

A WORK BOOK
FOR
PRINCIPALS AND SUPERVISORS

BY
ROBERT HILL LANE

THE MACMILLAN COMPANY

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FOR
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A WORK BOOK
FOR
PRINCIPALS AND SUPERVISORS

BY

ROBERT HILL LANE

ASSISTANT SUPERINTENDENT OF SCHOOLS
LOS ANGELES, CALIFORNIA

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EDUCATION is the reorganization of experience so as to (1) make it meaningful and (2) make new and richer experiences grow out of old experiences.

(Adapted from John Dewey)

THE PURPOSE of EDUCATION is to effect changes in conduct on the part of the person educated. Only that child has been truly educated during a term, a year, or any other period of time, whose conduct has been materially changed at the end of that period, as measured by his conduct at the beginning.

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15 July 30 Robert Taylor 1.01 - 90 Education,

FOREWORD

This Work Book is the basis for the courses
Education 117 — “The Principal and His School,”
Education 118 — “Organization and Supervision of Elementary Education,”
and
Education 125 — “The Elementary School Curriculum,”
given by the author at Summer Sessions of the University of Southern California 1925-1929 inclusive.

Attention is called to the organization of material under three heads :

- I. The Principal and His School
- II. Supervision in the Elementary School
- III. Making and Interpreting the Course of Study

In its revised form the Work Book is intended to help the following persons :

1. The teacher in the elementary school looking forward to an elementary school principalship or supervisorship.
2. The inexperienced principal or supervisor just beginning administrative or supervisory work.
3. The experienced principal or supervisor who wishes to check up on the efficiency of his work.
4. The student of education who wishes to attack specific problems of administration or supervision from the standpoint of practical experience, and to whom the Work Book may suggest a usable technique.

The author and the publishers of this book recognize the fact that educationally valuable reports made by practical classroom teachers almost invariably have their literary shortcomings and leave something to be desired in the matter of

form, consistency, bibliographical accuracy, and the like. It has seemed wise to both author and publishers in the present book to make a minimum of editorial modification in quoted reports.

R. H. L.

PART ONE
THE PRINCIPAL AND HIS SCHOOL

PART ONE

THE PRINCIPAL AND HIS SCHOOL

REFERENCES

1. *The Principal and His School* — Cubberley. (Houghton, Mifflin, 1923)
2. First Yearbook, Department of Elementary Principals. *The Technique of Supervision by the Elementary School Principal*. (National Education Association, 1922)
3. Second Yearbook, *The Problem of the Elementary School Principal in the Light of the Testing Movement*. (1923)
4. Third Yearbook, *The Status and Professional Activities of the Elementary Principal*. (1924)
5. Fourth Yearbook, *The Elementary School Principalship — A Study of the Instructional and Administrative Aspects*. (1925)
6. Fifth Yearbook, *Studies in the Elementary School Principalship*. (1926)
7. Sixth Yearbook, *Projects in Supervision*. (1927)
8. Seventh Yearbook, *The Elementary School Principalship*. (1928)
9. Eighth Yearbook, *Activities of the Principal*. (1929)
10. *Elementary School Supervision* — Gist. (Scribner, 1926)
11. *Activities of the Elementary School Principal for the Improvement of Instruction* — Dyer. (Teachers College, Columbia University, 1927)
12. *The Administration of an Elementary School* — Gist. (Scribner, 1928)

Problem One**WHAT DO I KNOW ABOUT THE PRINCIPALSHIP?**

1. Read Chapters I-IV of the Seventh Yearbook, Department of Elementary Principals.

2. Note "Principal's Duties," pp. 197-201. (A copy will be found in the Appendix to this Work Book.)

3. Cite several items under each of the major divisions which seem to you to be of great importance.

4. Are there duties in the list which in your opinion should not be included?

5. Read Chapter V—"Distribution of the Principal's Time." If you were a principal, how would you arrange a daily program to include the duties of greatest importance? On the next page you are asked to present a rough draft of such a program.

WORK PAGE ON PROBLEM ONE

A THEORETICAL DAILY PROGRAM

Indicate below how you divide your time as Elementary Principal throughout one school day. You will wish to revise this later on to meet your own needs.

Problem Two

AM I PROPER MATERIAL FOR THE
PRINCIPALSHIP?

Could you qualify for the Principalship under the requirements suggested below?

1. Physical Requirements

- a. Immunity from temporary illnesses which result in absence from school *
- b. Physical vigor and endurance that sustain maximum efficiency during the work of each day throughout the year
- c. Provision for leisure and relaxation, a minimum of one hour per day
- d. Provision for physical activity and exercise, a minimum of two hours per week consistently followed

2. Desirable Personal Traits

- a. Ethical character
 - Moral standards
 - Honesty
 - Courage
 - Frankness
- b. Executive Ability
 - Leadership
 - Tact
 - Initiative
 - Judgment
- c. Right Professional Attitude
 - Coöperation
 - Evidence of continuous professional growth
 - Open-mindedness
 - Enthusiasm

* Adapted from a U. S. C. Seminar Report by Dean Lester B. Rogers.

- d. Personality
 - Appearance
 - Courtesy
 - Sympathy
 - Tact
 - Sense of humor
 - Poise
3. Professional Training
 - a. Four years High School
 - Two years University
 - Two years Teachers College or Normal School leading to a degree in Education or
 - b. Four years High School
 - Four years University with a major in Education leading to a degree
4. Professional Experience
 - Teaching experience through three to five years as
 - Teacher in Elementary School
 - Teacher in High School
 - Teacher in Special Departments
5. Educational Principles, Ideals, and Attitudes
 - a. A clear understanding of the biological background of education, leading to the belief that education is the principal agency for the improvement of the race, together with a sense of personal responsibility for his share in the process *
 - b. A definite understanding of child nature and the fundamental processes in different types of learning
 - c. An understanding of the social factors that bear on the organization and learning activities of the elementary school
 - d. A conception of education as the adapting and adjusting of school work to the particular needs and

* Adapted from a U. S. C. Seminar Report by Dean Lester B. Rogers.

capacities of the pupils in relation to the six fundamental life needs*:

- | | |
|-------------------------|-----------------------|
| (1) Health | (4) Civic Life |
| (2) Family Life | (5) Recreation |
| (3) Economic Adjustment | (6) Ethical Character |

* Chapman and Counts, *Principles of Education*.

WORK PAGE ON PROBLEM TWO

List some of the courses in Education which you think desirable for the prospective principal. You will find interesting suggestions in current announcements of Teachers College, Columbia University, and the School of Education, University of Chicago.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Problem Three

WHAT PREPARATION SHALL I MAKE FOR THE FIRST DAY OF SCHOOL?

1. Look over my district, ascertain its boundaries, and make a rough sketch map noting thereon points of specific interest, such as presence of racial groups, dangerous traffic conditions, uplifting neighborhood agencies such as churches, libraries, community houses, etc., and debasing neighborhood agencies such as pool halls, dance halls, etc.

2. Have a frank talk with my superintendent covering such points as history of the school, past administrative policies, attitude of former principal, attitude of parents, difficult local problems, teachers assigned for the coming school year, policies of the superintendent for that particular district, etc.

3. Make a brief survey of building and grounds, records, supplies, equipment, books, etc. As far as possible distribute supplies, etc., in advance.

4. Confer with the janitor as to his needs and incidentally learn all I can from him as to school conditions.

5. Hold a preliminary teachers' meeting the Saturday before school begins, covering such points as :

- a. A word of greeting.
- b. Introduction of teachers new to the school.
- c. Reading of Superintendent's notes for the opening of school.
- d. Brief directions for the first day of school.
- e. A brief statement of the new principal's general policy indicating that he plans to disturb the traditional organization and administration of the school as little as possible, and that necessary changes will be made slowly and only after thorough discussion of new plans with his teachers.
- f. Brief conference with new teachers.
- g. Brief conference with two or three senior teachers who are familiar with the organization of the school

through years of service. These persons should be given a large part of the responsibility of the first day of school. The principal should not be ashamed to ask for legitimate assistance and should show by his manner that such assistance is a courtesy to the new principal rather than an obligation.

WORK PAGE ON PROBLEM THREE

Draw below a map of your school district and place upon it as much useful information as you can secure.

Problem Four**WHAT CAN I DO TO MAKE THE FIRST DAY OF SCHOOL A SUCCESS?**

1. Arrive as early as possible and make a rapid tour of inspection. See that each classroom has a card on the outside of the door with grade and teacher's name in large letters.

2. See that a roster of teachers is posted in plain sight just inside each main entrance and in the principal's office.

3. Divert to a senior teacher and a few pupil assistants as much of the routine of entrance of pupils, reception of parents, etc., as possible.

4. Reserve my own time until the first rush has abated for decisions on unclassified pupils, brief interviews with parents, and attention to emergency calls.

5. Gather data as to enrollment by ten o'clock and make a preliminary classification report. Study this and work out necessary readjustments for discussion at the afternoon teachers' meeting.

6. Visit each class before noon and say a word of greeting to pupils and teachers, noting especially condition of rooms under teachers new to the school.

7. Note passing of lines at noon to discover possible weakness in discipline.

8. Make a brief tour of the yard between 12:30 and 1:00 o'clock to note effectiveness of yard duty.

9. Hold brief teachers' meeting after school for discussion of following points:

- a. Correction in earlier classification.
- b. Adjustments to relieve overcrowded classes.
- c. Settlement of problems incident on the first day of school.
- d. Preliminary check on pupils who belong to the school but failed to appear.

(Note: Departmental and platoon schools will need to devise a different routine for the opening day in that "home-

room " teachers will have to look after new entrants. By having each class report to its home-room teacher for the first period for necessary readjustments, the program can be resumed at the second period without further interruption.)

Problem Five

HOW CAN I BEST CONTROL PUPIL TRAFFIC IN MY BUILDINGS?

1. Have pupils march in to music once a day ; allow them to walk in and out during the remainder of the day.

2. Organize a " Safety Council." Members of this organization can be made very helpful in assisting in traffic problems. A suggested plan of organization may be procured from the Automobile Club of Southern California, Los Angeles.

3. Have recesses for kindergarten, first and second grade at 10:00 and 11:00 o'clock ; recess for other grades at 10:30.

4. Systematize fire drills so that they become as nearly automatic as possible. Note the following points :

- a. **Preparation.** Instructions as to the routine of fire drills, noting exits, routes, etc., must be posted in each classroom and pupils must be familiarized with the routine by the teacher.
- b. **Exits.** Fire drills should be conducted occasionally on the assumption that one-half the exits are available.
- c. **Frequency.** Fire drills should be held as often as necessary until routine is established, thereafter at least twice in each school month.
- d. **Variety.** Drills should be given under varying circumstances and at varying hours.
- e. **Doors.** Doors of all exits must be unlocked and easily opened from the inside at all times during school hours.

- f. **Signals.** Two bells or two rings with perceptible pause indicate "immediate fire drill, pupils to go to street in charge of teachers without delay for books, wraps, or other cause."
- g. **Location of signals.** Every teacher and janitor should know the location of signal apparatus and be able to sound the fire drill signal from any floor or basement.
- h. **Emergency signals.** The principal must devise effective substitutes in case signals are out of order and should see that such substitutes are understood by teachers and pupils.
- i. **Testing.** Apparatus should be tested each morning before school opens.
- j. **Signal to fire department.** Principal, teachers, and janitors should know the location of the nearest fire alarm box. In case none is available a routine for notifying the fire department by telephone should be established.
- k. **Fire-extinguishing apparatus.** Principal, teachers, and janitors should know the location of fire-extinguishing apparatus and hose reels and how to use them.
- l. **Control.** Each teacher is responsible for the control of her class during fire drill.
- m. **Speed.** Classes should move at a rapid walk; running leads to confusion and consequent loss of time.
- n. **All out.** The principal and one or more designated assistants must inspect the building to see that all persons have left.
- o. **Special classes.** Special provision must be made for children physically handicapped.
- p. **Location of classes on yard or street.** Pupils should march to points in the yard or street far enough away to insure safety and to prevent interference with fire department.

- q. **Coöperation.** Fire drills should not become perfunctory; teachers should seize the opportunity to teach self-control, good posture, and school spirit as component parts of a superior fire drill.
- r. **Inflammables.** Accumulations of combustible material must not be allowed in any part of the building.
- s. **Assemblies.** A routine for auditorium purpose should be worked out and made automatic by repetition.
- t. **Report.** The principal should make and keep a report on each fire drill both for his own protection and to provide material for further study of his routine.

5. Whenever possible organize upper grades into a departmental unit; the passing of pupils on the departmental program from one room to another affords ample opportunity for self-control on the part of the pupils.

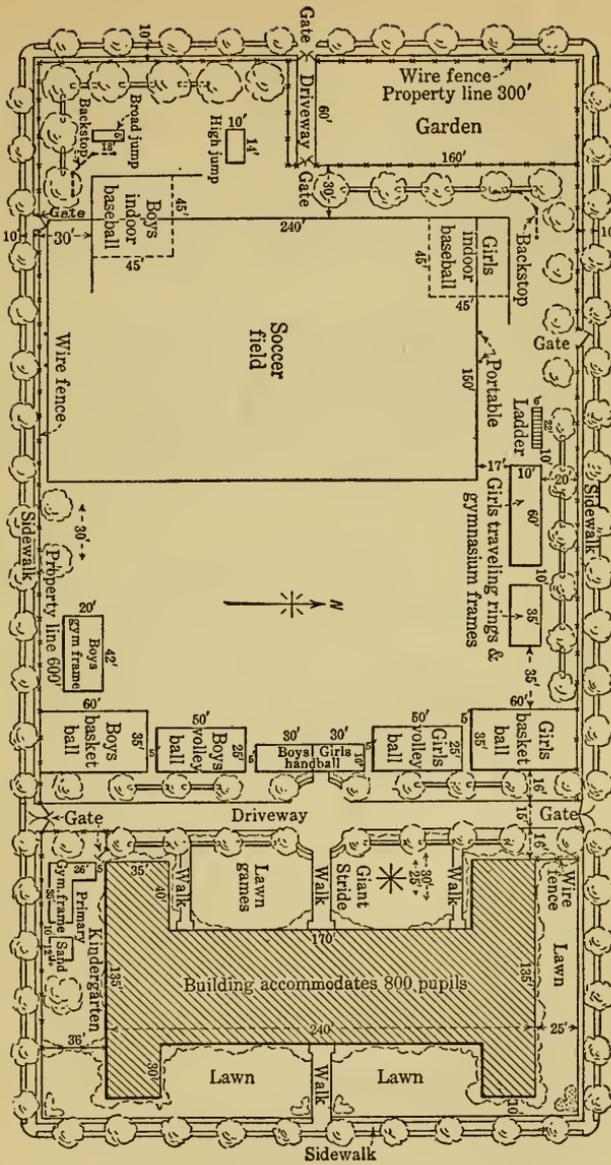
6. A yard assembly or auditorium assembly should be held at least once a week. Passage of pupils to and from assembly and conduct during the assembly period will reflect my ability as an organizer.

Problem Six

HOW CAN I BEST SECURE ADEQUATE SUPERVISION OF MY PLAYGROUND TOGETHER WITH MAXIMUM RESULTS FOR MY PUPILS?

1. Assign yard duty to my teachers so that playground is supervised at all times when pupils are present. Teacher assignments must be in proportion to the load, *i.e.*, fewer teachers will be required between 12:00 and 12:30 P.M. than between 12:30 and 1:00 P.M. A plan of the school yard showing yard assignments will prove helpful.

2. The yard duty schedule should be posted in a prominent place in the principal's office. Periodical inspection should be made to see that yard duty assignments are faithfully performed.



AN IDEAL LAYOUT FOR ELEMENTARY SCHOOL GROUNDS
 160 square feet of space per pupil.

3. Estimate the number of square feet per pupil of playground space.

4. If inspection shows that less than 200 sq. ft. playground space per pupil is available, unusual care must be exercised to make full use of the available space.

5. Playground space should be assigned to various physical activities on some definite plan. A good "layout" will be found on page 17.*

6. Whenever possible a departmental organization should be made in upper grades to permit of a full-time physical education teacher to conduct play activities throughout the school. This teacher should meet her classes on the playground daily from 9:00 A.M. to the close of school except in inclement weather.

7. Supervision of toilets and basements should be regarded as a legitimate part of yard supervision by teachers assigned to that duty. The Safety Committee can assist also.

8. Whenever possible some form of student self-government should be organized. Committees of pupils may then be assigned specific duties on yard and playground.

9. Adequate provision should be made for disposition of pupils at intermissions during inclement weather by assigning them to classrooms, auditoriums, or basements.

10. Careful provision should be made for the seating of pupils during the lunch hour, either by the establishment of a school cafeteria or by some adjustment with the home economics department or by a coöperative plan worked out with the Parent-Teacher Association of the school.

* Prepared by C. L. Glenn, Director of Physical Education, Los Angeles City Schools, and H. W. Georgi, Assistant Supervisor of Agriculture, Los Angeles City Schools.

Problem Seven

WHAT PRINCIPLES SHALL I BEAR IN MIND IN MAKING PROGRAMS FOR MY SCHOOL?

1. The time allotment to various subjects should insure careful consideration of the seven major objectives of education — Health, Command of the Fundamental Processes, Worthy Home Membership, Citizenship, Vocation, Worthy Use of Leisure, Ethical Character.

2. The time schedule should group the several subjects rather than treat them individually. For example, a suggested schedule for Grades 4, 5, and 6 reads as follows:

Group I — Reading, Writing, Spelling, Language, and Arithmetic.....	750 min. per week
Group II — Social Sciences (Geography, History, and Civics), Nature Study, Mor- als and Manners, Agricul- ture, Training for Healthful Living, Physical Education and Hygiene.....	415 min. per week
Group III — Music, Arts, and Practical Art.....	210 min. per week
Group IV — Unassigned.....	25 min. per week
Recesses.....	100 min. per week
Total.....	1500 min. per week

3. Each teacher should group her subjects to provide flexibility within definite limits.* For example, a suggested program for one day in the fourth grade reads as follows:

9:00-10:00 Social Studies together with such skill reading as may be necessary accompaniment.

10:00-10:30 Physical Education and Recess.

* Division of Course of Study Bulletin, Los Angeles, No. 63, October 15, 1925.

10:30-11:00	Nature Study
11:00-12:00	English Expression (Language, Spelling, Writing).
1:00- 1:15	Literature.
1:15- 1:45	Art.
2:00- 2:10	Music.
2:10- 2:40	Arithmetic.
2:40- 3:00	Supervised Study.

4. Social Studies should be given a long period at the beginning of the day, as longer lesson units are necessary and much reading of the skill and informational type must be done.

5. Nature Study should be placed as early in the week as possible in order that children may contribute to the lesson any material gathered over the week-end.

6. English Expression should be placed last in the morning so that the content of the Social Studies may be embodied in the composition work.

7. The literature or library period immediately after the noon intermission can be made so delightful that tardiness and after-lunch apathy will disappear.

