, structure and phrasing
Learn two-part rounds
Study 10-12 semi-classical and classical selections for appreciation
Study pictures of band and orchestra instruments and know tone of each

VIII.

WTA: 60 minutes

T: Music Education Series or Music Hour Series

ACHIEVEMENTS:

Special work for individual voices, and classwork planned to fit group and individual cases
Much concerted singing, some sight singing, of 2 and 4 part songs
Increase technical knowledge and appreciation for good music
Greatly increase listening repertoire
20-30 new songs in repertoire, 10 folk songs learned by rote and memorized

Practical Arts

Gr.
I.

WTA: 50 minutes

ACHIEVEMENTS:

Correlate work with art projects
Use square blocks, plastic clay, wood and paper, scissors, hammer, brads, sand paper blocks
Appreciate size, space and proportion relationships of simple things

II.

WTA: 50 minutes

ACHIEVEMENTS:

Correlate with art projects, dramatizations, illustrations, etc.
Use tools of first grade plus saws, paper cutter, pliers, rulers, knives, hectograph (wood chisel, brace and bits)
Appreciate design and develop a critical attitude toward own work

III.

WTA: 50 minutes

ACHIEVEMENTS:

Correlate with other subjects
Use stencils, carbon paper, linoleum block, pottery clay, cold glue, small planes, small printing press, etc.
Appreciate economic value of product through conservation of material
Feel self-sufficiency in construction and critical judgment of work

IV.

WTA: 50 minutes

ACHIEVEMENTS:

Correlate with other subjects
Understand written directions for making simple things
Use paint, brushes, dividers, compass, etc.
Make individual and group projects such as Christmas presents, properties for a play (not sets) or sandtable projects, room furnishings, etc.

V.

WTA: 50 minutes

ACHIEVEMENTS:

Appreciate use of definite plan and orderly procedure to execute it
Use stencil, knives, wood chisels, wood and rawhide mallets, marking gauge, jack plane, draw knife and band saw, etc.
Make something connected with hobbies, such as a case for a collection, model planes, etc.
Develop a standard of neat and accurate workmanship

VI.

WTA: 50 minutes

ACHIEVEMENTS:

Appreciate and understand the value of hand or art work from the consumer's point of view
Show an interest in home maintenance and repairs
Make minor repairs in school room and home
Use tin snips, soldering iron, steel file, machinist's hammer, etc.
Make individual or group projects of real interest

VII.

WTA: 50 minutes

T in Home Economics: Your Home and You, or Everyday Living

ACHIEVEMENTS IN HOME ECONOMICS:

Appreciate home and have some skill in household activities
Care for own room, prepare simple dishes, sew seams and mend, help clean and wash at home, keep clothes neat and in order

ACHIEVEMENTS IN SHOP:

Use all tools listed in other grades
Apply paint correctly, determine grain of wood, sharpen simple tools
Know different mediums of expression, wood, clay, gesso, plastics, etc.
Do simple home repairs and construct simple projects such as bird houses

VIII.

WTA: 50 minutes

T in Home Economics: Your Home and You, or Everyday Living

ACHIEVEMENTS IN HOME ECONOMICS:

Develop some skill and appreciation in interior decoration
Make a simple garment and know basic embroidery stitches
Plan, cook and serve a simple meal, wash and clean in the home
Develop a basic judgment about all types of textiles

ACHIEVEMENTS IN SHOP:

Master use of essential tools, rip cut saw, cross cut saw, hammer, chisel, screwdriver, brace and bits, square
Read simple plans and be able to draw to scale
Know sizes and uses of nails, screws, rivets, and brads, etc.
Know and use plain finishes, sanding, painting, varnishing
Construct simple projects such as a shoe shine box or sewing box from plans

Reading

Gr.
I.