8. Arithmetic is so specific as to allow of easy concentration. For this reason it can well be placed at the end of the day.

9. Teachers should post their programs on their classroom doors and should follow them within the generous limits which the group program allows.

10. Departmental organization should be made of fifth and sixth grades in six-year elementary schools, and of sixth, seventh, and eighth grades in eight-year elementary schools. The advantages far outweigh the disadvantages.

11. Departmental programs should be made by all departmental teachers in conference with the principal and not by the principal alone.

WORK PAGE ON PROBLEM SEVEN

Draw up a Daily Departmental Program for the following Departmental Unit, which involves six classes and six teachers.

SUBJECTS (1) Arithmetic (2) Reading and Literature
(3) English (4) Music and Art
(5) Social Studies (6) Physical Education

CLASSES (1) A6 (2) A6 (3) B6 (4) B6 (5) A5 (6) B5

Hint: — The day should be divided into seven periods so as to allow a “home room” period for supervised study, conference with the teacher, completing attendance records, etc.

Problem Eight

HOW CAN I ORGANIZE THE BUSINESS END OF MY JOB MOST EFFECTIVELY?

1. Examine my office equipment, discard articles which are useless and requisition for those which are necessary.

2. Examine my supplies to see that an ample amount is on hand at all times and that I have a simple yet effective way of accounting for them. Teachers should be trained to account for all supplies received.

3. Examine textbooks and supplemental books charged to my school. See that they are effectively used and kept in good condition. All soiled and discarded books should be destroyed or otherwise disposed of.

4. Examine my official records. Keep accurately and arrange systematically for convenient reference those records which are in constant use. No records should be kept which do not function in the daily life of the school. The five essential records are :

- a. Classification Report (showing enrollment by classes).
- b. Statistical Report on Attendance.
- c. Payroll.
- d. Pupils' Registration Cards.
- e. Health Cards.

5. Provide a bulletin board in or near my office for the posting of schedules and notices.

6. Provide a list of teachers, giving names, grades, and room numbers for the convenience of supervisors and other visitors. This should be mimeographed and an ample supply kept on hand.

7. Provide mail boxes in or near my office for the use of my teachers.

8. If I have a clerk, see that she has definite duties assigned to her and discharges them promptly and effectively.

9. Arrange a daily program for my use which will provide for a proper distribution of my time over the five major fields of my work :

- Constructive administration.
- Routine activities.
- Learning activities.
- Emergency activities.
- Professional and social activities.

Problem Nine

HOW SHALL I GET (AND KEEP) MY BUILDING AND GROUNDS CLEAN AND ATTRACTIVE?

1. Examine the janitor's schedule of work to see that he is planning his time effectively.

2. Examine the janitor's work daily to see that the schedule is effectively carried out.

3. Examine into weak places in the care of building and grounds to see if the weakness arises in teaching force, pupils, or janitor.

4. See that responsibility for the neatness and attractiveness of the school plant is divided properly among principal, teachers, pupils, and janitor.

5. Make full use of committees of teachers, pupil organizations, and parent-teacher organizations in preserving the school plant. The best results come from coöperation rather than from military discipline.

6. Request the coöperation of the district foreman, business manager, and superintendent in judging present and future needs. Do not hesitate to take good advice.

WORK PAGE ON PROBLEM NINE

STANDARDS FOR EVALUATING THE JANITOR'S WORK *

Direction: Place a cross opposite each item in the appropriate column, as your evaluation of your janitor's ability.

	EXCEL- LENT	AVER- AGE	POOR
I. Personality			
1. Is the janitor of good moral character?			
2. Is he courteous?			
3. Is he careful of his personal appearance?			
4. Does he have his work well organized?			
5. Does he have the proper tools to work with?			
6. Does he take the proper care of his tools?			
7. Does he take suggestions kindly?			
8. Does he coöperate with principal and teachers?			
II. Sweeping			
1. Do all floors and sidewalks show evidence of a thorough daily sweeping?			
2. Does the janitor use a dry brush?			
3. Does the janitor use a sweeping compound?			
4. Does the janitor sweep with the windows open?			
5. Does the janitor wait until classrooms are vacant?			
III. Dusting			
1. Are all furniture, woodwork, and equipment thoroughly dusted daily?			
2. Does the janitor use feather duster?			
3. Does the janitor use dustless dust cloths?			

* Prepared by a Committee, Mrs. Martha McClure, Chairman, University of Southern California, Summer Session, 1928.

	EXCEL- LENT	AVER- AGE	POOR
IV. Scrubbing and Oiling			
1. Are all pine or hardwood floors scrubbed and oiled at least three times a year?			
2. Are lavatory floors, domestic science room and cafeteria floors scrubbed at least once a week?			
3. Does the janitor use hot suds on marble and tile floors?			
4. Does the janitor know how to remove stains?			
5. Does the janitor use a hard brush on cement floors?			
6. Are toilets thoroughly scrubbed and disinfected daily?			
V. Cleaning Blackboards and Windows			
1. Are the blackboards cleaned weekly?			
2. Are the blackboard erasers cleaned daily?			
3. Are the windows washed at least three times a year?			
VI. 1. Does the janitor clean the inkwells at least once a month?			
2. Does he take care of the ink supply weekly?			
3. Does he take care of the ink supply before or after school hours?			
VII. Is the janitor observant of dirt and trash on sidewalks and pavement, in attic, cellars, storehouse, and is he prompt in removing same?			
VIII. Is he quick in detecting bad odors and careful to correct or abolish cause of such trouble?			

	EXCEL- LENT	AVER- AGE	POOR
IX. Does he make prompt and proper disposal of all refuse?			
X. 1. Are garbage cans emptied daily? 2. Are garbage cans kept covered?			
XI. Does the janitor study the heating problems of his plant?			
XII. Does he know when to call for assistance?			
XIII. Does he go into rooms often enough to regulate heat accurately?			
XIV. Does the janitor allow people in the building outside of school hours?			
XV. Does the janitor have police power or responsibility?			
XVI. Is janitor responsible for minor repairs of plumbing and electrical equipment?			
XVII. Does the janitor keep soap containers, paper and towel cabinets properly filled?			
XVIII. Does the janitor take proper care of the school flag?			
XIX. Does the janitor keep the lawn well watered and cut?			
XX. Does the janitor spend much of his time in visiting with teachers, workmen, and other employees of the Board of Education?			

Problem Ten

HOW SHALL I BEST TAKE CARE OF THE PHYSICAL NEEDS OF MY PUPILS?

1. Make a physical survey of all pupils. This should be a coöperative affair involving the principal, school physician, school nurse, physical education teacher, regular teachers, and parents.

2. Follow up the survey by removal of certain defects (tonsils, adenoids, etc.) and correction of others (posture, malnutrition, etc.).

3. Make a general "Health Survey" of all pupils, checking and relieving unsatisfactory conditions in

- a. Sanitation.
- b. Lighting, heating, and ventilation.
- c. Play activities.
- d. School lunches.
- e. Home work.
- f. Personal hygiene habits of children.
- g. Effectiveness of health-habit teaching.

4. Investigate physical condition of all pupils as to weight, height, and posture, and relieve unsatisfactory conditions wherever possible.

5. Make use of extracurricular activities such as Boy Scouts, Girl Scouts, Camp Fire Girls, etc.

Problem Eleven

HOW SHALL I GET MY PUPILS INTO SCHOOL AND, HAVING THEM THERE, KEEP THEM?

1. Make a school census of the district, listing all children of school age. This can be done successfully only by coöperation of pupils, teachers, and parents.

2. See that all children falling under the Compulsory Education Laws attend some public or private school unless legally excused.

3. See that children of school age too young to fall under the Compulsory Education Law attend my school. My success or failure will depend on my ability to secure the coöperation of the parents.

4. Correct the census cards at frequent intervals so as to make the census "continuous" rather than "periodical."

5. Refer to the attendance officers all cases of non-attendance or irregular attendance involving other schools than mine.

6. Refer to the attendance officer only such cases from my school as I am unsuccessful in handling myself.

7. Insist that all teachers keep registers neatly, accurately, and up-to-date.

8. Install some simple report form whereon each classroom teacher reports daily to the principal all cases of absence.

9. Investigation of absent pupils can be made most successfully by the coöperative efforts of all members of the school.

10. The "visiting" or "home" teacher can be of great assistance in schools where difficult social conditions prevail in the neighborhood.

11. Devices and rewards for the encouragement of good attendance have only a limited value. The best incentive for perfect attendance is pupils' affection and respect for the school.

12. Suspension and corporal punishment should be used only in extreme cases. Other methods will usually prove more effective.

Problem Twelve

WHAT KIND OF CONDUCT DO I WANT IN MY SCHOOL AND HOW SHALL I OBTAIN IT?

1. The following types of discipline may be necessary in my school:

- a. **Compulsion.** Pupils are told what to do and are made to do what they are told.
- b. **Delegation.** Teachers accept responsibility for discipline but delegate certain conduct problems to the pupils.

- c. **Coöperation.** Teachers and pupils divide the responsibility for good order by mutual agreement.
- d. **Autonomy.** Pupils are solely responsible for conduct except in such emergencies as demand the military type of discipline.

2. Pupils will advance from a lower to higher type of discipline whenever they develop sufficient self-control.

3. My school will afford many opportunities in citizenship for its pupils through committees, safety patrols, student body organizations, clubs, societies, etc. A school magazine or newspaper will be found helpful. Some suggestions for a school paper will be found in the Appendix to this Work Book.

4. Lying, stealing, cheating, truancy, and other misdemeanors will be considered as offenses, not merely toward the authority of the school but rather as menaces to the safety, happiness, and good name of its citizens.

5. Punishments will be necessary occasionally in my school but in so far as possible the advice and coöperation of the student body will be solicited to the end that the offender will feel the force of public opinion against him.

6. The report card used in my building will stress achievement in good citizenship as of equal value with achievement in school subjects.

Problem Thirteen

HOW SHALL I MAKE MY SCHOOL A COMMUNITY ASSET?

1. By building up a school spirit.
 - a. A school spirit is the growth of
 - (1) Affection for the school.
 - (2) Confidence in its principal and teachers.
 - (3) Belief in its aims.
 - (4) Respect for its authority.
 - (5) Coöperation in its affairs.

- b. Cubberley * lists the following items as steps in the building of school spirit :
- (1) Make the instruction good.
 - (2) Make pupils responsible for some of the routine tasks of the school.
 - (3) Organize playground activities so as to develop leadership among the pupils.
 - (4) Organize worth while group activities such as a school orchestra, a singing club, a gardening club, a dramatic club, a safety council, etc.
 - (5) Make use of extracurricular activities such as Boy Scouts, Girl Scouts, and Camp Fire Girls.
 - (6) Have a few school entertainments each term which will include as many pupils as possible and lead toward some common good, *i.e.*, the purchase of a phonograph or moving picture projector.
 - (7) Make use of the school assembly or auditorium period for participation in the community life of the school.
 - (8) Use some simple form of pupil-control which will afford training in citizenship and which will delegate responsibility to the pupils in direct proportion to their ability to exercise this control wisely.

2. By establishing friendly relations with the parents of my district through conference.

- a. Meet them frequently and willingly. The principal cannot influence parents by means of "absent treatment."
- b. Distinguish between those who have a real grievance and those who are chronic faultfinders.
- c. Seize on the conference with the parent to inform him as to the work of the school and, if possible, lay the foundation for a friendly interest on his part.

* *The Principal and His School*, Chapter VI.

3. By establishing friendly relations with the parents of my district through school gatherings.

- a. Have "Open House" one afternoon and one evening in each school year.
- b. Have a "Father's Night" one evening in each school year.
- c. Invite parents to special programs on such occasions as Memorial Day, Flag Day, etc.
- d. Organize or, if organized, use a Parent-Teacher Association to contribute to the welfare of the school.

4. By establishing friendly relations with worth-while civic organizations.

Local connections can often be profitably made with educational committees of

- a. The Chamber of Commerce.
- b. Women's Clubs.
- c. Men's Welfare Organizations, *i.e.*, sections of the Rotary Club, Kiwanis, etc.
- d. The Red Cross.
- e. Automobile Club (Safety Section).
- f. Banker's Association (Thrift Section).

5. By extending the influence of the school into the homes of my pupils.

- a. Through the work of the school garden.
- b. Through the work of the school orchestra.
- c. Through a good school paper.
- d. Through the teaching of the right use of leisure.
- e. Through the teaching of good citizenship.
- f. Through the development of ethical character.

WORK PAGE ON PROBLEM THIRTEEN

PRINCIPAL'S CHECK LIST FOR MEASURING SOCIAL
CONTENT OF A COMMUNITY *

Directions: Check the data given below as a guide to the better understanding of your community.

	NUMBER	FAVORABLE	QUESTIONABLE	UNFAVORABLE
1. Social conditions :				
a. Racial groups :				
(1) American				
(2) Foreign				
b. Amusements :				
(1) Theaters				
(2) Prize Fight Pavilions				
(3) Parks				
(4) Ball Parks				
(5) Public Dance Halls				
(6) Playgrounds (Supervised)				
(7) Playgrounds (Unsuper- vised)				
(8) Pool Halls				
c. Boys' and Girls' Organizations :				
(1) Boy Scout Troops				
(2) Girl Scout Troops				
(3) Camp Fire Girl Groups				
(4) Pioneer " Y " Groups				
(5) Girl Reserves				
(6)				
(7)				

* Prepared by a Committee, Mr. Emmet R. Berry, Chairman, University of Southern California, Summer Session, 1928.

	NUMBER	FAVORABLE	QUESTIONABLE	UNFAVORABLE
d. Adult Social Groups :				
(1) Women's Clubs.....				
(2) Lodges.....				
(3) Service Clubs.....				
(4) Farm Bureaus.....				
(5) K. K. K.'s.....				
(6) American Legion.....				
(7) American Legion Auxiliary.....				
(8)				
(9)				
e. Social Institutions :				
(1) Churches.....				
(2) Community Halls.....				
(3) Civic Auditoriums.....				
(4) Legion Halls.....				
(5) Improvement Club Halls..				
(6)				
(7)				
f. Educational Institutions :				
(1) Schools.....				
(2) Libraries.....				
(3) Museums.....				
(4) Art Galleries.....				
(5) Musical.....				
(6)				
(7)				
2. Economic conditions :				
a. Neighborhood :				
(1) Good homes.....				
(2) Poor homes.....				
(3) Homes owned.....				
(4) Homes rented.....				
(5)				

	NUMBER	FAVORABLE	QUESTIONABLE	UNFAVORABLE
b. Types of Workmen :				
(1) Unskilled				
(2) Skilled				
(3) Professional				
(4) Agricultural				
(5) Retired				
(6)				
c. Industries (affecting social life) :				
(1) Packing Houses				
(2) Canneries				
(3) Factories				
(4) Oil Fields				
(5) Wholesale Producers				
(6) Retail Producers				
(7)				
3. Health and Sanitary conditions :				
a. Sanitary Conditions :				
(1) Sewer System				
(2) Water System				
(3) Garbage Disposal				
(4) City or County Inspection				
(5)				
b. Health Control :				
(1) Clinics (Public)				
(2) Hospitals				
(3) Red Cross				
(4)				

Problem Fourteen

**HOW SHALL I MEASURE MY EFFICIENCY
AS A PRINCIPAL?**

1. By surveying my building, grounds, and organization at regular intervals.

2. By visiting other schools and evaluating them in comparison with my school.

3. By applying a "Self-Rating Scale."

WORK PAGE ON PROBLEM FOURTEEN

No. 1

Directions: Check your School Plant on the following items.*

Checks in the " No " column will tell you where to improve your school. As this list is merely suggestive you will wish to add items as you visit other principals.

	Yes	No
1. My school yard contains at least 160 sq. ft. per pupil		
2. My school garden is so placed as not to interfere with the play activities of the school		
3. My classrooms are not less than $23\frac{1}{2}$ feet wide by 36 feet long		
4. My main hallways are at least 10 feet wide		
5. My main stairways are at least 5 feet wide		
6. Cupboards in primary rooms are easy of access to young children		
7. Windows in kindergarten and primary rooms are not over 28 inches from the floor		
8. My schoolrooms are attractive		
9. My building and yards are always neat and clean		
10. My primary rooms are equipped with tables and chairs in place of fixed desks		
11. Each classroom possesses a " browsing " or " library " table		
12. Each classroom possesses an ample and diversified supply of supplemental and reference books		
13. My building has an attractive teachers' rest room		
14. A bulletin board in or near my office carries current notices of interest to teachers		

* Work pages Nos. 1, 2, and 3 on Problem Fourteen are adapted from a study made by a group of elementary school principals in the Los Angeles City Schools under Mr. M. S. Kuchny as chairman.

	YES	NO
15. Each teacher has a mail box in or near my office
16. A definite yard duty schedule is posted on my bulletin board
17. I have a set time for the distribution of supplies and books to avoid needless classroom interruption
18. The name and grade of each teacher is on or near her classroom door
19. A list of all my teachers — names, grades, and room numbers — is posted in my office for the convenience of visitors

WORK PAGE ON PROBLEM FOURTEEN

No. 2

Directions: Check your Office Equipment by the following list. Add other items which are necessary.

	Yes	No		Yes	No
Annunciator			Stick file		
Adding machine			Electric lights (desk		
American flag			lights for princi-		
Bookcase			pal and clerk)		
Book-ends			Filing cabinets		
Bulletin board			Gong (hand type		
Card tray			for emergency)		
Chairs (principal's			Inkwell		
and common)			Key rack and mail		
Clock			box (combined)		
Couch			(cabinet style as		
Curtains			at Rowan)		
Desk (principal's)			Medicine case		
Desk (clerk's)			Mimeograph (or		
Desk baskets			Neostyle)		
Desk pads and blot-			Mirror		
ters			Motion picture pro-		
Dictionary			jector		
Pad and pillow			Office sign		
Paper cutters (one			Phonograph and		
for each floor in			records		
each building)			Stereopticon		
Pencil sharpener			Table (library)		
Pictures			Telephone stand and		
Pyrene fire extin-			extension arm		
guisher			Thermometer		
Relay fire alarm			Transom pole		
system			Typewriter (14" car-		
Rocker			rier) and table		
Rugs			Wastebasket		
Screen (burlap)			Work organizer		

WORK PAGE ON PROBLEM FOURTEEN

No. 3

FOR CLASSES FROM FIRST THROUGH SIXTH GRADES

Directions: Check your Classroom Equipment by the following list. Add other items which are necessary.