WTA: 550 minutes

T: Gates: Beginning Days, All Aboard, Off We Go, Now We Go Again, Jim and Judy, Down Our Street (Workbooks)
 Gray: Before We Read, We Look and See, We Work and Play, We Come and Go, Fun With Dick and Jane, Our New Friends (Workbooks)
 Quinlan: Winky, Day by Day, To and Fro (Workbooks)

ACHIEVEMENTS:

Oral Reading 90% — Silent Reading 10%
 Develop habits of accurate seeing and correct eye movements
 Combine thinking and observing in one abstract process
 Use picture and context clues and phonetic and structural analysis to understand new words
 Read for meaning and recognize 200 to 250 words
 (See Course of Study and Teacher's Manuals)

II.

WTA: 450 minutes

T: Gates: We Grow Up and Unit Readers (Workbook)
 Gray: Friends and Neighbors, More Friends and Neighbors (Workbooks)
 Quinlan: Faces and Places (Workbook)

ACHIEVEMENTS:

Oral Reading 65% — Silent Reading 35%
 Read independently, and read easy materials orally at sight
 Establish correct oral and silent reading habits
 Develop word perception by phonetic and structural analysis
 Work to increase vocabulary and remove diagnosed difficulties
 (See Course of Study and Teacher's Manuals)

III.

WTA: 350 minutes

T: Gates: Wide Wings and Unit Readers (Workbook)
 Gray: Streets and Roads, More Streets and Roads (Workbooks)
 Quinlan: Busy World (Workbook)

ACHIEVEMENTS:

Oral Reading 36% — Silent Reading 64%
 Develop independence in silent reading by various means
 Master correct oral and silent reading habits
 Increase rate and accuracy of oral and silent reading, use dictionary
 Widen and enrich interest range with literary and informational material
 Increase vocabulary and reduce diagnosed difficulties
 (See Course of Study and Teacher's Manuals)

IV.

WTA: 300 minutes

T: Gates: Let's Look Around (Workbook)
 Elson-Gray: Basic Readers, Book Four (Workbook)

ACHIEVEMENTS:

Oral Reading 27% — Silent Reading 73%
 Master basic reading skills and develop speed of comprehension
 Eliminate all bad habits such as lip movement
 Read to gather material on a topic, form an opinion, make a judgment, verify a statement, and follow directions
 Use dictionary for spelling, pronunciation, and meaning of new words
 Develop the idea of reading as a thought-getting process

V.

WTA: 225 minutes

T: Gates: Let's Travel On (Workbook)
 Elson-Gray: Basic Readers, Book Five (Workbook)

ACHIEVEMENTS:

Oral Reading 20% — Silent Reading 80%
 Continue to develop speed of comprehension
 Use reading as a tool to broaden experience and gain information
 Continue to use the dictionary and to read for specific purposes
 Enlarge reading vocabulary
 Read orally when there is a good reason to do so—read poetry orally
 Diagnose individual difficulties and work to remove them
 Begin use of library as a source of information

VI.

WTA: 200 minutes

T: Gates: Let's Go Ahead (Workbook)
 Elson-Gray: Basic Readers, Book Six (Workbook)

ACHIEVEMENTS:

Oral Reading 10% — Silent Reading 90%
 Continue to develop speed of comprehension and to enlarge vocabulary
 Master available sources of information such as dictionaries and encyclopedias
 Use libraries where available
 Make oral and written reports on literary and informational books
 Consciously vary reading techniques with purpose for reading
 Integrate reading as a skill with content subjects of the curriculum

VII.

WTA: 180 minutes

T: Appreciating Literature, Best-Liked Literature—Book One

ACHIEVEMENTS:

Oral Reading 7% — Silent Reading 93%
 Diagnose individual weaknesses and drill on them
 Read accurately for specific purposes and swiftly for general information or recreation
 Develop appreciation of good style, plot development, and organization
 Continue to use dictionary for spelling, pronunciation and meaning
 Master use of local library
 Make oral and written reports on books read for pleasure

VIII.

WTA: 180 minutes

T: Understanding Literature, Best-Liked Literature—Book Two

ACHIEVEMENTS:

Oral Reading 5% — Silent Reading 95%
 Fix habits of using dictionary, reference books and library
 Complete mastery of reading as a tool of thought and learning
 Develop a critical attitude toward written material
 Develop an appreciation of good literature
 Broaden and enrich experience through reading of many kinds of books
 Report on books read outside class periods

Gy.
I.

Science

WTA: 60 minutes

SR: Wonderworld of Science—Book One
Hunting

ACHIEVEMENTS:

Satisfy natural curiosity through understanding of plant and animal life and natural phenomena in community

Develop habits of close and accurate observation and appreciation of beauties of nature

Develop habit of being guided by reason
Develop habits of humane treatment of animals and wholesome recreation

II.

WTA: 60 minutes

SR: Wonderworld of Science—Book Two,
Outdoor Visits

ACHIEVEMENTS:

Increase depth of understanding of plant and animal life around

Become aware of the seasons, air, water, the sun, moon and stars

Become aware of magnets and electricity enough to know how they relate to everyday things such as the radio and lights

Develop recreation habits connected with out of doors

III.

WTA: 60 minutes

SR: Wonderworld of Science — Book
Three, Surprises

ACHIEVEMENTS:

Deepen scientific knowledge of environment

Study food, habitat, and habits of animals and plants

Study wild and domesticated animals

Study air, earth, and water; sun, moon, and stars

Develop appreciation of nature and develop hobbies pertaining to it

IV.

WTA: 30 minutes

SR: Wonderworld of Science — Book
Four, Through Four Seasons, The
Sky Above Us, Living Things, Seed
and Seed Travels, Fishes

ACHIEVEMENTS:

Deepen scientific knowledge of air, earth, water, electricity and magnetism

Identify and classify in series the facts associated with studies

Develop habit of being guided by reason, and an understanding of cause and effect, thus discarding superstition and biased opinion

Continue to develop wholesome recreational habits through contact with nature

Use reference material to broaden knowledge

V.

WTA: 30 minutes

SR: Wonderworld of Science — Book
Five, Science at Home, Insects and
Their Ways, Animal Travels

ACHIEVEMENTS:

Continue close observation and study of immediate environment

Study habitat, variations, reproduction, seasonal changes and growth, protection and conservation of plants, trees

Study the changes in the earth, seasons, time zones, volcanoes, and earthquakes

VI.

WTA: 30 minutes

SR: Wonderworld of Science—Book Six,
Work of Scientists, Clouds, Rain
and Snow, Stories Read from the
Rocks, Animals of Yesterday

ACHIEVEMENTS:

Study wild and domestic animals, pets and their care, animals and human sanitation, birds, and reproduction and new breeds

Study weather and climate, and the solar system

Study electricity and its uses, sound, and radio

Observe carefully, look up scientific material to classify specimens, interpret phenomena, and establish relationships, particularly cause and effect

Begin understanding of the deductive method and the scientific attitude

VII.

WTA: 60 minutes

T: Our Environment—Its Relation to
Us (Workbook) or Understanding
Science (Workbook)SR: Balance in Nature, Insect Friends
and Enemies

ACHIEVEMENTS:

Develop an understanding of and some ability to use scientific methods of work

Study in detail water, air, earth, fire, physiology, health and nutrition, and the use of tools and machines

Identify and classify a series of facts associated with study

Develop an attitude of respect for truth and a habit of being guided by reason rather than by superstition

Study the contributions made to science by great inventors, etc.

Master the use of reference books and the library available

VIII.

WTA: 60 minutes

T: Our Environment—How We Adapt Our-
selves to It (Workbook) or Science for
Daily Use (Workbook)SR: The Sun and Its Family, The Earth's
Nearest Neighbor, Ask the Weatherman,
The Ways of the Weather

ACHIEVEMENTS:

Develop ability to use scientific method of study

Identify, classify, and experiment in course of study

Study the contributions made to science by great scientists, etc.