	Yes	No		Yes	No
American flag (silk)			Pictures		
Bell (desk)			Punch		
Bookcase			Rubber stamps and pad		
Book-ends			Sand table		
Brackets			Scissors		
Browsing table			(grades 1-3, 40 to each room, grades		
Calendar (desk)			4-6, 20 to each room)		
Chairs (visitors')			Shades for windows		
Chair (teacher's)			Standard for flag		
Clock			Table for supple- mentary books		
Cupboard (supply)			Thermometer		
Desks (adjustable for pupils)			Transom pole		
Desk (teacher's)			Wastebasket		
Dictionary			Whisk broom		
Display board for mounting bulle- tins, children's work, pictures, etc.			Window pole		
Drawing tables			Yardstick		
Dust brush			* Doll (unbreakable)		
Dust pan			* Hectograph		
Inkwell			* Rods for weaving materials		
Locker (teacher's)			* Sign maker		
Mirror					
Pencil sharpener					

* In primary rooms.

WORK PAGE ON PROBLEM FOURTEEN

No. 4

A CHECK LIST FOR THE VISITING PRINCIPAL *

Directions: Visit some good school and check the following items. Try to find strong points rather than weak ones and see what new ideas you can carry back to your school. On your return check your own school in the same way for the sake of comparison.

	Yes	No
1. Playground		
a. Is it adequate in size?.....		
b. Is it properly equipped?.....		
c. Is it well supervised?.....		
d. Are the pupils profitably employed?.....		
e. Do they play fair with their associates?.....		
f. Is there effective discipline?.....		
g. Are the grounds tidy?.....		
2. Building and Grounds		
a. Are the buildings adequate?.....		
b. Are they well placed?.....		
c. Is there provision for shade?.....		
d. If the pupils eat outside, is there a place suitable for such?.....		
e. Are there trees, shrubbery, and lawn?.....		
f. Are the grounds well kept?.....		
g. Is there evidence of good janitor service?.....		
h. Are the basements in good condition?.....		
i. If in a foreign district, are there provisions for bathing, showers?.....		
j. Is there a suitable place provided where undernourished and nervous children can rest?.....		

* Prepared by Miss Anne B. Connors, University of Southern California, Summer Session, 1927.

	Yes	No
3. Classrooms		
a. Are they well equipped? Chairs, tables, browsing tables, work tables, suitable pictures, sand tables, work benches, easels, etc.		
b. Are they well lighted?.....		
c. Are they well ventilated?.....		
d. Are they well heated?.....		
e. Are they attractive?.....		
f. Is the furniture well placed?.....		
g. Are there ample materials to work with?....		
4. Pupils		
a. Are they active?.....		
b. Are they interested in their work?.....		
c. Do they carry on their work when the teacher is not directing them?.....		
d. Are they acquiring correct habits of work?..		
e. Are they working on problems suited to their age level?.....		
f. Are they accomplishing something worth while?.....		
g. Are they putting forth their best efforts?....		
h. Is the work correlated around one large unit?		
i. Are the results obtained satisfactory?.....		
5. Teacher (for each teacher visited)		
a. Personal and social qualities :		
(1) Is she personally likable?.....		
(2) Is she careful in dress?.....		
(3) Has she self-control?.....		
(4) Has she common sense?.....		
(5) Has she a pleasing voice?.....		
(6) Has she apparently good health?.....		

	Yes	No
b. Teaching ability :		
(1) Does she have effective yet democratic control?.....		
(2) Does she select subject matter adapted to the needs of her children?.....		
(3) Does she secure class participation and coöperation?.....		
(4) Does she have clear aims?.....		
(5) Does she plan well to reach her teaching aims?.....		
(6) Is she skillful in motivating work?.....		
(7) Does she arouse in children a desire to work?.....		
(8) Does she make use of illustrative material?.....		
(9) Is she skillful in drill work?.....		
(10) Does she attend to individual differences?.....		
(11) Does she obtain good results?.....		
(12) Is she a good manager?.....		
6. Principal		
a. Has she a pleasing personality?.....		
b. Is she energetic?.....		
c. Is she resourceful?.....		
d. Is she sympathetic with the teachers and pupils?.....		
e. Is she a good manager?.....		
f. Does she spend the major part of the day in helping her teachers?.....		
g. Is there good order throughout the school?.....		
h. Is there a quiet, pleasant atmosphere throughout the building?.....		
i. Is there evidence everywhere that she is "on the job"?.....		

WORK PAGE ON PROBLEM FOURTEEN

No. 5

Directions: Note that there are three degrees of each quality in the following Self-Rating Scale.* Check either (1) or (2) or (3) as representative of yourself. Be honest and work for improvement where you have a mark of (2) or (3).

1. Personal Qualities

a. Appearance

- (1) Neat, well groomed, appropriately dressed.
- (2) Careless of appearance.
- (3) Slovenly and untidy.

b. Outlook on life

- (1) Has broad outlook on life in all its aspects.
- (2) Outlook restricted to education.
- (3) Outlook limited to details of administration.

c. Loyalty

- (1) Devoted to the best ideals of the race, and to his duty.
- (2) Dutiful from a narrow point of view.
- (3) Altogether lacking in loyalty.

d. Courtesy

- (1) Always gracious and courteous.
- (2) Makes an effort to be courteous, sometimes fails.
- (3) Blunt and tactless, or sarcastic.

e. Honesty

- (1) Intellectually honest ; always fair and impartial.
- (2) Usually fair, but sometimes biased.
- (3) Always shows partiality ; disregards truth.

f. Enthusiasm

- (1) Full of contagious enthusiasm.
- (2) Mildly enthusiastic.
- (3) Bored by his job.

* Prepared by a Committee, Mr. Arthur E. Peterson, chairman, University of Southern California, Summer Session, 1928.

- g. Judgment
 - (1) Sane and well balanced.
 - (2) Sometimes lacking in balance.
 - (3) Devotes effort to inconsequential issues.
- h. Courage
 - (1) Courage never fails in standing for the right.
 - (2) Sometimes influenced by ideas of policy.
 - (3) Always swayed by small politics.
- i. Emotional control
 - (1) Always well poised.
 - (2) Occasionally loses self-control.
 - (3) Makes no effort at self-control.
- j. Reasonableness
 - (1) Encourages expression of other points of view.
 - (2) Usually amenable to reason.
 - (3) Prejudiced and intolerant.
- k. Sympathy
 - (1) Shows a sane sympathy, gives constructive help.
 - (2) Feels sympathy, but sometimes lacks ability to improve matters.
 - (3) Unfeeling.
- l. Sense of humor
 - (1) Sense of humor well balanced.
 - (2) Has small sense of humor.
 - (3) Lacks any, or has an undisciplined sense of humor.
- m. Variety of interests
 - (1) Interests broad, but do not interfere with school work.
 - (2) Interested in all the functions of school, but in nothing outside.
 - (3) Interest is confined to details of administration or hobbies that interfere with school work.

2. Professional Qualities

a. Knowledge and training

- (1) (a) Has a wealth of academic training and ability to apply it.
 - (b) Has general academic training but unable to apply it.
 - (c) Has neither general training nor ability to meet school problems.
- (2) (a) Has ability to demonstrate a subject effectively.
 - (b) Has knowledge as to how a given subject should be taught but can't "put it over."
 - (c) Has no knowledge as to how a subject should be handled.

b. Progressiveness

- (1) (a) Keeps in touch with the rapid progress made in his profession.
 - (b) Seldom acquaints himself with the progress made by others.
 - (c) Does not know what other principals are doing.
- (2) (a) Takes active part in school organizations.
 - (b) Belongs to those that are absolutely necessary in order to "get by."
 - (c) Takes no part in school organizations.

c. Educational philosophy

- (1) (a) Is a living example of what he professes to believe.
 - (b) Is a passive example.
 - (c) Doesn't practice what he preaches; is a poor example.
- (2) (a) Has a sound guiding philosophy and tries to execute it.
 - (b) Has a sound philosophy but not the ability to apply it.
 - (c) Has a worn-out philosophy, or lives by a rule of thumb.

3. Administrative Qualities

a. Distribution of time

- (1) Work systematized to give each phase of his work the attention it demands.
- (2) Divides time between administration and supervision, but unsystematically.
- (3) (a) Mistakes inspection for supervision.
(b) Spends too much time in administration or clerical work.
(c) Is an " arm-chair " principal.

b. Dispensing of books and supplies

- (1) Efficient and organized definite procedure.
- (2) Regular, but not organized.
- (3) Careless; lack of system; chronic insufficiency of materials.

c. Discipline of school

- (1) Effective, purposeful, meets the school situation; provides for student participation.
- (2) Effective, but principal-and-teacher controlled; not flexible.
- (3) Weak, neglected, uncontrolled.

d. Faculty meetings and conferences

- (1) Properly organized, instructive, regularly scheduled and held; teacher participation invited; professional attitude.
- (2) Regular, but not always organized to be instructive and helpful.
- (3) Lack of system; lecture type; discussion only of routine; too long.

e. Extracurricular activities

- (1) Actively interested and coöperative.
- (2) Passively interested.
- (3) Not interested.

- f. Relations with parents and public
 - (1) Community champion of child protection and welfare; courageous; an asset to the school and community; approachable; secures respect and coöperation of community.
 - (2) Interested, but passively; public takes a passive interest in school.
 - (3) Timid, confused, lack of participation in community life.
 - g. Provision of proper physical conditions
 - (1) Definite plans for equipment, fire drills, health work, play periods, busses, pupils passing out and in, hot lunches, efficient janitorial inspection, etc.
 - (2) Has no definite plans or policies, but provides means of meeting situations only as they arise; partially neglectful.
 - (3) Neglectful; lacks foresight.
 - h. Assemblies and public exercises
 - (1) Actively engaged; delegates authority; definite progressive policy.
 - (2) Passive interest; arranges them irregularly.
 - (3) Neglectful; uninterested.
 - i. Coöperation
 - (1) Looks for opportunities of being of service to students, teachers, parents, public; fertile in practical suggestions; has fine working relationship with teachers and supervisors.
 - (2) Interested, but does not seek coöperation.
 - (3) Unapproachable; uninterested; poor working relationship.
4. Supervision
- a. General
 - (1) Definite standards and goal
 - (a) Definite program for conferences, meetings, visitation, and demonstration teaching.

- (b) Encourages teacher growth.
 - 1. Summer school
 - 2. Extension courses
 - 3. Reading, attending lectures
 - (c) Secures all materials and perfects suitable building arrangement for efficiency of teaching.
 - (d) Delegates work to other teachers, making them responsible for their assigned tasks.
- (2) Plans made but not adhered to
- (a) Calls meetings without specific aim.
 - (b) Gives helpful suggestions but does not follow up.
 - (c) Willing to experiment with tests and measurements but does not check results.
- (3) Indifferent as to ways and means
- (a) Acts only as pressure demands.
 - (b) Leaves teachers in suspense as to their work.
 - (c) Impatient with beginning teachers.
- b. Classroom
- (1) Wise management of teachers and pupils
- (a) Gains and holds their respect.
 - (b) Inspires and creates interest.
 - (c) Regulated stated time for visiting teacher.
 - (d) Special instruction by demonstration where needed.
 - (e) Criticizes essentials only.
 - (f) Has confidence in teacher's ability and shows sincerity to pupils by his actions.
- (2) Visitation spasmodic
- (a) Criticizes non-essentials.
 - (b) Lacks power to demonstrate.
 - (c) Makes known his presence to pupils by asking pupils personal questions.
 - (d) Interrupts class recitation to tell humorous story.

- (e) Criticizes pupils but in reality means criticism for teacher.
- (3) Supervision in name only
- (a) No classroom visitation to observe teaching.
 - (b) Criticism of work made to other teachers.
 - (c) Destroys teacher's confidence in herself.
 - (d) Domineering.
 - (e) Accessible but unapproachable.
 - (f) Does not try to remove handicaps under which teacher works.
- c. Grading and promoting pupils
- (1) Definite standards
- (a) Standardized tests.
 - (b) Appoints committee of teachers to judge pupils' work.
 - (c) Compilations of different gradings for comparison.
 - (d) Tabulates results.
 - (e) Prescribes remedial measures.
 - (f) Classifies pupils in ability groups.
 - (g) Makes survey to finish objective evidence.
- (2) Commends the use of tests
- (a) Places more confidence in the recommendation of teacher as to placement and promotion of pupil.
 - (b) Fails to adapt teaching to the needs of the different types of pupils.
 - (c) Does not recognize individual differences.
 - (d) Promotes all pupils if they are repeaters in a grade.
- (3) No fixed standards
- (a) Delegates all responsibilities as to classification, grading, and promotions to teachers.
 - (b) No faith in new ideas in educational methods.
 - (c) Dyed-in-the-wool type.

d. Working with the supervisor

(1) Coöperative

- (a) Secures all devices, books, materials, maps which she needs.
- (b) Requires teacher to take extension work under supervisor of her department.
- (c) Posts all bulletins in conspicuous place.
- (d) Attends as many meetings as possible in person.
- (e) Discusses with teacher the possibility of applying supervisor's methods and procedure without losing her own individuality.
- (f) Helps supervisor to fullest extent to carry out her well-organized program.

(2) Mediocre

- (a) Works with supervisor only while in the building.
- (b) Presents bulletins in a do-as-you-please manner.
- (c) Accompanies the supervisor on all visits throughout the building.
- (d) Talks to supervisor during classroom visitation.
- (e) Directs supervisor's attention to certain phases of work well done, implying the fact that it was at her suggestion.

(3) Indifferent

- (a) Feels supervisor's visit a bore.
- (b) Files bulletins in desk.
- (c) Makes supervisor realize that she is not in an administrative office.
- (d) That all improvement is up to the supervisor.
- (e) That the supervisor is not the principal's technical adviser.

e. System of supervision

(1) Ways and means

- (a) Holds faculty conferences to discuss problems of instruction.

- (b) Builds up informal system of supervision.
 - (c) Has definite schedule for each room for demonstration teaching.
 - (d) Has noted experts in education instruct teachers at meetings.
 - (e) Assigns book reviews or the securing of data on certain problems to several teachers to present at a conference.
 - (f) Holds get-together social evenings to develop loyalty and real fellowship spirit.
 - (g) Encourages teachers to study best literature available in education.
- (2) Ways and means
- (a) No definite scheduled program or plans for faculty conferences.
 - (b) Calls teachers' meeting after school, whenever he sees fit.
 - (c) Discusses instructional problems with individual teacher only.
 - (d) Partial to views of teachers that have found favor in his sight.
 - (e) No teacher participation on programs.
- (3) Ways and means
- (a) Teachers' meeting only when necessity demands.
 - (b) Calls conferences ten or fifteen minutes before opening of school.
 - (c) Egotistical as to methods of instruction.
 - (d) Transfers teachers who do not meet with his ideals rather than give helpful suggestions or demonstration teaching.

PART TWO

SUPERVISION IN THE ELEMENTARY SCHOOL

PART TWO

SUPERVISION IN THE ELEMENTARY SCHOOL

INTRODUCTION

Before using this section of the Work Book the reader needs to know very definitely three things :

First, WHERE TO OBTAIN MATERIAL. The following books will serve as a working library for the supervisor.

1. *The Supervision of Instruction* — Barr and Burton. (Appleton, 1925)
2. *Visiting the Teacher at Work* — Anderson, Barr, and Bush. (Appleton, 1926)
3. *Elementary School Supervision* — Gist. (Scribner, 1926)
4. *Directed Observation and Supervised Teaching* — Blackhurst. (Ginn, 1925)
5. *General Methods of Teaching in Elementary Schools* — Parker. (Ginn, 1922, Revised Edition)
6. *Types of Elementary Teaching and Learning* — Parker. (Ginn, 1925)
7. *Psychology of Elementary School Subjects* — Reed. (Ginn, 1927)
8. *The Child's Mind and the Common Branches* — La Rue. (Macmillan, 1927)
9. *Some Primary Methods* — Sloman. (Macmillan, 1927)
10. *The Growth of Teachers in Service* — Whitney. (Century, 1927)
11. *The Psychology of the Unadjusted School Child* — Morgan. (Macmillan, 1924)

12. *Materials and Methods in the Middle Grades* — Henderson. (Ginn, 1928)
13. *Unified Kindergarten and First Grade Teaching* — Parker and Temple. (Ginn, 1925)
14. *The Organization of Supervision* — Ayer and Barr. (Appleton, 1928)
15. *Current Problems in the Supervision of Instruction* — Nutt. (Johnson, 1928)

Second, WHAT EDUCATIONAL BACKGROUND THE SUPERVISOR NEEDS IF HE IS TO HAVE A BROAD AND INTELLIGENT VIEW OF HIS WORK. What are some of the aims of public education in the United States? The National Education Association has set up seven specific objectives :

1. Vital or Health Efficiency
2. Command of the Fundamental Processes
3. Civic Efficiency
4. Vocational Efficiency
5. Worthy Home Membership
6. Worthy Use of Leisure
7. Ethical Character

Contrast with the above Jones' "Four Essentials of Education" :

1. Health and Sanitation
2. Appreciation and Use of the Environment
3. The Household and Home
4. Recreation

Also Chapman and Counts' *Principles of Education*, six great life needs : (1) Health, (2) Family Life, (3) Economic Adjustment, (4) Civic Life, (5) Recreation, (6) Religion.

Third, WHAT SUPERVISION IS AND WHAT THE SUPERVISOR DOES. Dean W. S. Gray gives a good working definition of supervision as follows :

"The function of supervision is — the improvement of instruction, the encouragement of good work and the constructive elimination of ineffective effort and misapplied energy."

W. H. Burton suggests the following classification of the supervisor's duties. This classification will be used through the Work Book. (Chapter references are to Barr and Burton, *The Supervision of Instruction*.)

1. Improvement of the Teaching Act. (Ch. V, VI)
2. Selection and Organization of Subject Matter.* (Ch. VII, VIII)
3. Research and Experimental Study of the Problems of Education. (Ch. IX, X)
4. Improvement of Teachers in Service. (Ch. XI, XII)
5. The Progressive Improvement of Supervision. (Ch. I, II, III, IV, XIII, XIV, XV)

I. IMPROVEMENT OF THE TEACHING ACT

Problem One

WHAT ARE THE PRELIMINARY STEPS IN VISITING THE TEACHER?

Step 1. Observe the teaching situation.

- a. Does the teacher care for the physical needs of her pupils? (Lighting, heating, ventilation, etc.)
- b. Is the teacher a good manager? (Note care of materials, equipment, orderly arrangement of room, etc.)
- c. What type of discipline is evident? (Compulsion, coöperation, pupil-control, etc.)
- d. Does life inside schoolroom reflect and connect with child's life outside of school?
- e. Is there an air of industry in the room?
- f. Have any attempts been made toward beautifying the room?
- g. Do conditions provide for abundant life and growth — many interesting things to do and to do with? (Many people think a philosophy of education is merely theoretical. On the contrary it is eminently practical. If a teacher believes in "formal dis-

* Discussed in Part Three.

cipline " she should have fixed seats and keep her pupils in them. If she believes in education as "direction and growth" she will provide the proper conditions for growth.)

Step 2. Observe the pupils.