Be guided by truth and trust to deductive reason to understand scientific principles

Continue to enjoy wholesome recreation through nature

Use reference books and the library to solve problems

Gr.

Spelling

I. WTA: 20 minutes

ACHIEVEMENTS:

Master 50 commonest words in reading lessons
 Spell orally on sight, all words in readers except proper names
 Establish correct habits of seeing letters and of studying spelling
 Sound letters, syllables, and words phonically

V. WTA: 180 minutes

T: Modern Life Speller—5, or New Webster Speller—5

ACHIEVEMENTS:

Master basic list in spelling text
 Know supplementary list, and common words in other texts

II. WTA: 60 minutes

T: Modern Life Speller—2, or New Webster Speller—2 (cursive edition)

ACHIEVEMENTS:

Master basic list in spelling text
 Fix habits of study and correct seeing and sounding of words and letters
 Know supplementary list, and common words in other texts

VI. WTA: 175 minutes

T: Modern Life Speller—6, or New Webster Speller—6

ACHIEVEMENTS:

Master basic list in spelling text
 Know supplementary list, and common words in other texts

III. WTA: 100 minutes

T: Modern Life Speller—3, or New Webster Speller—3

ACHIEVEMENTS:

Master basic list in spelling text
 Know supplementary list, and common words in other texts

VII. WTA: 150 minutes

T: Modern Life Speller—7, or New Webster Speller—7

ACHIEVEMENTS:

Master basic list in spelling text
 Know supplementary list, and common words in other texts

VI. WTA: 125 minutes

T: Modern Life Speller—4, or New Webster Speller—4

ACHIEVEMENTS:

Master basic list in spelling text
 Know supplementary list, and common words in other texts

VIII. WTA: 150 minutes

T: Modern Life Speller—8, or New Webster Speller—8

ACHIEVEMENTS:

Master basic list in spelling text
 Know supplementary list, and common words in other texts

Writing

WTA: 60 minutes

ACHIEVEMENTS:

Develop correct habits of holding crayon, pencil and chalk
 Develop correct posture at desk and blackboard
 Develop a pride in good writing
 Write own full name and all small letters legibly
 (Manuscript or cursive)

WTA: 75 minutes

T: Palmer

ACHIEVEMENTS:

Drill on deficiencies in speed and quality
 64 letters per minute at 50 on Ayers Scale
 Master correct slant, comparative heights of letters, spacing, and automatic movement

WTA: 60 minutes

T: Palmer

ACHIEVEMENTS:

Master correct posture and habits
 Use margins
 31 letters per minute at 38 on Ayers Scale
 Make all writing a lesson in penmanship
 (Cursive writing)

WTA: 75 minutes

T: Palmer

ACHIEVEMENTS:

71 letters per minute at 54 on Ayers Scale
 Pupils meeting this standard may be excused from writing lessons

WTA: 75 minutes

T: Palmer

ACHIEVEMENTS:

Develop ease in writing so effort can go to content
 Use pen and ink (optional)
 44 letters per minute at 42 on Ayers Scale
 Correlate with other grades and other subjects

WTA: 75 minutes

T: Palmer

ACHIEVEMENTS:

76 letters per minute at 58 on Ayers Scale
 Practice for speed with legibility

WTA: 90 minutes

T: Palmer

ACHIEVEMENTS:

Eradicate diagnosed difficulties
 55 letters per minute at 46 on Ayers Scale
 Pen and ink practice

WTA: 75 minutes

T: Palmer

ACHIEVEMENTS:

79 letters per minute at 62 on Ayers Scale
 Practice on diagnosed difficulties
 Practice for speed with legibility

CHAPTER V

HOW DOES THE CURRICULUM RELATE TO THE LIVES AND HABITS OF THE NATIVES?

In discussing the material in chapter five, How Does the Curriculum Relate to the Lives and Habits of the Natives, the reader must keep in mind the fact that these Indian children have not had the historical background which is an important factor in the learning process. Nor do they have any history, personal or otherwise, which a child in the states would have, as a matter of course.

In addition, the native children do not have the common knowledge of, or interest in, such ordinary features of life as farming. However, this chapter will attempt to point out the features of the curriculum which are related to the lives and activities of the people of Kake. Moreover, it will suggest some of the discrepancies in the native make-up, which makes it difficult to teach many of the standard items in the ordinary school curriculum. For instance, because of past experiences with the white man, a tendency to have an inferiority complex has developed. The natives realize that the white race has been superior in settling, conquering, and imposing his culture upon vast areas, races, and countries, but they do not understand that tools have made these conquests possible. If the Indian had had the guns and the white man the weapons of the natives, there could be little doubt that the Indian courage and strategy would have been equal to the occasion and that their places by now might to some extent be reversed. The

native should have but little reason for feeling beaten before he starts. The possession of tools is not due to the character of any local group, but much more to the surroundings, its opportunities, and above all, to the chance to learn from others. The Indian has had the bad luck to be out of the path of material progress and to be situated in a remote and isolated region. No one can calculate how much of the advance of civilization is due to learning, copying, and making adaptations, rather than to any strikingly new developments or inventions.

The School and Curriculum

The essential work of the school should be teaching the primary tool subjects, reading, writing, arithmetic, and the English language, which is necessary to all American people. The curriculum is partly meeting the needs of the natives, but they should and could be more adequately met by taking part of the time allotted from the subjects, which are of less importance and interest to them, such as history and geography, and applying this time to the more important tool subjects.

It is generally recognized that civics objectives should help develop in the child the realization that he is a member of several social groups and should stimulate motives that will lead to the formation of habits of order, cooperation, sympathetic service, and obedience to law and order.

Through membership in the school groups, the child should form the habits and dispositions necessary to make life pleasant in a democracy. By participation in family life, the child should learn to respect the rights of others, to render service to all groups, to be

honest, truthful, and fair with his dealings with others. The school, recognizing no social classes and permitting no special privileges, should try to realize as closely as possible the ideal of a democratic society. Many opportunities for teaching civics may be found in the teaching of regular lessons, in supervised play, in general conversation. Therefore, the time allotted to this specific subject, from thirty minutes a week in the third grade to seventy-five in the eighth, could be distributed among the other subjects, and the civics objectives could be obtained more adequately through teaching them incidentally and in cooperation with other subjects in normal school situations.

Health is a very important subject among the natives, although it is allotted in the course of study one-half as much time in the seventh grade as geography, one-third as much time as arithmetic, one-half as much as English. Tuberculosis is very prevalent among the natives; they need to understand the cause and prevention of this disease as well as to secure the knowledge of methods of taking care of the sick in a sanitary way.

Life and growth cannot exist apart from health and bodily vigor. It may be possible to gain a vast store of knowledge at the expense of health, but in so doing the real fundamentals of an education are missed. The question of health conditions everything the school does. Statistics are available to show that from thirty to fifty percent of absences from school are due to illness. Investigations have revealed that a large percent of the cases of retardation, elimination, and school failure are due to ill health or physical defects. Therefore, it might be wise to reverse the time allotment for health and geography, since the former represents a great need of the

people and the latter is of no interest and of little value to the natives.

For many years the Indians did not receive the true value for their fish and furs, because they could not calculate rapidly and they knew nothing about the quality or value of furs. Many times they have given fur buyers stacks of mink hides, five or six feet tall, for one long-barrelled rifle. Arithmetic, therefore, occupies an important place in the course of study and rightfully so. But it does not seem that it should be six times as important to know how to weigh and calculate the value of a fish, as it would be to be able to build or repair a boat or make the seines for catching the fish. In the course of study, arithmetic is allotted three hundred minutes each week, and the arts and crafts are allotted only fifty minutes. It would, consequently, seem wise to develop the arts and crafts because of the abundance of raw material at hand.