- a. Are the children physically comfortable? (Are they neat and clean and are physical needs cared for — teeth, eyes, etc.?)
- b. Are they happy?
- c. Are they alert and interested or apathetic?
- d. Are they in earnest or casual?
- e. Do they exercise initiative and self-reliance?
- f. Are they responsive?
- g. Do they show evidence of good habits in conduct and work?
- h. Do they show evidence of mastery of their work and pride in their accomplishment?
- i. Have they been trained to evaluate their own work?
- j. Are they controlled through military discipline or is there a socialized atmosphere in the room?
- k. Are they kind and helpful to each other and to their teacher, and courteous to visitors?

Step 3. Observe the teacher.*

- a. Has the teacher a pleasing personality? Is she neatly and attractively dressed? Has she a clear modulated voice? Is she bright and smiling? Is she courteous to visitors?
- b. Is she friendly or condescending to her pupils?
- c. Has the teacher poise? Does she give evidence of good health? Has she a sense of humor?
- d. Does the teacher appear to have complete control of the situation? Is she kind but firm?
- e. Does she capitalize small successes?
- f. Does the teacher appear to be master of her subject? Does she use good English?

* *Visiting the Teacher at Work*, p. 11 et seq.

Problem Two

HOW SHALL WE OBSERVE THE RECITATION?

(Note: The following outline is adapted from Anderson, Barr, Bush, and Blackhurst. See references.)

Step 1. Evaluate the lesson as a whole.

- a. What is the teacher's ultimate purpose? (Remote aim.)
- b. What is the teacher's immediate purpose? (Immediate aim.)
- c. How does the subject matter of the lesson fit into both?
- d. Is the subject matter in harmony with the Course of Study?
- e. Does the subject matter meet pupils' present and probable life needs?
- f. Does the lesson foster right methods of study by pupils?
- g. Do pupils know what was expected of them?
- h. Do teacher and pupils reach the goal set for this particular lesson with satisfaction?

Step 2. Evaluate the data furnished to the pupils.

- a. Are the pupils dependent upon a single textbook?
- b. Are maps, globes, exhibits, pictures, blackboards, etc., utilized by the pupils?
- c. Are reference books and supplementary texts used as sources of material by the pupils?
- d. Were comparisons made and illustrations drawn from the pupils' experiences?

Step 3. Evaluate the general procedure followed.

- a. What is the general type to which the lesson belonged?
- b. Is the lesson suited to the aim and to the materials?
- c. Are the children working consciously toward a known goal?
- d. Should the teacher have modified her plan during the lesson instead of holding to it?

- e. Who is doing the purposing, the planning, the organization, and the judging of values?
- f. Will these children be able to do tomorrow's work more intelligently?

Step 4. Evaluate the method.

INTRODUCTORY NOTE — In every classroom there are two constants — the teacher and the pupils. There are two kinds of activity going on, teaching and learning. It must be remembered that learning is the more important of the two and that teacher and teaching are merely means to an end. Learning is of two kinds — the direct learning which comes from contact with the teacher, and incidental learning which takes place by reason of the contact of the pupil with other pupils, with the life of his school outside his classroom, with home and school activities and other enterprises in which he engages. The teacher's prime duty is to control or direct the child's learning and this control or direction is called Method. A teacher may develop a good Method by observing the common sense rules which we call the Laws of Learning.

In general, a teacher can develop a good method of control over the learning process by (1) leading the children to learn by doing, (2) appealing to childish interests, (3) getting her pupils in a "favorable mind" for learning, (4) bearing in mind individual abilities and needs, (5) using well-chosen drills, (6) building new experiences on the firm foundation of old experiences.

WORK PAGE ON PROBLEM TWO

No. 1

Directions: Evaluate the Method used by the teacher in a lesson you have observed, according to the following check list. (Adapted from Parker's *General Methods of Teaching in Elementary Schools.*)

LAW OF LEARNING INVOLVED	DESCRIPTION	Yes	No
1. Self-Activity	The teacher encouraged the pupils to take an active part in the conduct of the recitation. They were not merely passive spectators.		
2. Apperception	The teacher skillfully connected new ideas involved in the lesson with previous experiences of the pupils.		
3. Preparation	The teacher skillfully prepared the way for the pupils so that they were eager to learn.		
4. Interest	The teacher appealed to the interests of the pupils.		
5. Drill	The teacher fixed new habits and skills by carefully devised drills.		
6. Individual Differences	The teacher realized that certain pupils learn more quickly and others more slowly than the average pupil. She provided skillfully for these differences.		

WORK PAGE ON PROBLEM TWO

No. 2

Directions : Read carefully all you can find out about Method in

1. Parker, S. C. : *General Methods of Teaching in the Elementary Schools.*

2. Kilpatrick, W. H. : *Foundations of Method.*

3. Buckingham, B. R. : *Research for Teachers.*

Devise a check list of your own by which to evaluate the teacher's Method. Apply it to a specific piece of teaching.

LAW OF LEARNING INVOLVED	DESCRIPTION	YES	NO

Problem Three**HOW SHALL WE EVALUATE THE OUTCOMES OF TEACHING?**

(Note: The Supervisor may use this list profitably (1) by discussing the items with his teachers as goals to be reached, and (2) by using it toward the end of the term as a check list for accomplishment.)

1. The pupils are the aggressors in purposeful activity*:
 - a. They believe in what they are doing.
 - b. They continue their work voluntarily when opportunity offers.
 - c. They do more than is required of them.
 - d. They bring in outside materials unsolicited.
 - e. They volunteer information.
 - f. They ask questions as a natural way of gaining information.
 - g. They move about naturally as their work demands.

2. The pupils are learning that which is worth while:
 - a. They are using subject matter to solve worth while problems.
 - b. They gather data because they have a **present** use for it.
 - c. They are improving oral and written language through natural use of English as a tool in thinking.
 - d. They are learning to cooperate by cooperating.
 - e. They are learning to be courteous and thoughtful of others.
 - f. They are learning their civic responsibilities by engaging in civic activities.
 - g. They are learning to enjoy and understand good music, art, and literature.
 - h. They can distinguish between fun and unwarranted disturbances.

*The Kenosha (Wis.) Self-Rating Scale quoted in *Visiting the Teacher at Work*, pp. 33-35.

- i. They are building strong bodies.
 - j. They are gaining in their desire to learn that which is worthy.
3. The pupils are acquiring right habits of study :
- a. They read intelligently or are consciously trying to improve their skill.
 - b. They raise questions of their own.
 - c. They are learning how to gather data, using pictures, exhibits, museums, references, indexes, card catalogs, taking notes, and verifying data.
 - d. They are learning how to select that subject matter which is of most worth to them.
 - e. They are learning to suspend judgments.
 - f. They are learning to respect authority of ideas.
 - g. They are learning economical ways of memorization.
 - h. They are learning to think in terms of their own experiences as well as of the experiences of others.
 - i. They are tolerant of the views of others.
 - j. They finish what they begin.
4. The pupils are interested in their own progress and feel responsible for their own success.
- a. They voluntarily try to maintain their efficiency in the tool subjects.
 - b. They are given opportunity to work up to full efficiency in the tool subjects.
 - c. They estimate their own progress, utilizing standard tests, graphs, etc.
5. The pupils are a vital part of the school as a whole :
- a. They meet people naturally and politely.
 - b. They are responsible for their conduct on grounds, in hallways, to and from school, and in their classrooms.
 - c. They play fair with their associates and teachers.
 - d. They are ready to coöperate in school activities.
 - e. They are loyal to their school.

WORK PAGE ON PROBLEM THREE

Devise a check list of your own by which to evaluate Outcomes of a specific piece of teaching — Beginning Reading, Social Studies in the middle grades, etc. You will find some helpful suggestions in the Appendix to this Work Book.

MAJOR DIVISIONS	SPECIFIC DESCRIPTION	Yes	No

Problem Four

HOW SHALL WE CONDUCT THE CONFERENCE WITH THE TEACHER?

1. Be sure of your facts.

The supervisor must not trust to his memory or to vague general impressions of his visits. The following check list will be found suggestive as providing the "raw material" for conference. Later, this can be worked up into a more formal record as suggested in Barr and Burton, pages 157-158.

BRIEF CHECK LIST FOR OBSERVATION	Yes	No
a. Were the physical needs of the children cared for?		
b. Was the teacher a good manager?		
c. Was discipline formal or socialized?		
d. Were the children industrious, happy, and in earnest?		
e. Did the situation provide for life and growth?		
f. Did the lesson have a clearly defined aim?		
g. Did the subject matter fit the aim?		
h. Did pupils know what was expected of them?		
i. Was the lesson type suited to the aim and materials?		
j. Did pupils assist in planning, organizing, and judging values?		
k. Did the teacher observe the laws of learning?		
l. Did pupils and teacher reach the goal set with satisfaction?		

2. Select a time and place appropriate for your purpose.
3. Obtain teacher's reaction on herself. Barr and Burton, page 132.
4. Obtain teacher's reaction on pupils. Barr and Burton, pages 129-130.

5. Secure the teacher's coöperation at the beginning of the conference by making it plain that your chief function is helpful rather than critical.

6. Have the teacher analyze her lesson before you offer criticisms. Try and get her point of view even though her point of view is a mistaken one.

7. Begin your own analysis of the recitation by commending the good points.

8. Make your criticisms clear and definite; make the teacher see that you are not finding fault but judging the recitation in the light of accepted standards.

9. See that the conference gets somewhere. The teacher must not be left confused but encouraged to do better work in the future.

10. Decide with the teacher upon a specific plan of work to be carried out before your next visit. (See *Technique of Criticism*, by Barr and Burton.)

11. Wherever possible, follow up the conference by demonstration teaching, bearing in mind the following points :

a. Demonstration lessons should fill a real and not a fictitious need, *i.e.*, either to assist in training teachers or to carry on experimentation.

b. They should be for groups of teachers in preference to individual teachers.

c. They should be "regular" not "special" lessons, *i.e.*, be the next lesson on the teacher's list. Avoid "stunts."

d. If possible, notify teachers in advance as to the plan of your lesson so that they may have the purpose clearly in mind.

e. Teachers should take notes and discuss them at a conference after the lesson.

12. Encourage the teacher at your conference with her to visit teachers who exemplify good teaching technique. If possible arrange such visits for her, make it very clear what she

is to look for, help her to evaluate what she sees and show her how to utilize in her own schoolroom what she has learned from her visits.

Problem Five

HOW CAN I IMPROVE A GIVEN SUBJECT THROUGHOUT MY SCHOOL?

The following report prepared by Mrs. Lucy Nelson, Mrs. Jessie Ingraham, and Miss Anna Upton, University of Southern California, Summer Session, 1926, indicates the procedure under this heading.

A PROGRAM FOR THE IMPROVEMENT OF SILENT READING IN A SIX-YEAR ELEMENTARY SCHOOL

1. Statement of the problem.

How can the silent reading in a six-year elementary school be improved throughout the entire building?

2. Conditions.

- a. The school has never been surveyed by a school counselor.
- b. The study of reading conditions has been requested by the principal and teachers.
- c. We assume that the school is one of average type — presumably about medium I. Q. This assumption is based on the fact that the average I. Q. for Los Angeles City has been estimated at 102.4.

3. Preparation for the campaign.

- a. Meeting of principal and counselor with all the teachers of the building.
 - (1) Statement of purposes in making the survey.
 - (2) Discussion of a few of the general reading problems.
 - (3) Discussion of questions raised by the teachers.
 - (4) Suggestions for teachers' reading relative to the problem of improving reading.

4. Test material to be used in survey.
 - a. Mental tests.
 - (1) For First Grade — Pinter-Cunningham Kindergarten.
First Grade Test or Detroit First Grade Examination.
 - (2) Second Grade and B-3 — Haggerty Delta.
 - (3) A-3 and up — National Intelligence.
 - b. Reading tests.
 - (1) For First Grade — B-1 Detroit Word Recognition.
A-1 — Add Los Angeles Primary Reading, if available.
So far there is no satisfactory first grade reading test on the general market.
 - (2) For Second Grade and B-3 — where available, Los Angeles Primary Reading Test; otherwise Haggerty Primary Reading Examination (Sigma I).
 - (3) For A-3 — Haggerty, Sigma I, if very weak, otherwise Thorndike-McCall.
 - (4) For Fourth Grade and up — Thorndike-McCall.
5. Teacher participation.
 - a. Rating by each teacher of her pupils on the basis of Superior, Average, Poor.
 - b. Listing by each teacher of points on which she wishes specific help.
 - c. Optional reading from selected lists.
 - d. Scoring by the teacher of the papers for her own pupils. (The papers will be checked by the counselor.)
6. The specific problem.
 - a. The application of the test results to each teacher's problems.
 - b. Application of remedial measures under the supervision of the principal.

- (1) Graphic presentation of test results to teachers.
 - (2) Careful interpretation of test results by counselor.
 - (3) Individual teacher conferences.
 - (a) Comparison of test results, both reading and intelligence, with teacher's judgment.
 - (b) Analysis of causes of failure.
 - Physical.
 - Personal equation between teacher and pupil.
 - Poor educational background.
 - Home and social conditions.
 - Mental status.
 - Behavior.
 - Interests.
 - c. Selection of cases for further observation by teacher and counselor, and individual testing, if necessary.
 - (1) Group teacher conferences with subject supervisor, principal, and counselor.
 - (a) Statement of problems peculiar to each group.
 - (b) Demonstration lessons by supervisor.
 - (c) Appointment by principal of committee chairman for formulating and collecting plans for remedial work that have worked or that bid fair to work.
 - (d) Subsequent group meetings for discussion of material gathered by committees.
7. Classroom application of remedial measures under supervision of the principal.
8. Resurvey of entire building with alternate forms of the same reading tests.
- a. Comparison with former survey. General meeting for evaluation and interpretation of test results.
 - b. Formulation of plans to be followed the following term.

Problem Six

HOW CAN I IMPROVE THE INSTRUCTION IN A GIVEN GRADE IN MY SCHOOL?

The following report prepared by Miss Lorraine Mitchell, Miss Alice M. Garrity, and Miss Florence M. Kelley, University of Southern California, Summer Session, 1926, indicates the procedure under this head.

A PLAN FOR THE IMPROVEMENT OF WORK IN A FOURTH GRADE

1. Initial Steps.

What the Principal must do :

- a. Get acquainted with the teacher and secure her interest and coöperation.
 - (1) Is her professional background adequate for the task in hand?
 - (2) What are her strong points? Her weak points? Which supervisor can help her most?
 - (3) Is she supplied with needed equipment? Does she know how to use this equipment? (Sand table, browsing table, etc.)
 - (4) Is she familiar with the sources of help offered by the school system? (The school library, the supervisors of subjects, the help which the school clerk can give her in furnishing mimeographed and typewritten material, etc.)
- b. Secure the services of a school counselor and have her test the children.
 - (1) Test to be used :
 - (a) National Intelligence.
 - (b) Ayres Spelling.
 - (c) Thorndike-McCall Reading.
 - (d) Ayres Handwriting.
 - (e) Woody-McCall Arithmetic.
 - (f) Diagnostic Tests in Arithmetic.

- c. Get acquainted with the children.
 - (1) Learn their social needs. (Conversation and observation.)
 - (2) Learn their physical needs. (With the help of the school doctor and nurse.)
 - (3) Learn their educational needs and individual differences. (With the help of standardized tests and the advice of the school counselor.)
- d. Classify the children according to mental ability.
 - (1) If possible placing children with marked individual differences in rooms where they can receive special help.
 - (a) Subnormal children in Development Rooms.
 - (b) Superior children in Adjustment Rooms.
- e. Provide for the correction of the physical defects if they can be corrected.
 - (1) Glasses for defective eyes.
 - (2) Nutrition classes for under-weight children, etc.

The principal, counselor, and teacher should meet to discuss the problems so that each may see the Fourth Grade situation from the other's point of view.

2. Steps to Be Taken by the Teacher.

- a. The Teacher must know :
 - (1) The individual needs of her pupils.
 - (2) The purpose of the sand table, the browsing table, etc.
 - (3) How to use textbooks. (Example: Taken from the Third and Fourth Grade Course of Study, Los Angeles City School District: "Use of textbooks as a source of help and information. The progressive teacher does not wish the text in the hands of the pupils except for selected lessons. The English text gives standards of judging written and oral composition, ways to make a story interesting, paragraph form, etc.")
 - (4) The Course of Study.

- (5) How to secure help —
 - (a) from the principal.
 - (b) from the supervisors — by visiting them at the office and inviting return visits.
 - (c) from the school library.
 - (d) from school clerk.
 - (6) Her own aims.
 - (7) How to check a project lesson with the Course of Study to be sure that the ground has been covered.
- b. Group the children according to ability (determined by the test results), keeping in mind individual differences. In a Fourth Grade these groups can be easily handled.
- c. Study the textbooks to determine the type of supplemental material needed.
- d. Organize the subject matter in accordance with the Course of Study, with definite goals in mind of each child and each subject.
- (1) The following examples have been taken from the Third and Fourth Grade Course of Study, Los Angeles City School District. Example: English — “Oral expression to correct errors in speech, drill upon forms that the children use as they speak or write of the interest of home, playground and school.” Arithmetic — “Arithmetic expression to secure clear meaning. Arithmetic usage to secure basic control. Arithmetic checks and tests to determine mastery.” Reading — “At the close of each lesson the children should increase in their desire to read further and to perfect themselves in the mechanics which will enable them to do this.”
- e. Make a study of devices which will serve as teaching helps.
- Examples :
- (1) Games and drills to improve skills.

- (2) Formation of a room club ; good citizenship, a requisite for holding office.
- (3) Keeping program sheets in penmanship.
- (4) Keeping graphs in reading, arithmetic, and spelling.
- (5) Keeping word lists in spelling.
- (6) Matching labels (words, phrases, sentences) to objects in reading.
- (7) Matching difficult words to pictures.
- (8) Keeping a wall reading chart.
- (9) Individual children prepare stories to tell in primary rooms.

f. Plan a daily program, grouping related subjects.

A suggested type of program :

- 9 : 00- 9 : 10 Opening (Informal conversation between teacher and pupil.)
- 9 : 10-10 : 10 English. Oral and written expression. Penmanship, spelling, as needed.
- 10 : 10-10 : 30 Physical Education.
- 10 : 45-12 : 00 Reading. Groups I, II, and III.
- 1 : 00- 2 : 00 Social Studies, Geography, History, Civics, Nature Study, Music, Industrial Arts.
- 2 : 10- 3 : 00 Arithmetic. Special subjects once a week — Manual Education, Sewing, and Gardening.

“ Teach informally, work for more pupil activity, measuring the success of her methods by the pupils' growth in initiative, self-appraisal, self-control and coöperation among the group.”
(Third and Fourth Grade Course of Study, Los Angeles City School District.)

3. Final Steps.

- a. The grade tested by the school counselor.
- b. Results are compared with the results of former tests. Improvement is noted. (Class and individual.)

- c. Adjustments are made for individuals.
- d. The teacher, counselor, and principal meet again to discuss plans for further improvement.

II. RESEARCH AND EXPERIMENTAL STUDY OF THE PROBLEMS OF EDUCATION

Problem Seven

WHAT ARE THE AIMS IN, AND WHAT SHOULD BE THE RESULTS OF, HOMOGENEOUS GROUPING?

* 1. Aim — to place together pupils who are as nearly alike in intellectual capacity and working power as possible, because

- a. Members of a non-selective group approach equality neither in ability nor in achievement.
- b. They vary from one another by differences which may be small between any two pupils but which will be great between extreme cases.
- c. Demand for increased attention to varied capacities, interests, and future activities of pupils have necessitated a revision of our educational procedure.
- d. Increased differentiation in the needs of society has called for changes in school methods.

* 2. Results — if grouping is effectively done :

- a. Classroom instruction is made easier and more effective.
- b. Each pupil is stimulated to make the maximum use of his abilities.
- c. The ideal of individual instruction is more nearly approached.
- d. Discouragement because of comparative incapacity is avoided.
- e. Pupil's interest and achievement are increased.
- f. Conditions tending to mental indolence are removed.
- g. Pupils make better progress when working with

* From a report by Mrs. Emma Raybold, Assistant Supervisor, Los Angeles City Schools.

others of their own capacity and enjoy school work more.

- h. Untimely permanent withdrawals are decreased.
- i. Unusual ability is discovered and developed.
- j. All pupils are stimulated to work to capacity and thus failures are reduced.
- k. The injustice of establishing as a criterion of achievement average class progress for individuals of widely differing capacities is avoided.
- l. Reduction of retardation lowers school costs.
- m. Discipline is made easier.

Problem Eight

WHAT STEPS ARE SUGGESTED IN HOMOGENEOUS GROUPING?

(Note: This method has proved helpful in many cases but other methods are permissible.)

1. Obtain each child's rating on a **Group Spelling Test**.
The following test is recommended:

A3-A8 Morrison-McCall Spelling Scale.

Translate the resulting score into a spelling grade-placement (Sp. G. P.).

2. Obtain each child's rating on a **Group Arithmetic Test**.
The following test is recommended:

B3-A8 Woody-McCall.

Translate the resulting score into an arithmetic grade-placement (Ar. G. P.).

3. Obtain each child's rating on a **Group Reading Test**.
The following tests are recommended:

A1-B2-A3 Gates Primary.

B2-A2-B3 Haggerty Sigma I.

A3-A8, inclusive, Thorndike-McCall or Gates Silent Reading.

Translate the resulting score into a reading grade-placement (Re. G. P.).

4. Obtain each child's rating on a **Group Intelligence Test**. The following tests are recommended :

B1 Detroit First Grade Test.

A1 Pinter-Cunningham Primary Mental Test.

B2-A2-B3 Haggerty Delta I.

A3-A8, inclusive, National Intelligence Test.

Translate the resulting score into

a. Mental Age (M. A.)

b. Intelligence Quotient (I. Q.)

c. Intelligence Grade-Placement (Int. G. P.)

5. Obtain each child's chronological age expressed in months and translate this into chronological grade-placement (Ch. G. P.).

6. Arrange all the above data for each class in tabular form.

7. Discuss with the teacher each case of apparently improper grouping, considering five items :

a. Mental ability

b. Educational progress

c. Capacity for effort

d. Physical condition

e. Social background

8. Regroup classes as far as possible in order

a. To place together pupils of equal educational status.

b. To place together pupils who will progress at the same speed.

9. As far as possible all over-age adolescent boys and girls in a six-year elementary school should be transferred to non-curricular groups in junior high school. In an eight-year elementary school the same educationally retarded and physically accelerated groups should be transferred to similar groups in the senior high school.

WORK PAGE ON PROBLEM EIGHT

No. 1

The records of a certain A4 class display the following data :

NAME	CH. G. P.	INT. G. P.	RE. G. P.	AR. G. P.	SP. G. P.	I. Q.
1. Marjorie	6.8	3.0	2.6	3.7	2.2	67
2. Marie	4.7	5.6	8.0	4.9	5.6	109
3. Vincente	9.0	1.4	3.1	4.0	4.1	46
4. Grace	5.1	5.1	7.8	4.8	8.1	100

State specifically how you would meet the individual needs of these pupils without removing them from their present classroom.

1. Marjorie

2. Marie

3. Vincente

4. Grace

WORK PAGE ON PROBLEM EIGHT

No. 2

After working on the previous assignment you have probably found that the interpretation of your classification results is more difficult than the actual grouping. Secure as many of the following books as you can, look them over to gain some idea of the contents of each, and check two titles which you will wish to read intensively as a help to your regrouping program.

1. McCall — *How to Measure in Education*. (Macmillan, 1922)
2. McCall — *How to Experiment in Education*. (Macmillan, 1923)
3. Dickson — *Mental Tests and the Class Room Teacher*. (World Book, 1923)
4. Hines — *A Guide to Educational Measurement*. (Houghton, Mifflin, 1923)
5. Terman — *The Measurement of Intelligence*, 1916 and later revisions. (Houghton, Mifflin)
6. Van Wagenen — *Educational Diagnosis*. (Macmillan, 1926)
7. Smith and Wright — *Tests and Measurements*. (Silver, Burdett, 1928)
8. Gregory — *Fundamentals of Educational Measurement*. (Appleton, 1922)
9. Pressey — *Introduction to the Use of Standard Tests*. (World Book, 1922)
10. Russell — *Class Room Tests*. (Ginn, 1926)
11. Monroe — *Introduction to the Theory of Educational Measurements*. (Houghton, Mifflin, 1923)
12. Corning — *After Testing — What?* (Scott, Foresman, 1926)
13. Buckingham — *Research for Teachers*. (Silver, Burdett, 1926)

Problem Nine

HOW CAN REGROUPING BE EFFECTIVELY FOLLOWED UP?

There is a great temptation to regard the machinery of a testing program — giving and scoring the tests and tabulating the results — as an end in itself. Tests can be misused as well as used, and the administrator will do well to remember

1. That learning is going on all the time in the classroom.
2. That method is the teacher's control of the learning process and that there can be both harmful learning and improper method.
3. That the sole excuse for tests and ability grouping lies in —
 - a. determining the speed at which learning is effected most easily,
 - b. discovering the causes of interruptions in learning, and
 - c. selecting activities most suitable to the particular types of learners with whom the teacher must deal.

In answering our Problem as stated above the following means will suggest themselves :

1. By discovering the causes of individual difficulty. The possible causes are many ; among these are
 - a. Limited mentality.
 - b. Interrupted schooling or mediocre teaching.
 - c. Poor health.
 - d. Some specific physical weakness.
 - e. A language handicap.
 - f. Limited social background.
 - g. Unhappy home life.
 - h. Malnutrition.

The teacher will do well to canvass all these possibilities and others if necessary before concluding that a child's failure to learn is due merely to limited mental ability or original sin.

2. By adapting the technique of teaching to the specific needs of pupils.

The technique of teaching retarded or accelerated groups is a highly specialized one. In most cases it will differ radically from that employed in teaching average groups.

- a. For example, a common characteristic of superior children is lack of concentration. Things come so easily to them that the capacity for effort is apparently limited through lack of exercise. Teachers of such groups will need to devise material which will call forth the maximum efforts of the pupils and by a system of checking they must see that results are demanded and obtained.
- b. Another example — the teacher of a slow or “Z” group must find out why her pupils are “Z” pupils. It is easy to conclude that low mentality is the principal factor, but this is not always true. Many so-called “Z” pupils are normal children with “inferiority complexes” or other forms of emotional disturbance. The teacher’s objectives in such cases will be to secure first, the confidence of the pupils in her, and second, confidence in themselves. The proper approach may be in physical activity, in the development of motor skills, or in the industrial arts rather than through conventional academic subject matter.

3. By adapting the curriculum.

The course of study for slow groups should not be a dilution of the standard course of study for average pupils, nor should the course of study for superior groups be a highly concentrated form of the standard course. Each group needs a course of study specifically adapted to its particular needs.

An interesting example of curricular adaption of a Social Studies unit to a slow group and to a rapid group will be found in the Appendix.

4. By the segregation of extreme cases of maladjustment into special classes or groups.*

a. The following types of exceptional children should be segregated :

- (1) Children of normal mentality who are temporarily out of step with their fellow pupils.
- (2) Distinctly subnormal children (I. Q.'s of 70 or below).
- (3) Dull normal border-line and educationally retarded pupils.
- (4) Superior children (I. Q.'s of 130 or over).
- (5) Emotionally disturbed children.
- (6) Behavior-problem children.
- (7) Extreme cases of malnutrition.
- (8) Pre-tubercular children.

b. Children of normal mentality but having a language difficulty on account of foreign parentage should receive special help until they possess a vocabulary sufficient to permit them to carry the work of a regular grade.

c. As indicated above, the teaching technique used and curriculum adapted for these special classes must be specifically adapted to the needs of the pupils.

5. By means of a " Continuous Inventory " of the progress of pupils.

Any system of homogeneous grouping must be flexible to be effective. Transfers from one group to another should be made at any time during the school year when circumstances justify a reassignment to a new group.

* The reader will find *Fitting the School to the Child*, by Irwin and Marks (Macmillan), particularly helpful at this point.

WORK PAGE ON PROBLEM NINE

From your rapid skimming of the books suggested to you on a preceding page you have probably concluded that the average author on Educational Measurement is more skillful in devising a testing program than he is in following it up effectively.

Examine the following books carefully :

Paulu — *Diagnostic Testing and Remedial Teaching*. (Heath, 1924)

Buckingham — *Research for Teachers*. (Silver, Burdett, 1926)

Brooks — *Improving Schools by Standardized Tests*. (Houghton, Mifflin, 1922)

Irwin and Marks — *Fitting the School to the Child*. (Macmillan, 1924)

Gates — *The Improvement of Reading*. (Macmillan, 1927)

Corning — *After Testing — What?* (Scott, Foresman, 1926)

From your reading name five ways in which the testing program could be made to function by effective follow-up work.

1.

2.

3.

4.

5.

III. IMPROVEMENT OF TEACHERS IN SERVICE

Problem Ten

HOW SHALL I SECURE CONTINUED IMPROVEMENT IN SERVICE ON THE PART OF MY TEACHERS?

1. By recognizing the need for improvement.

Education is a continuous, progressive, and organic process (a) because it deals with human organisms which are constantly growing and (b) because the social needs of the child are constantly changing.

Hence the teacher cannot stand still — she must either progress or retrograde.

2. By studying those measures commonly employed in securing continuous professional growth of teachers in service.

Obviously, the section on "Improvement of the Teaching Act" will suggest certain solutions to the problem of Teacher Improvement. An interesting account of current methods used in the professional advancement of teachers will be found in Whitney's *The Growth of Teachers in Service*.

3. By making the rating of teachers a constructive force in supervision.

The literature upon Teacher Rating is extensive, but Whitney (noted above) summarizes the matter helpfully. Teacher Rating as an administrative device has been tremendously overemphasized and the progressive educator realizes that the true value of teacher rating lies in the interest the teacher herself takes in her professional advancement.

The following steps in a coöperative study may be somewhat as follows:

- Step 1. Help teachers to discover the value of a self-rating scale.
- Step 2. Examine and discuss several good self-rating scales.

- Step 3. Work out coöperatively with the teachers a self-rating scale which they are willing to use.
- Step 4. Have teachers volunteer to rate themselves and discuss the result with the supervisor.
- Step 5. Let supervisor and teacher work together on weaknesses which self-rating discloses. The results on self-rating by a teacher should never be used as evidence against her.

Together with this coöperative study the supervisor should formulate a clear idea of the ability of each teacher with whom he works based upon

- a. Definite and accepted standards.
- b. Changes of conduct set up in her pupils.
- c. Definite records of observations made upon the teacher through classroom visits, conferences, observation of her conduct in the daily life of the school outside her classroom, test results and conferences with parents, supervisors, and others who come in contact with her.

4. By improving and varying teachers' meetings.

These vary in personnel according to circumstances from the assembly of teachers of a single grade to those of all grades. The following simple rules for the organization and administration of teachers' meetings have been adapted from Burton.

- a. The topic should be a live one with which the group involved is vitally concerned.
- b. A mimeographed brief should be mailed out in advance to those who will be present.
- c. Provision should be made for the expression of opinion from the audience.
- d. The meeting should be in charge of a supervisor or outside speaker who is not only expert in the subject under discussion but who has also the gift of popular exposition.
- e. The meeting must be thoroughly planned and administered.

- f. Meetings should not be used for routine purposes that can be disposed of otherwise.
- g. Teachers' meetings should not be held when time is short or when everyone is tired.

5. By organizing the teachers in each school into committees, each of which is working on a specific problem.

The basis for organization may either be by grades or by subjects. Many schools have organized their kindergarten, first and second grade teachers into one group for the discussion of common problems, third and fourth grade teachers into another group, and fifth and sixth grade teachers into a third group. The chairman of each group should be most carefully selected. She should be alert, interested, and resourceful and should be able to win and keep the confidence of her fellow teachers. Teachers should be led into forming these committees on their own volition rather than be commanded to organize them. Principal and Supervisor will be asked to work with these committees at stated intervals; at other times teachers may wish to meet themselves in order that free discussion may be possible. The revision and re-formation of the curriculum affords many opportunities for coöperative effort.

6. By a better organized and better administered "Visiting Day."

- a. Once a year most schools are closed for a day to permit teachers to visit in other buildings.
 - (1) "Superior" teachers should be allowed to visit where they will. They are usually professionally-minded to the degree that they will seek to get as much out of visiting day as possible.
 - (2) "Strong" and "Average" teachers should be asked to submit their plans for visiting day to the principal or supervisor for approval. Very often teachers select, in perfect good faith, teachers to visit who will not prove of particular help.

- (3) Beginning teachers, teachers new to the system, and doubtful teachers should be given a definite assignment by the principal or supervisor and be held responsible for a report upon the visit made. A suggestive form will be found in Cubberley's *The Principal and His School*, page 472.
 - (4) A general teachers' meeting of all teachers in the school should be held soon after visiting day for the purpose of discussing the work of the teachers observed.
7. By lending my influence to the establishment of a better organized and more helpful Teachers' Institute.

A Teachers' Institute to be of maximum service must be organized upon a definite plan. In the main the following major activities will be given places on the program.

- a. National and international movements and tendencies in education presented by persons who know the facts and can "get them over" to their audiences.
- b. State, county, and local school problems affecting the welfare and professional advancement of teachers.
- c. Series of lectures to groups of teachers interested in a more or less highly specialized field of education, *i.e.*, Social Science, Oral Expression, Sciences, etc.
- d. National and international movements in fields other than education reported by leaders in their respective fields. Such reports will be informational and interpretative rather than inspirational.
- e. Social activities designed to bring teachers together in a friendly and professional unity.

WORK PAGE ON PROBLEM TEN

No. 1

Directions: The following Teacher Rating Scale has been developed by the Glendale (California) School System. Rate one of your teachers by this scale and decide how accurately it measures Teacher Ability.

	Yes	No
1. Personal and Social Qualities.		
a. Does his condition of health or vitality interfere with the conduct of school duties?		
b. Is his voice clear and pleasing?		
c. Does he maintain self-control and poise?		
d. Is his personal appearance such as to make a favorable impression on patrons and pupils?		
e. Is he optimistic and enthusiastic about his work?		
f. Is he tactful and fair in his dealings with pupils, patrons, and colleagues?		
2. Managerial Abilities.		
a. Is he prompt and accurate in his execution of reports and duties?		
b. Is he economical of time and materials?		
c. Does he maintain an orderly arrangement of his room (or playground) and equipment?		
d. Does he give proper attention to lighting, ventilation, and the general comforts of his pupils?		
e. Does he display initiative and self-reliance in the conduct of his duties?		
f. Does he manage his affairs so as to command the respect and control of pupils?		
3. Qualities of Coöperation.		
a. Does he give adequate attention to extra-class duties and activities?		

	YES	NO
b. Does he evidence loyalty to the school administration, supervisory staff, and colleagues?		
c. Does he display willingness to participate and share in coöperative plans for school improvement?		
d. Does he maintain a sympathetic and co-operative attitude toward pupils?		
4. Professional Qualities.		
a. Does he constructively contribute to faculty meetings and educational plans for the school?		
b. Does he display professional growth and up-to-date qualities?		
c. Has he had a sufficient professional preparation for his work?		
d. Does he have the proper professional attitude toward teaching?		
5. Teaching Abilities.		
a. Does he possess and exert skill in arousing pupil interest?		
b. Does he make adequate preparation of lesson materials?		
c. Is he skillful in his choice and use of subject matter, methods, and materials?		
d. Does he achieve satisfactory teaching results?		
e. Does he inspire and develop desirable citizenship qualities in his pupils?		

WORK PAGE ON PROBLEM TEN

No. 2

Directions: The preceding Teacher Rating Scale was largely subjective; the following is an attempt to make an objective Rating Scale. Rate the same teacher rated previously upon this new scale and compare results. You will find the complete scale from which this is adapted in the *Elementary School Journal* for November, 1927 (Bamberger — “A Survey of Observable Improvable Factors Which Evidence Skill in Teaching”).

	YES	No
1. Changes Wrought in Children.		
a. She has quickened children's interest		
b. She has developed growth of character		
c. She has secured improvement in children's ability to think		
d. She has secured improvement in children's ability to become socially minded		
e. She has secured progressive achievement of children		
2. Changes Noted in the Teacher.		
a. She has increased in skill in handling individual needs of pupils		
b. She has increased in power to handle classroom situations through a richer personal life outside the school		
c. She has consciously improved herself by a continuous process in self-education and has made this function in the classroom		
d. She has grown in ability to meet her professional obligations		
3. Changes Visible in the Classroom.		
a. She has exercised greater care in the seating arrangement of the class		

	Yes	No
b. She has exercised greater care to make her classroom a pleasant place in which to live . .		
c. She has exercised greater care of school supplies		
d. She has grown in management so as to eliminate wasted time and energy		
e. She has improved her teaching technique. (Note the excellent analysis of the latter factor in Miss Bamberger's article.)		

IV. THE PROGRESSIVE IMPROVEMENT OF SUPERVISION

Problem Eleven

HOW SHALL I MEASURE MY EFFICIENCY AS A SUPERVISOR?

1. By analysis of my job and observance of the relative value of those elements which compose it.

Whitney * reports nineteen items which commonly make up a supervisor's program.

RANK	ITEM
1.0	Criticism of teaching.
2.0	Diagnosing teaching difficulties.
3.5	Securing the professional growth of teachers.
3.5	Demonstration teaching.
5.0	Curriculum and syllabi making.
6.0	Securing coöperation with and among teachers.
7.0	Placement of teachers within the system.
8.0	Recognizing individual differences among teachers.
9.0	Organizing pupil groups.
11.0	Rating teachers in teaching ability.
11.0	Capitalizing the best practice of the entire group.
11.0	Measuring the results of teaching.
13.0	Recommending teachers for the system.
14.0	Managing teachers' meetings.
16.0	Visiting classrooms.
16.0	Conducting educational experiments.
16.0	Conferring with individuals and with small teacher groups.
18.0	Selling supervisory plans and devices to the corps.
19.0	Managing the physical conditions of the school environment.
2.	By evaluating the results of my supervision.
a.	What encouragement do I give my teachers to become better prepared for their daily work?