The geography of a country largely determines the occupations of its inhabitants; therefore the methods of making a living are more or less fixed by nature and are not likely to change in the near future. But the methods of carrying on these occupations are subject to change and improvement. However, there is little in the territorial curriculum, with the exception of the tool subjects, that would be of value in helping the natives to become better trappers, hunters, or fishermen. This might be accomplished by introducing into the curriculum a good course in natural science, which would explain the nature and habits of the wild animals as well as how to protect and conserve them. This course might also include methods of preparing and judging the quality of furs, the habits of fish, their breeding

seasons, and methods of eliminating their enemies. The wild animals of Alaska are the basis of the existence of its inhabitants. After considering the history and background of the natives, it would seem that the Indians have been adapted to the curriculum rather than having the curriculum adapted to them and their needs. Although the course of study is earmarked for college entrance preparation, a very small percent of the natives go to college, and a large majority of those who do go return, after finishing, and take up the old vocation.

It is generally believed that the natural resources are not utilized sufficiently in teaching, and that they should constitute the major source of materials for instruction. It is also suggested that the course of study be organized around the areas of living and in terms of the functions of life. Much emphasis should be placed on the fact that education is best and most real when tied up with the actual life and experience of the learner. The materials in the immediate surroundings are abundant for doing so. The catching of fish, weighing, and figuring the prices not only makes the learning more real to the pupils, but also equips him to help improve society or to adjust to it. These materials are readily available, and can furnish much of the information needed for education of the learner at his level of development, and would constitute the approach to a lot of the experiences beyond the community. The curriculum as a whole, however, and as presented today, does not fit into the lives, activities, and experiences of the people of Kake.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Kake, a small Indian village of the Tlinget tribe, is located in southeastern Alaska. The mild moist climate of this region is a gift of the westerly winds and the warm ocean currents.

The days are short in winter, but in summer the long warm sunny days give rise to a luxuriant growth of vegetation, which supplies the numerous wild animals with an abundance of food. Because the coast line is sunken, no farming takes place in this section.

The occupations of the natives are hunting, fishing, and trapping; fish is the staple diet. Large boats for fishing purposes, however, are expensive; some cost thirty-five or forty thousand dollars.

The first school was established at Kake in 1905 by the Quaker Church. A course of study was devised, but of course, the curriculum has been revised many times. It now includes: arithmetic, English, reading, spelling, writing, civics, history, geography, science, art, music, health, and practical arts.

Conclusions

In view of the fact that the natives are fishermen, hunters, and trappers with a limited background and that a very small percent of them ever go to college, it is believed that the curriculum should

help the individual to do better the desirable things that he is likely to do anyway. It seems that there is very little in the curriculum as now taught, except the tool subjects, English, and arts and crafts, that would be of much value in helping the natives to meet their needs. Since the background and occupations of the natives are so different from those of the boys and girls in the states, the curriculum should also be very different, but this is not true.

Recommendations

In general, an analysis of the curriculum offerings show a great need of re-organization in order to meet the needs of the natives. The situation in these small native schools are limited. However, even under existing circumstances much can be done to improve present conditions and to secure for boys and girls the opportunity to receive a type of education which will enable them more effectively to meet and deal with life situations.

It is, therefore, recommended that the curriculum of the native schools be re-organized to some extent in accordance with the following points:

1. That civics be taught in connection with the school and its activities and incidentally with other subjects. It is suggested that the time allotted to this subject be used to enrich the tool subjects.
2. That less time be given to history and geography and that more time be allotted to health and methods of sanitation.
3. That the time allotted to arithmetic be reduced and added to the time for arts and crafts.
4. That a course in natural science be introduced in which

the pupils could learn the life and habits of the wild animals and the value, quality, and methods of preparation of furs to the greatest advantage.

5. That the more stringent demands of the course of study be modified so that the teachers may concentrate on the retardation of the pupils rather than on trying to attain impossible levels of instruction.