* Whitney, *The Growth of Teachers in Service*.

- b. What encouragement do I give them to grow professionally?
- c. What percentage of my doubtful teachers have I made satisfactory teachers?
- d. What percentage of my average teachers have I made strong teachers?
- e. Have my visits and conferences led my teachers to reach known goals of accomplishment?
- f. Have I assisted teachers to select and organize the subject matter used in their classes
 - (1) in accordance with good educational principles,
 - and (2) to meet their particular needs?
- g. Have I led my teachers to recognize the individual needs of children in their classes and shown them how to meet these needs?
- h. Have I rated my teachers justly and have I made this rating an effective and helpful device in my supervision?

3. By meeting the needs of my teachers.

The following items indicate the major activities of supervision from the standpoint of the teacher. (Adapted from an article in the *Journal of Educational Method*, March, 1926.)

- a. Do I hold regular office hours for my teachers?
- b. Am I there on time and do I give definite, constructive help?
- c. Do I give classroom demonstrations when requested?
- d. Do I hold group meetings for inexperienced teachers and teachers new to the system?
- e. Do I hold individual conferences with teachers to assist them in working out their professional problems?
- f. Do I assist teachers to collect material and do I advise them as to its use?
- g. Do I follow each classroom visit by a friendly, helpful conference?
- h. Do I hold frequent teachers' meetings for discussion of classroom problems?

- i. Do I devise material to be placed in the hands of the teacher (lesson helps, mimeographed material, etc.)?
- j. Do I encourage teachers to invite me to visit them?
- k. Do I learn all the facts about my teachers before sitting in judgment upon them?

4. By my power to analyze teaching failures and by my success in correcting them.

Anderson, Barr, and Bush — *Visiting the Teacher at Work* — mention some types of failure which will interest the supervisor. It is obvious that the supervisor's skill will be exercised in devising a remedy for each specific weakness.

- Type 1. **Lack of control over the technique of teaching.** The teacher may be totally ignorant of the science of teaching or unable to apply its principles. She does not know how to teach.
- Type 2. **Lack of ability to maintain order and discipline.** The teacher fails to command attention. The room is in confusion.
- Type 3. **Lack of mastery of subject matter.** The teacher does not know her subject. This difficulty appears more frequently on the high school level.
- Type 4. **Lack of intelligence.** The teacher lacks native ability to cope with the situation.
- Type 5. **Lack of effort.** Either because of lack of physical energy or constitutional dislike for work, the teacher fails. She fails to make the necessary preparation; she fails to care for routine matters; she fails to put forth the effort necessary for success.
- Type 6. **Lack of initiative.** The teacher does everything that she is told to do but does nothing more. She is entirely incapable of acting upon abstract principles.
- Type 7. **Lack of adaptability.** The teacher fails to adapt herself to the principal, the other teachers, the community, or the pupils. She is a potential troublemaker. She may be good enough in her classroom, but she fails to establish proper relations with the rest

of the building. She is individualistic, generally disgruntled, and antagonistic.

- Type 8. **Lack of common sense.** The teacher fails to size up the situation. She lacks the good judgment to see that certain things are out of place. She moves either too rapidly or too slowly. She is always in difficulties.
- Type 9. **Lack of physical ability.** The teacher is in ill health, acknowledged or concealed. She may lack the physical energy to do good work.
- Type 10. **Lack of standards.** The teacher does not know what is expected of her. She is perfectly capable, but does not know prevailing standards of teaching.
- Type 11. **Lack of ability to carry on.** The teacher becomes discouraged at the attitude of the principal, poor work of pupils, etc. She looks continually for new and better pastures.
- Type 12. **Lack of singleness of purpose.** The teacher has too many outside interests — real estate, family, social obligations, etc. She is not willing to share with others the many extra burdens and assignments of the school.
- Type 13. **Lack of sympathetic understanding of pupils.** The teacher fails to get the pupil's point of view. She has the wrong attitude. She has lost all recollections of the pleasures, wishes, and hopes of childhood. She is out of sympathy with those things that children love and cherish most.
- Type 14. **Lack of social background.** The teacher fails because of a limited social background. The community and the children are rich in social experiences and are aware of the difference. The children laugh at her.
- Type 15. **Lack of knowledge of what pupils can do.** The teacher does not know what to expect of pupils. She has no notion of difficulty levels. She lacks standards of judgment.

- Type 16. **Lack of personality.** The teacher lacks force — spiritual, social, and physical. She fails to radiate life and enthusiasm.
- Type 17. **Lack of moral standards.** The teacher is not honest with herself and with other teachers. She fails to show moral stamina in her many personal relationships about the school.

PART THREE

MAKING AND INTERPRETING THE COURSE OF STUDY

The following section on Curriculum Making is intended to be of help to

1. The principal or supervisor struggling with a highly conventional course of study and anxious to replace it by a more modern one.
2. The principal or supervisor who is using a modern course of study and is anxious to interpret it successfully to his teachers.
3. The general student of Education who wishes to know something about Curriculum Construction and desires his study directed.

It will be quite obvious that the following "lessons" do not constitute an exhaustive study of the subject. The writer has attempted to clinch a few points in the hope that they may prove points of departure for future study. It is believed that the reader who works his way conscientiously through this section will possess some definite knowledge on Curriculum Construction which will lead him to wish to study the subject further.

PART THREE

MAKING AND INTERPRETING THE COURSE OF STUDY

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CHAPTER ONE

INTRODUCTION

1. This course upon the curriculum will attempt to reach three objectives :
 - a. To attain a common point of view toward education.
 - b. To read many texts superficially and a few intensively.
 - c. To write out in correct form an original " large unit of work."
2. The desired outcomes of this course are as follows :
 - a. A better philosophy of education.
 - b. A better knowledge of the objectives of education.
 - c. A better understanding of worth-while objectives in (1) Arithmetic, (2) Social Studies, (3) Reading and Literature, and (4) English.
 - d. A realization that the curriculum is not a composite of subject matter units but is a succession of worth-while activities.
 - e. A clear idea of what constitutes a good daily program and how an activity curriculum develops out of it.
 - f. An understanding of the term " large unit of work " and how to write out a unit in acceptable form.
 - g. A better understanding of how to carry on an activity program.
 - h. A better acquaintance with the literature of curriculum making.
3. Let us have clearly in mind
 - a. That education is a continuous process beginning before birth and ending only with death.

- b. That the agents of education are numerous. Make a list of as many "agents of education" as you can. Your list will include such items as

Teachers	School Equipment	Church
Schools	and Materials	Home
Pupils	Places of Amusement	Streets, etc.
	Natural Environment	

- c. That the result of education is to effect changes in conduct for better or worse.
- d. That every person is constantly undergoing some kind of education and that as a result changes in his conduct are taking place.

4. What then is the purpose or "objective" of education from the teacher's standpoint? We may accept as a tentative answer,

"The purpose of education as a consciously directed process of betterment is to effect desirable changes in conduct."

5. Changes in conduct imply adjustments. The truly educated person, *i.e.*, one whose conduct has been changed for the better, has

- Adjusted himself to himself — "an integrated personality."
- Adjusted himself to the social group.
- Adjusted himself to his natural environment and in turn is able in some degree to modify the social group and the environment to his own needs.

6. The truly educated person should not only be adjusted to his present social group but be able to adjust himself to a constantly changing social order. The truly educated man needs to be "world-minded" because our future in this country is bound up with the future of our fellow men and women all over the world.

7. The truly educated man, looking on life in a thoughtful way, must recognize our imperfect and inadequate environment — he will work constantly to modify it so as to bring about a better social order.

8. What factors in the present social order are disquieting? Bagley in the Twenty-sixth Yearbook mentions

- a. Prevalence of crime in the United States as compared with other countries.
- b. A spirit of intolerance — religious and social.
- c. A national materialistic philosophy.
- d. A dearth of creative talent.
- e. The development of a provincial American attitude toward other countries.

9. What are disquieting factors in the foreign field?

- a. The apparent strength of the Soviet Republic.
- b. Dictatorship in Poland, Italy, and Spain.
- c. Italian intrigues in Albania.
- d. Nationalism in Egypt, India, and China.
- e. The inconsistency between World Friendship and Peace Pacts on one hand and increasing armaments on the other.

10. The truly educated man, therefore, will stand for a new type of citizenship able to cope with the uncertain, changing civilization in which he lives.

11. What are the first steps the educator may take toward the realization of a new type of citizenship?

- a. Creating a real life situation in the schoolroom closely allied to the outside world in which the child lives but actuated by higher ideals of citizenship.
- b. Discovery and enhancement of human values.
- c. Making child life desirable and happy and satisfying at each level of childhood.

12. The practical problems which confront the educator center on two points:

- a. What elements in the present school situation are desirable and worthy to be retained?
- b. What readjustments should we bring about?

13. In the present course, therefore, we have a twofold task:

- a. To determine "best present practice" in our American elementary schools and preserve the best in current education.
 - b. To devise a better curriculum in the light of our educational philosophy.
14. We may sum up our argument so far in

AN EDUCATIONAL CREED

- a. Education is a continuous process beginning long before birth and ending only with death.
- b. The agents of education in this wide sense are many — teachers, schools, pupils, materials, amusements, occupations, church, family life, etc.
- c. The result of education is to effect changes in conduct, for the better or for the worse.
- d. The aim of education as a consciously controlled process — *i.e.*, from the standpoint of the teacher — is to effect *desirable* changes in conduct.
- e. Changes in conduct imply adjustments. The truly educated man will be
 - (1) Adjusted to himself as an individual — an "integrated personality."
 - (2) Adjusted to the social group in which he lives, and able to modify in a measure the group to his needs.
 - (3) Adjusted to his natural environment.
- f. The "good citizen" is the successfully adjusted man or woman provided he is "world-minded," provided he realizes his responsibility not only to his own country but to all like-minded men and women everywhere.
- g. The first duty of the teacher is to orient himself with respect to the world in which he lives; to realize that we live in a restless, changing uncertain world; that the fate, not only of our own country, but of all civilization is at stake; that we have no assurance that the apparently stable world in which we live

may not be radically and violently changed within the life time of the children we are teaching.

- h. The second duty of the teacher is to formulate a conception of a freer, better ordered world and to accept his responsibility for a better social order.
- i. The third duty of the teacher is to have a definite school program which shall be the expression of his philosophy of education.
 - (1) Since the world outside the schoolroom is an imperfect world, the schoolroom must exhibit as nearly ideal a life situation as possible to the end that children shall be trained in better habits and loftier ideals of living.
 - (2) The school must discover and enhance human values.
 - (3) The school must recognize that every stage of childhood is valuable in and for itself and *not* as a preparation for the next stage in the educational system.
- j. The first step in such a program is to build upon the best in current life — to ascertain what is “good present practice”; the second step is to modify present practice in the light of our ideals.

15. The following paragraphs will help to illuminate our Creed :

- a. Washburne and Stearns, in *New Schools in The Old World* : *

“ ‘ I suppose that is the difference between America and Germany,’ was the reply. ‘ There, in America, you feel that everything is settled. You are educating your children for a continuation in a permanently fixed state. You expect your capitalistic and industrial society to continue unchanged and you have therefore to give your children a scientific preparation for efficient life in this static social order. Here, in Germany, it is different. We have passed the stage of fixed order. We know that the es-

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sential thing is the freeing of each person's individuality, the natural opening and expanding of each person's soul."

- b. H. G. Wells, in *The Outline of History*: *

"Our poverty, our restraints, our infections and indigestions, our quarrels and misunderstandings, are all things controllable and removable to concerted human action, but we know as little how life would feel without them as some poor, dirty, ill-treated, fierce-souled creature, born and bred amidst the cruel and dingy surroundings of a European back street, can know what it is to bathe every day, always to be clad beautifully, to climb mountains for pleasure, to fly, to meet none but agreeable, well-mannered people, to conduct researches or make delightful things. Yet a time when all such good things will be for all men may be coming more nearly than we think. Each one who believes that brings the good time nearer, each heart that fails delays it."

- c. John Dewey, in *Progressive Education*, July, 1928: **

"For example it is natural and proper that the theory of the practices found in traditional schools should set great store by tests and measurements. This theory reflects modes of school administration in which marks, grading, classes, and promotions are important. Measurement of I. Q.'s and achievements are ways of making these operations more efficient. It would not be hard to show that need for classification underlies the importance of testing for I. Q.'s. The aim is to establish a norm. The norm, omitting statistical refinements, is essentially an average found by taking a sufficiently large number of persons. When this average is found, any given child can be rated. He comes up to it, falls below it, or exceeds it, by an assignable

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** Quoted by permission.

quantity. Thus the application of the results makes possible a more precise classification than did older methods which were by comparison hit and miss. But what has all this to do with schools where individuality is a primary object of consideration, and wherein the so called 'class' becomes a grouping for social purposes and wherein diversity of ability and experience rather than uniformity is prized?

"If we are satisfied upon the whole with the aims and processes of existing society, this method is appropriate. If you want schools to perpetuate the present order, with at most an elimination of waste and with such additions as enable it to do better what it is already doing, then one type of intellectual method or 'science' is indicated. But if one conceives that a social order different in quality and direction from the present is desirable and that schools should strive to educate with social change in view by producing individuals not complacent about what already exists, and equipped with desires and abilities to assist in transforming it, quite a different method and content is indicated for educational science."

- d. Everett Dean Martin, in *The Meaning of a Liberal Education*:*

"The education of a people at any time is its answer to the riddle of life. This answer is more than giving an account of the processes of nature; it is the opening and closing of doors upon the possibilities of experience — and upon various human types. Thus education is selective. It is the sifting out of the relative worth of men. It finds the significance of living to be the struggle for excellence. Its goal is a higher type of living man and woman; its great task — there, in the modern world is the reassertion of the inequalities

* W. W. Norton and Company, publishers. Quoted by permission.

which mass appeal ignores — the rediscovery for the modern spirit of the distinction between superiority and inferiority. It is impossible to lift any mind from a lower to a higher plane when that which distinguishes one plane from another is obliterated by placing all on a level. Appreciation of distinctions of worth is an essential of liberal education.”

16. Suggestions for further study

- a. Read through Kilpatrick's *Education for a Changing Civilization*.
- b. Read Part 3, "How We Are Educated," in Hart's *A Social Interpretation of Education*.

CHAPTER TWO

SETTING UP THE CRITERIA

Text — *Rating Elementary Courses of Study*, by Stratemeyer and Bruner.

1. Where have you discovered "good present practice" in curriculum making? Why do you consider it "good"?

2. What are some "general trends and tendencies in curriculum making"? (See Chapter V.)

3. "Printed courses of study . . . is the best available indication of what any particular school or school system aims to do." List in parallel columns the strong and the weak points of the course of study with which you work.

4. Identify each of the following authorities on curriculum making. To what university is each attached? What is each man noted for in the field of the curriculum?

- | | |
|-------------|----------------|
| 1. Rugg | 6. Counts |
| 2. Bagley | 7. Courtis |
| 3. Bobbitt | 8. Horn |
| 4. Bonser | 9. Judd |
| 5. Charters | 10. Kilpatrick |

5. If you were a principal or superintendent who wished to make a new and modern course of study, what plan would you devise for the purpose?

A SUGGESTED PLAN

- a. Let us find out what we are actually doing in our classrooms, evaluate what we find and so determine our own "best present practice."

- b. Let us perpetuate our better practice and eliminate the poorer practice.
 - c. Let us find out what is being done elsewhere. Let us use as much as possible of "good present practice" found outside our own walls, adapting it to our own particular needs.
 - d. Having tried out these new ideas, let us pause occasionally to evaluate the results.
 - e. Let us determine the "next steps."
6. What are desirable criteria in judging a printed course of study? Your authors suggest the following:
- a. Good basic objectives
 - b. Well-organized subject matter
 - c. Recognition of pupil needs
 - d. Provision for teacher needs
 - e. Good mechanical make up
- Apply these criteria to your own course of study.
7. What are acceptable "basic objectives"?
- a. The National Education Association chose the following:— Health, Command of the Fundamental Processes, Citizenship, Vocation, Worthy Home Membership, Worthy Use of Leisure, Ethical Character.
 - b. Chapman and Counts in *Principles of Education* present a similar list: Health, Family Life, Economic Adjustment, Civic Life, Recreation, Religion.
 - c. Hopkins in *Curriculum Principles and Practices* has a good chapter, "The Function of the Aim of Education," which illustrates the great variation in objectives named in educational literature. Read also "What Are the Aims and Objectives in Education?" pp. 81–96, Department of Superintendence, Second Yearbook, *The Elementary School Curriculum*.

Let us take as a tentative objective of education the following statement:

"The purpose of education is to effect desirable changes in conduct through wholesome and complete

living of the highest type, leading to satisfactory adjustment of the individual (a) to himself, (b) to the social group, and (c) to his natural environment. As by-products of the educational process will be the acquisition of socially valuable bodies of knowledge, fundamental skills and habits, and worth while appreciations."

8. Formulate your own basic objectives of education. You will find considerable material in *Principles of Education*, by Chapman and Counts, which will stimulate your thinking.

CHAPTER THREE

EDUCATION FOR A CHANGING WORLD

Texts — *Curriculum Investigations*, by Franklin Bobbitt and others ; *Education for a Changing Civilization*, by W. H. Kilpatrick.

1. Read very carefully Chapter I of Bobbitt's book. The essence of the chapter lies in the following paragraph : *

“ The problem of determining the activities is not to find out what is *usually* done. It is not to find the average performance. The frequency of an activity on the part of a mediocre generation is not of much value in showing us at what education should aim. Those who have achieved the highest and most desirable levels of human performance are relatively few. The activities of the high type to be aimed at are therefore relatively infrequent.

“ Let us find, therefore, if possible, those persons who come nearest to living life as it ought to be lived.”

2. Read “ The Science of Education ” by John Dewey in *Progressive Education* for July, 1928, noting especially the following paragraph : **

“ If we are satisfied upon the whole with the aims and processes of existing society, this method is appropriate. If you want schools to perpetuate the present order, with at most an elimination of waste and with such additions as enable it to do better what it is already doing, then one type of intellectual method or ‘ science ’ is indicated.

* University of Chicago Press, publishers. Quoted by permission.

** Quoted by permission.

But if one conceives that a social order different in quality and direction from the present is desirable and that schools should strive to educate with social change in view by producing individuals not complacent about what already exists, and equipped with desires and abilities to assist in transforming it, quite a different method and content is indicated for educational science."

3. List ten persons who, in your opinion, have "lived life as it ought to be lived." Limit your list to persons living in the past one hundred years or living at the present time. The list may include either well-known persons or persons in your circle of friends. Opposite each name list the qualities which make the life of each person ideal.

4. Forecast possible changes in American education in the next fifty years.

5. You will find some helpful material in the following books:

- a. *The Dream*, by Wells. (Macmillan)
- b. *The World of William Clissold*, by Wells. (Doran)
- c. *Modern Educational Theories*, by Bode. (Macmillan)
- d. *The Intellectual Life*, by Hamerton. (Macmillan)

CHAPTER FOUR

SETTING UP OBJECTIVES IN ARITHMETIC

Text — *Rating Elementary Courses of Study* — Stratemeyer and Bruner (pp. 30-36)

1. Read Chapter III in Department of Superintendence, Third Yearbook, "Research in Constructing the Elementary School Curriculum." This is for rapid skimming to obtain a general view of modern arithmetical teaching.

2. The basic objective of arithmetic is social efficiency which your text subdivides as follows :

- a. Ability to collect and understand the facts needed in solving daily problems
- b. Ability to select the right facts from among others
- c. Ability to evaluate facts
- d. Ability to relate facts properly

3. The social efficiency objective requires that children shall possess such mathematical knowledge and shall command such fundamental number skills as are demanded by modern life.

4. In addition children should be taught what Dr. Bobbitt calls "Quantitative Thinking," *i.e.*, the ability to interpret knowledge involving the use of number for general information.

5. Take your favorite daily newspaper and list all the items which involve the use of number for purely informational purposes.

6. The following inventory of uses of number in a daily paper was made by a student :

*USES OF ARITHMETIC IN A DAILY PAPER

AUGUST 14, 1929

1. Date
2. Telephone number
3. Volume and copy number
4. Price
5. Time in news articles
6. Weather report, temperature
7. Speed and altitude of endurance flight
8. Time of day in news articles
9. Depth of flood
10. Population of town
11. Length of bridge
12. Cost of bridge
13. Age of persons
14. Street numbers
15. Time of prison term
16. Number of pages and sections
17. Prices in advertisements
18. Fractional price cutting
19. Percentile price cutting
20. Clothing sizes
21. Measurements of merchandise
22. Prices quoted each and given number for given price
23. Amount and rate of taxes
24. Weight of merchandise
25. Dates of excursions
26. Standard time
27. Model numbers
28. Stock reports
29. Baseball scores
30. Taxicab rates
31. Golf scores
32. Batting averages
33. Team standings

* Prepared by Mr. H. A. Cook, University of Southern California, Summer Session, 1929.

34. Chapter number in serial
35. Radio program, time, and wave length
36. Numbers in crossword puzzle
37. Interest in bank advertisement
38. Quantities in recipe
39. Classified advertisement sections
40. Wages, classified advertisements
41. Produce prices
42. Miles per hour and time of airplane speed record
43. Car production per day and per month
44. Graphic statistics of gasoline sales and car travel

7. Examine some modern textbooks in arithmetic to determine general trends and tendencies. In order to make comparison easier, select Book II (Fifth and Sixth Grades) in the following series :

- a. McMurry-Benson — *Social Arithmetic*.
(Macmillan)
- b. Knight-Ruch-Studebaker — *Standard Service Arithmetic*. (Scott, Foresman)
- c. Buckingham-Osburn — *Searchlight Arithmetic*.
(Ginn)
- d. Fowlkes-Goff — *Modern Life Arithmetic*.
(Macmillan)
- e. Brueckner-Anderson — *Triangle Arithmetic*.
(Winston)

8. Grade each text according to Dr. Clark's criteria which follows :

- a. Use children's experiences, either actual first-hand experiences or descriptions of their experiences, to give purpose and meaning to arithmetical learning.
- b. Teach only those meanings, facts, skills, and procedures that are useful in modern life.
- c. Interest pupils in their growth in arithmetical learning.
- d. Distribute the practice upon learning a skill or a group of skills.

- e. Diagnosis and remedial practice are essential to effective learning.
- f. Demand accuracy in computation.
- g. Adjust requirements of the course in arithmetic to the abilities of the pupils.

9. Compare your rating with Dr. Clark's. See *Journal of Educational Method*, November, 1927.

10. You will find helpful material in the following magazine articles:

- a. "Three Objectives in Arithmetic," by Green. (*Childhood Education*, May, 1929)
- b. "Teaching Units in Upper Grade Arithmetic," by Kregel. (*Journal of Educational Method*, May, 1929)

CHAPTER FIVE

SETTING UP OBJECTIVES IN THE SOCIAL STUDIES

Text — *Rating Elementary Courses of Study*, by Stratemeyer and Bruner. (Read pp. 43-55, 63-68 inclusive.)

1. Note that your text lists separate objectives for History, Geography, and Civics. This is not the modern viewpoint which regards all three subjects considered under the single caption of Social Studies. Therefore we shall list our objectives for Social Studies by combining the most desirable objectives from all three fields.

2. The following may be accepted as tentative general objectives in the Social Studies :

- a. To interpret history as being essentially the story of the gradual unfolding of human progress.
- b. To develop an appreciation of the various contributions made by races and nations.
- c. To develop an understanding of present day problems — social, political, and industrial.
- d. To cultivate a discriminating taste for reading in the field of Social Science.
- e. To make clear the relation between man and his environment, how each has modified the other.
- f. To develop an appreciation of the service of the modern city, state, and nation to the individual and the group, creating a desire to meet intelligently the opportunities and to discharge faithfully the duties of a citizen.
- g. To develop habits, ideals, and attitudes which will rightly guide the pupil's conduct and direct his

influence in new and critical situations, developing directly those principles which make for the modification and control of behavior.

- h. To develop "World-Mindedness."
- i. To realize one's responsibility for better social order, to consider seriously
 - Where have we come from?
 - Where are we now?
 - Where are we going?
 - What business is it of ours?

3. Read Chapter VII in the Third Yearbook, "Research in Constructing the Elementary School Curriculum." This is a helpful summary of studies in Social Science from the modern viewpoint.

4. Examine the current number of the Sunday edition of the *New York Times*. Tabulate the material found in the field of Social Studies and note one which could be elaborated into a teaching unit. The following summary was made by a student from a copy of *The Literary Digest* and a lesson unit developed from one item :

SOCIAL SCIENCE MATERIAL*

Selected from *The Literary Digest*, July 7, 1928

- I. Historical (current events)
 - 1. Democracy's New Leader
 - 2. Tragedy and Heroism in Wreck of the *Italia*
 - 3. Finer Feathers for the Dove of Peace
 - 4. War Clouds in Manchuria
 - 5. France Returns to Gold
 - 6. What All the Shooting Was for in Jugoslavia
 - 7. History in *The Literary Digest*.
 - 8. Indians Who Spurn Olympics for Tribal Faith
 - 9. Big Business More Popular

* Prepared by Miss Evangeline Hymer, University of Southern California, Summer Session, 1928.

II. Geographical

1. A \$17 Grubstake That Made a Mining Magnate
2. Brazilian Rush for Diamonds or Death

III. Scientific

1. The Earth's Population Limit
2. What the Movies Can Do to Sculpture

IV. Miscellaneous

1. Current Events
2. Topics in Brief

WHAT THE MOVIES CAN DO TO SCULPTURE

Jack has brought us a copy of *The Literary Digest* which contains some interesting illustrations of sculpture and an article on "What the Movies Can Do to Sculpture" which he is going to read to you. Before he reads it, you will like to look at the pictures a moment. Do they look like very old specimens or like modern pieces of art? What do you notice that makes them appear old? What do you notice which indicates that they must have been made quite recently? Judging from these pointers, then, do you conclude that they must be ancient or modern? The next thing you will want to know, of course, is who made them and what country they represent. Let us ask Jack to read the article for us now Thank you, Jack.

Did any of you ever hear of the island of Bali before? Near what place is it located? Let us see how quickly you can find Java on the map. Is your map large enough to name Bali too? Probably not. In fact, the little island of Bali is so small and unimportant that I had never heard of it myself until a few months ago, when my attention was called to it in such a way that I suddenly be-

came very much interested in those particular square miles. A friend of mine spent a year in making a trip around the world recently. Just after his return a few months ago he entertained us at a fraternity meeting with a talk illustrated with colored slides. He had found Bali so fascinating that he chose it as the subject of his talk. So many interesting things he told us about the people of Bali, their manners and customs, their splendid physique, their queer houses, their enchanting island and their mysterious temples.

One especially sacred temple the natives guard so closely that my friend and his party had to start a mock fight to sidetrack the attention of the guards, and risk their lives in climbing up to the windows to get even a glimpse at the inside of it. No one except the natives of the island is ever allowed the merest glance inside, on penalty of death. The art work represented in these pictures decorates the walls of one of those sacred temples; perhaps of that very one.

You understand, then, that this sort of art looks ancient because it was made by primitive people, although it has really been made within the last few years. The interesting part about it is the surprise of finding automobiles, bicycles, and modern bandits in such a background. When you go to a movie, it probably never occurs to you that people on the other side of the world are looking at the same picture, and learning their American geography and history as well as art from it. Then, to complete the circle of contact between these far distant countries, an American travels to Bali, makes photographs of the native art work patterned after the American films shown there, brings

them back to the United States, and has them published in a magazine which may even find its way back to Bali as well as circulating throughout the United States.

When Rudyard Kipling wrote

“ Oh, East is East, and West is West
and never the twain shall meet,”

he was not thinking of moving pictures and radios, was he? The world is just as large as it was in Columbus' day, but modern science is helping the spirit of world brotherhood touch hands with its farthest neighbor.

5. Work out your selected item from the *New York Sunday Times* into a teaching unit similar to the one above.

CHAPTER SIX

OBJECTIVES IN THE SOCIAL STUDIES (*Continued*)

Text — *Curriculum Investigations*, by Bobbitt and others.

1. Read through rapidly Chapter II, "Major Fields of Human Concern; The Evidence from Periodical Literatures"; Chapter III, "The Evidence from Newspapers"; Chapter IV, "The Evidence from the Encyclopedia."

2. Read Chapter VII, "Duties and Traits of a Good Citizen"; Chapter X, "Quality of Conduct." Bearing in mind that these studies represent the most desirable civic qualities found today, determine how far short they fall of representing ideal citizenship, *i.e.*, not the best of *what is* so much as the best of *what might be*.

3. Character Education is the basis of all good teaching in citizenship. Read Chapter XIV, "Character Education," in the Fourth Yearbook, *The Nation at Work on the Public School Curriculum*. This is an elaborate and excellent summary of "good present practice" in character education.

4. Read rapidly Chapters 1-6 inclusive of W. W. Charters' *The Teaching of Ideals*, to obtain a good modern viewpoint on character education. Note that Charters avoids the pitfall of simply mechanizing citizenship traits into habits, by his continued emphasis upon the value of the right emotional background in the evolution of character.

5. You will find good material in the Social Studies in the following books:

- a. *Teaching American History in the Middle Grades* — Kelty. (Ginn, 1928)

- b. *Materials and Methods in the Middle Grades* — Henderson. (Ginn, 1928)
- c. *Teaching in the Intermediate Grades* — Freeland, Adams, and Hall. (Houghton Mifflin, 1927)
- d. *An Introduction to American Civilization* — Rugg. (Ginn, 1929)

CHAPTER SEVEN

OBJECTIVES IN READING AND LITERATURE

Text — *Rating Elementary Courses of Study*, by Stratemeyer and Bruner. (Read pages 87-92, 100-106 inclusive.)

1. Desirable general objectives in Reading and Literature appear to be :

- a. Control of the mechanics of reading.
- b. Ability to read and interpret what is read.
- c. The enrichment and extension of experience through wide reading in all fields.
- d. To enable pupils to participate *intelligently* in the thought life of the world and *appreciatively* in its recreational activities.
- e. To develop strong motives for a permanent interest in reading.
- f. To give pupils practice in the use of reference materials.
- g. To develop better modes of thought and expression.
- h. To develop facility in the five major types of adult reading: Recreational, Informational, Skill, Reflective, Intensive.

2. The primary objective of all reading is to get thought from the printed page. Thought-getting with most people divides itself into

- a. Reading for pleasure
- b. Reading for profit

3. Reading for pleasure may be upon either a low or a high level. Upon the lower level one reads simply for the

entertainment which he derives — love stories, detective fiction, humorous, etc. This type may be called *Recreational Reading*. In pleasure reading of the higher type one enjoys not merely the narrative but the social background and other “concomitant” features. A novel by Galsworthy or an essay may be read with keen enjoyment first for the narrative or exposition and second for the background against which the narrative or exposition is built. This type may be called *Reflective Reading*.

4. Reading for profit is usually one of three types

- a. Learning about something in which the reader is interested — local news, current events, world problems, etc. This type may be called *Informational Reading*.
- b. Solving some acute personal problem: How to make biscuits; How to make a radio; How to budget one's finances; How to prepare for an examination; are instances of personal problems which a reader may try to solve in part by reading. This type may be called *Intensive Reading*.
- c. Increasing one's ability in a definite field as when one reads Stevenson or Arnold to enrich one's written vocabulary. This type may be called *Skill Reading*.

5. Secure a copy of the current number of *The Literary Digest* and identify the material found under the five major heads given above. Remember that these types often overlap.

CHAPTER EIGHT

OBJECTIVES IN READING AND LITERATURE (*Continued*)

Texts — *Reading Objectives* by Anderson and Davidson ;
Oral and Silent Reading by Stone ;
Reading and Study by Yoakam.

1. To enlarge your vision of the reading field, acquaint yourself with Stone's *Oral and Silent Reading*, revised edition. Read intensively Chapter I.

2. Anderson and Davidson classify reading under two heads, "Work Type" and "Recreational," following the Twenty-fourth Yearbook.

READING OF THE WORK TYPE *

- a. To cross streets, to find stores and houses, and to make longer journeys: reading signs, railroad folders, maps, road guides.
- b. To understand assignments and directions in both school and life activities.
- c. To work out complicated problems or experiments: reading Scout Manuals, materials on radio, cook-books, problems in arithmetic or other textbooks and science manuals. Adults have also to read income tax blanks and materials relating to their vocations, home-making, children.
- d. To find or verify spelling, pronunciation, meaning, use of words: using the dictionary, encyclopedia, and other reference books.

* Twenty-fourth Yearbook of National Society for Study of Education, 1925, pp. 5, 6.

- e. To gather materials for fuller understanding or for talking or writing on one's hobby, for assigned papers and discussions in school or club, and for experiments: a common type of work in schools which have gone beyond the one-text stage, using all the facilities of the reference library, and tables of contents, indexes, headings, charts, illustrations, graphs, and tables in books.
- f. To inform or convince others: reading aloud minutes, notices, instructions, announcements, resolutions, reports (including compositions on work type topics) — usually when only one person has the matter before him — and reading aloud passages bearing on points under discussion.
- g. To know what is going on: reading news items, comments on events, book and drama reviews; looking over publishers' lists; tracing quotations or allusions or tracing and verifying statements to keep one up to the times. (For many people this sort of reading is recreational; for others it is distinctly work.) In school, this is represented by many assignments in civics, American problems, international relations, and current history, and in the reading of bulletins in rooms or halls and communications from other classes and schools. A common illustration among adults is reading or skimming trade, manufacturing, and professional journals and books or reports to see what is new and how others in one's field are acting and thinking.
- h. To decide how to act in new situations: reading notices, warnings, "advice to young people," business offers, advertisements. Pupils realize that they must meet new situations increasingly as they grow up. Such reading is done in school and needs to be done oftener on assignments in which pupils learn to weigh the accuracy and reliability of statements and make a choice, or secure full information and then decide what to continue and complete.

- i. To reach conclusions as to guiding principles, relative values, or cause and effect: reading conflicting opinions as to school athletics, social behavior, politics, war, and the like; reading reports and editorials about strikes, elections, committee hearings. Here, again, good schools, by assignments like those listed in Division g above, are doing valuable work. This also leads to devising new problems or determining action. Such independent reading is what all self-directed and intelligent workers do in real life; we need much more of it in school.

READING OF THE RECREATIONAL TYPE*

In addition to the types of reading given above, the normal person reads books and articles covering a wide range of subjects not closely related to his daily occupation. Such reading, according to Bobbitt, widens the range of one's observation and participation in the affairs of man. Books of travel, history, geography, science, biography, invention, sociology, government, etc., while not directly bearing on the daily vocational problems of man, enable him to observe the world about him, to travel in imagination in lands which he may never see, to acquaint himself with the experiences, struggles, traditions, and aspirations of preceding generations and to satisfy a natural human curiosity about the world he lives in, impossible of realization through direct observation and actual participation.

Such reading material is called good literature, if vividly presented in striking diction. It includes the recognized masterpieces of the world of literature for those who can read them with understanding and appreciation, as well as many selections and books not so recognized, but which portray with accuracy and clearness life as it has been and as it is in our

* Twenty-fourth Yearbook of National Society for Study of Education, 1925, pp. 7, 8.

great world. Such reading, not directly connected with the serious problems of one's own life, nevertheless enables him to live more fully. It unconsciously influences his thinking action, and thus modifies his behavior.

According to the National Committee on Reading, the typical situations which lead children and adults to reading of the recreational type are as follows:

- a. To relieve common everyday experiences: enjoying stories of home and school and of one's own village or city, such as *Little Women* and *Tom Sawyer* for children, and Garland's stories and Whittier's verse for adults.
- b. For fun or sheer enjoyment during leisure time: reading jokes, nonsense rhymes, Briggs' boy-cartoons for children, and familiar essays like Leacock's, Cobb's, more rarely Lamb's or Irving's, for adults. More reading for this purpose is needed in schools.
- c. To enjoy "sudden changes and sharp contrasts"* — positive excitement: reading stories of adventure and accounts of travel and peril, like *Robinson Crusoe*, the *Arabian Nights*, *Treasure Island*, du Chaillu's hunting adventures, accounts of the Japanese disaster.
- d. To get away from real life: reading romance and pictures of impossible idealism such as Tennyson's *Sir Galahad* or Longfellow's *Excelsior*.
- e. To enjoy ready-made emotional reactions (via the "emotional short circuit"): reading cheap sentimental verses and lurid and soft romances like *Elsie Dinsmore* series and Barbour's cheapest tales, and stories of stupidly romantic love. Common as this reading is, it of course has no rightful place in school.
- f. To satisfy natural and valuable curiosities about human nature and motives: reading excellent

* E. L. Thorndike, *Educational Psychology*, I, pp. 141-143.

character portrayals in fiction, plays and verse such as Irving's, Shakespeare's, and Dickens'.

- g. To give pleasure to others: reading aloud, among friends after supper, most frequently from materials like these mentioned in a, c, and f above.
- h. To read aloud parts of plays and dramatic dialogue: for enjoyment in class or preparation for further dramatization.
- i. To satisfy curiosity about animals, strange regions and times, and current happenings away from one's own environment: reading encyclopedias, travel and nature books and magazines, histories and miscellaneous portrayals of new experiences. Here the shift to purposive reading occurs often and very satisfactorily.
- j. To enjoy sensory imagery: the pictures and odors, the feel and sound — less frequently music and movement of poetry and poetic prose, sometimes by reading it aloud to oneself or by genuinely sharing pleasant experiences in discussing them with sympathetic friends. This is, of course, most often combined with purposes like those above. As a separate pursuit, it is to be distrusted. Enjoyment of this sort is rarely, if ever, furthered by analytical study.

3. Read thoughtfully Chapter II — Anderson and Davidson on "The Objectives of Reading Instruction."

4. Acquaint yourself with the remainder of the book so as to be able to find help in certain phases of reading when necessary.

5. The following books will afford valuable material on reading:

- a. *The Improvement of Reading* — Gates
- b. *New Methods in Primary Education* — Gates
- c. *The Teaching and Supervision of Reading* — Gist and King

CHAPTER NINE

THE SELECTION OF TEXTBOOKS

1. Examine the primers of four or five well-known reading series and note points of similarity and difference.

For example —

Everyday Classics. (Macmillan)

The Pathway to Reading. (Silver, Burdett)

Gates-Huber Readers. (Macmillan)

The Children's Own Readers. (Ginn)

The Elson Readers. (Scott, Foresman)

2. Construct a rough rating scale for judging primers.

3. Compare your scale with a scale scientifically worked out. The following scale developed by Dr. Cyrus Mead, University of California, will be found helpful :

	SUB-POINTS	SCORE
<p>I. OBJECTIVES — Extent to which reader aids — 25 points</p> <p>Presenting situations close to child experience which show need for information, activities, problem solving</p> <p>Creating taste and likeness for reading.</p> <p>Developing attitudes and appreciations.</p> <p>Practice in study, learning, and self-help habits. (This pertains primarily to the more factual work-study type reader.) . .</p> <p>Training in speed and comprehension, with materials sufficiently easy for :</p>	<p>7</p> <p>8</p> <p>5</p>	

	SUB-POINTS	SCORE
Ready recognition ; correct enunciation and pronunciation ; rhythmic eye movements for wide recognition span.	5	
II. HYGIENIC FEATURES — 15 points		
Cover : cloth ; attractive.		
Binding : durable ; machine sewed.		
Paper : white, unglazed, non-porous, tough (.075 mm.)	5	
Print : clear and black ; vertical stroke, thickness (.3 mm.).		
Size of type : first grade 2.75 mm. (18 pt.) ; second and third grades 2.00 mm. (14 pt.)	5	
Samples of Printing : 18 pt.		
14 pt.		
12 pt.		
Spacing between words : 2 mm. minimum of 6 to 7 letters per cm.		
Spacing between letters : vertical strokes .50 to .75 mm. apart.		
Length of line : 60 to 80 mm., average 90 + maximum. Uniformity in length of line makes for uniform eye movements.		
Distance between lines :		
first grade 3.12 mm.		
second grade 2.63 mm.		
third grade 2.10 mm.	5	
III. MATERIALS — Making for Interests — 30 points		
Variety — Animal stories ; child life ; true to life ; factual ; familiar experience ; information ; fanciful ; mostly prose ; heroic ; adventure	10	

	SUB- POINTS	SCORE
Style — Surprise and plot — elements of wonder and unexpectedness; some repetition; conversation; dramatic action; kindness; moralness; faithfulness	8	
Attractiveness — Size of book about $7\frac{1}{2} \times 5$; cover color bright: blue, red, yellow are favorites; catchy titles; wide page margins (not less than one inch)	4	
Illustrations: About twenty-five per cent of space; large (of full page width rather than small and irregular); colors crude, elementary, bright; with story telling qualities	4	
Newness — Not common, in content or theme, to other books	4	
IV. VOCABULARY — Based upon recognized grade placement — 15 points. (See Key attached to check reader with the teachers' word book.)	15	
V. PUPIL AND TEACHER HELPS — 15 points		
Study directions; guiding questions; exercises. (This pertains primarily to the more factual work-study type reader.)	5	
Provisions for testing progress	5	
Table of contents and index.		
Workable manual with concrete technique suggestions	5	
Total possible points	100	
Your score		

EPITOME—PERFECT TOTAL SCORE 100	POINTS	JUDGES' AC- CORDED SCORE	PER CENT OF JUDGES' SCORE AS BASED ON RESPECTIVE POINTS
		.....	0 25 50 75 100
I. Objectives.....	25	.....	. . . . .
II. Hygienic Features	15	.....	. . . . .
III. Materials.....	30	.....	. . . . .
IV. Vocabulary.....	15	.....	. . . . .
V. Pupil and Teacher Helps.....	15	.....	. . . . .

(Circle correct dot above and join with line)

Name of Reader..... Author.....
 Publisher..... Copyright date..... Cost.....
 Number of pages in book.....
 Number of pages illustrated..... per cent of illustrations
 to total book.....
 Manual (circle) Yes No
 Grade — Best adapted — In your judgment (circle)
 1 2 3 4 5 6 7 8
 Score by.....
 Date.....

4. Rate the primers selected by Dr. Mead's scale. You will find some interesting correlative reading in "An Analytical Study of Basal Reading Texts" — Simpson in the *Journal of Educational Method*, June, 1928.

CHAPTER TEN

OBJECTIVES IN ENGLISH EXPRESSION

Text — *Rating Elementary Courses of Study*, by Stratemeyer and Bruner. (Read pages 81–86 inclusive.)

1. The reader should remember that language is a tool, and that the value of a tool lies, not in itself, but in what it can do. The major objectives of English Expression in the elementary school are easily stated :

“ The simple objectives of English Expression are the ability to organize a few simple ideas around a central thought and to express these readily and accurately either verbally or in writing.” (Sheridan’s *Speaking and Writing English*.)

2. In a formal school where English (or language) appears on the daily program of studies as an isolated unrelated subject, it becomes necessary to provide a text in the subject and to compel pupils and teacher to follow the logical arrangement of subject matter provided by the author. Possible needs are suggested and artificial situations are created to meet those needs. The pupil will undoubtedly obtain some good from having pursued a “ course ” in English, but for most pupils worth while motives are entirely absent except the motive of pleasing the teacher.

3. In the free or socialized school where the English period is devoted to the solution of English problems which have arisen during social studies’ activities the pupil has a strong motive for pursuing his studies in English Expression, and he will be led by a wise teacher to select for practice that exercise in his text which will supply the necessary information or provide the

necessary drill wherewith to meet the problem in hand, regardless of the page in the book on which the needed material occurs. From this standpoint the use of a text in language becomes as pleasant and as highly motivated as the use of a dictionary or other reference book by an adult who needs help in meeting some personal problem. If, at the beginning of a term, children find themselves addicted to the use of "seen" in place of "saw" and can find help in their language text, it is quite immaterial that such material be found on page 66 and not on page 1. The teacher in the free school will find her text most valuable not for its logical presentation of subject matter but as a check on the desired and desirable "outcomes" of her English Expression "activities."

4. While more will be said later about the "Activity Program" it may be mentioned that, apart from the study of English Expression, skills and drills, as an activity, may be developed solely for the sake of English Expression itself as if it were a derivative from social studies or reading. For example, worth while activities in English Expression may originate in

- a. Marionette and puppet shows
- b. Dramatics
- c. Auditorium or class programs
- d. Pageants
- e. Literary clubs
- f. A school magazine or school paper

5. You will find some interesting material on objectives in English Expression in the following sources:

- a. *Progressive Education* — Jan.—March, 1928.
- b. *Marionettes, Masks, and Shadows*, by Mill and Dunn.
- c. "Language in Second Grade through Children's Experiences," by Moffatt in the *Journal of Educational Method*, April, 1928.

CHAPTER ELEVEN

FIRST GLIMPSES OF THE FREE SCHOOL

1. Your study so far has revealed some aspects of "best present practice" as shown by the general objectives of (a) Education, (b) Arithmetic, (c) Social Studies, (d) Reading and Literature, and (e) English Expression indicated in some modern courses of study (Stratemeyer and Bruner). You are now ready to learn something about the New Education. The following reading references will help you to answer such questions as these: What is meant by the Progressive Education Movement? What is an Activity? What is a large Unit of Work? What are Outcomes? What is the definition of the Curriculum from the standpoint of the Free School?

2. Read *The New Leaven*, by Cobb. This book contains the creed of the Progressive Education Association with a full explanatory chapter on each article of the creed. To a large degree this reference contains the educational philosophy behind the better private schools in the United States which follow the Activity Program.

3. Read *Making an Elementary School Curriculum*, by Tippet and others. This book was written by the principal and teachers of the Lincoln School, an experimental elementary school conducted under the auspices of Teachers College, Columbia University, and contains a full account of the work done in that school after ten years of experimentation. You will find that this book will tell you clearly and fully how to carry out an Activity Program in a public elementary school, how to develop large Units of Work, and how to set up and evaluate probable outcomes. It describes for you in detail a large number of Units of Work developed in the Lincoln School.

4. Read *The Child-Centered School*, by Rugg and Shumaker. This book is a critical evaluation of the New Education in general and of the work of Lincoln School in particular. It will open new educational vistas to you and help you orient yourself with respect to the newer types of elementary schools.

5. Read the Twenty-Sixth Yearbook, National Society for the Study of Education, Part Two — *The Foundations of Curriculum Making*. This book contains a composite statement on the American curriculum from a committee composed of the following members: William C. Bagley, Franklin Bobbitt, Frederick G. Bonser, Werrett W. Charters, George S. Counts, Stuart A. Curtis, Ernest Horn, Charles H. Judd, Frederick J. Kelly, William H. Kilpatrick, George A. Works, Harold Rugg (Chairman). The composite statement is followed by statements from the individual members of the committee expressing their respective views on the curriculum.

6. We are now ready to define curriculum and can do no better than to quote from the Twenty-Sixth Yearbook*:

- a. "The curriculum should be conceived, therefore, in terms of a succession of experiences and enterprises having a maximum of lifelikeness for the learner." (page 18)
- b. "The first step in modern curriculum making is to formulate a statement of the activities which constitute a proper quality of human living. These are the objectives. They are the processes. They are the curriculum." (page 49)
- c. "Education, then, is desirably such a process of living as remakes life — remakes it not once nor occasionally at long intervals, but if possible continuously remakes it." (page 131)
- d. "The curriculum is fundamentally a succession of experiences by which one may learn the ways of life. — Without question, this implies what is now called 'an activity curriculum,' or a 'behavior curriculum.'" (pages 60-61)

* Quoted by permission.

For our own use let us sum up the foregoing views in the following tentative definition: The curriculum is a succession of worth while activities (or experiences).

(Note: — In section D of the bibliography (pages 100–101) you will find many references to helpful books which will supplement those books listed above.)

CHAPTER TWELVE

INITIATING THE ACTIVITY PROGRAM

The first step in developing an Activity Program is to devise a flexible daily program which permits sufficient time and freedom to make activities possible. Below are given two suggestive daily programs for grades 3-4 and 5-6 respectively. No program is suggested for primary grades, as the absence of a large number of subjects and the comparative simplicity of primary subject matter permit of very easy adaptation to an activity program.

1. SUGGESTIVE PROGRAM FOR GRADES 3-4*

9 : 00-10 : 00 *Activities*

The first ten minutes of this period may be devoted to group discussions. At this time one child assumes the responsibility for the period, stands before the entire group and tells some interesting information he has secured from his reading or association with people. At the end of the talk the pupils may question him in order to clear up misunderstandings or to get further information on the subject under discussion. This period should afford real training in social efficiency by giving an opportunity to develop self-confidence, poise, courtesy, responsibility, and the ability to think on his feet.

Social studies, nature study, or general science

* Devised by Division of Course of Study, Los Angeles, Ethel I. Salisbury, Director.

will form the foundation for the activity work. Reading, writing, spelling, oral and written English, arithmetic, and industrial arts will necessarily be included, the proportion of each depending on the activity.

10 : 00–10 : 10 *Recess*

10 : 10–10 : 40 *Activities*

Three days a week the activity work will be continued during this period. The other two days the time may be devoted to art.

10 : 40–11 : 05 *Recess and Physical Training*

11 : 05–12 : 00 *Skills and Drills*

This work will grow out of the deficiencies noted in the activity work. Spelling and penmanship should each receive fifteen minutes daily. Development of skills in reading and oral and written composition will receive about twenty-five minutes of the time.

12 : 00– 1 : 00 *Noon Intermission*

1 : 00– 1 : 50 *Appreciations*

Literature (prose and poetry) and music furnish opportunity for developing attitudes of appreciation.

One fifty minute period per week should be devoted to free reading. At this time every child in the room should have the opportunity to read silently material in which he is interested. Library books or browsing table books may be read. Avoid detailed formal checks or quizzes over this reading.

1 : 50–2 : 30 *Skills and Drills*

This time will be used for problem solving and drills in the fundamentals of arithmetic.

Note : — It is assumed that the closing time of the third grade is 2 : 30 P.M. When the fourth grade closes its work at 3 : 00 P.M. the above program should be altered as follows :

- 1 : 00-1 : 55 Appreciations
 1 : 55-2 : 05 Recess
 2 : 05-3 : 00 Skills and Drills

2. SUGGESTIVE PROGRAM FOR GRADES 5-6*

9 : 00-10 : 00 *Activities in the Content Subjects*

The work of this period consists primarily of social studies activities, nature study and definite training in study techniques of which the following are examples: The skillful use of the table of contents and index to locate material; skimming to find sentences containing desired information; the preparation of summaries of important facts; and the organization of material gathered from several different sources. The specific techniques to be taught should be determined by the current needs of the pupils in their activities and by the difficulties which they encounter:

Throughout the day, training in good citizenship should be given through example and suggestion. When need for direct instruction arises, however, a portion of this hour may be utilized for the purpose.

10 : 00-10 : 40 *English Activities*

Because motives for oral and written expression frequently arise from social studies and nature study content, there is an advantage in placing English here.

This hour is devoted primarily to coherent thinking and the enrichment of material to be expressed with only secondary emphasis on accuracy of speech, punctuation, sentence structure, and the drill phases of language. These can best be cared for in the period allotted to skills and drills.

* Devised by Division of Course of Study, Los Angeles, Ethel I. Salisbury, Director.

Oral expression should receive a relatively larger emphasis than written expression.

10 : 40–12 : 00 *Recess and Motor Activities*

The work of this period varies. It includes rhythms, music, physical training, manual education, home economics, and agriculture.

1 : 00–2 : 00 *Appreciation Activities*

Literature, art, and music furnish opportunity for developing attitudes of appreciation.

To use the literature period to advantage, we must recognize, first, that the objective in literature is a taste for good reading, and second, that the basic method is to expose the pupils to an abundance of worth while reading material. For the purpose of stimulating interests, brief interesting book reviews, clever book skits, and the oral reading of books and periodicals to pupils are useful.

Avoid developing an aversion to reading by too extensive a use of reports and checks.

2 : 00–3 : 00 *Skill and Drill Activities*

The period is devoted to the acquisition of worth while skills in the field of arithmetic, language, spelling, and writing. The drills should be those for which the pupils show need in their other activities.

This work may be organized thus :

50 minutes three days a week to arithmetic, including both reasoning and drills

10 minutes each day to spelling

25 minutes two days a week to language

25 minutes two days a week to writing

In all the regular school activities the teacher should be alert to discover opportunities for developing the ability to think quantitatively. Practical problems too complicated to be cared for at the time they arise may be studied during this hour.

CHAPTER THIRTEEN

THE LARGE UNIT OF WORK

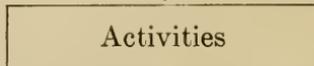
Text — *Curriculum Making in an Elementary School*, by
Lincoln School Teachers.

1. The Twenty-Sixth Yearbook speaks of the component parts of the curriculum as

- a. A statement of objectives.
- b. A succession of activities — “ Shown by analysis to be reasonably uniform in value in achieving the objectives.” (page 19)
- c. Subject matter or “ materials.”
- d. Outcomes — “ to be derived from the experiences ” — or activities. (page 20)

2. It now becomes necessary to make clear the relation between two terms which we shall use very frequently hereafter in our discussions — “ Activities ” and “ Large Units of Work.” Let us illustrate by a diagram as follows :

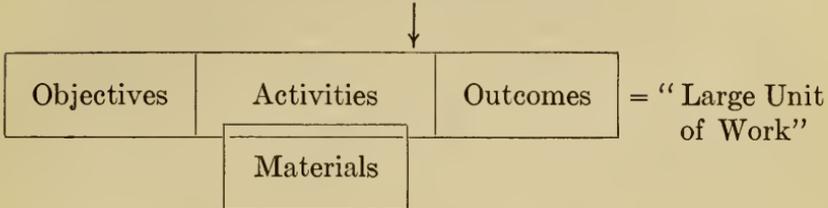
A. THE PUPIL'S VIEW



The pupil engaged in such an activity as the study of the Panama Canal through the solution of some such problem as “ What benefits accrue to our country through its possession of the Canal? ” or through the construction of a miniature canal on the school room floor, or through the arrangement of a Canal Zone travelogue which he presents in the school auditorium, is

interested in his particular job for the fun he derives from it. A normal child will not be self-conscious to the extent of worrying about its pedagogic values.

B. THE TEACHER'S VIEW



On the other hand the teacher sees the activities of the moment not merely from their standpoint as occupations but as points in a series of which the origin is found in definite educational objectives and the climax in desired and desirable outcomes. For convenience we call this teacher-sequence of Objectives and Activities and Materials and Outcomes a "large unit of work."

3. What are some typical subjects of "units of work"? Last summer a university class in Curriculum Making submitted the following titles of "units of work" which they wished to develop in their respective class rooms:

- a. What Did the Romans Do for England?
- b. Featherless Birds (Aircraft)
- c. Let's Have a Puppet Show
- d. The Telephone
- e. Aboard the Graf Zeppelin
- f. The Redwood Highway
- g. My Cousin in Germany
- h. The New Royal Road (El Camino Real del Sur)
- i. Indian Trails
- j. The Story of Boats
- k. The Story of the Golden Fleece
- l. A Toy Village
- m. Starting a School Paper
- n. Hello, Central!
- o. The Story of Boats

4. Examine the following introduction :

*Having a South American Exposition**

“ One day during the language period a pupil told of a week-end visit to San Diego, and of an afternoon at Balboa Park. Several other children had been to this park, and their parents had told them about the World's Fair in 1915. This led to a discussion of ‘ fairs ’ and ‘ expositions ’ and the reason for having them. Most of the children had been out to Exposition Park and they told of exhibits they had seen. The class period ended with the children's decision to ask their parents about the other expositions and to report the next day.

“ During the reports on the following day, one boy suggested, ‘ Let's have an exposition.’ The teacher led the class into discussing what the purpose would be. It was decided to have a South American Exposition, as that was the country they were studying in Social Studies, and to invite the other fifth grade classes.”

Tell in as much detail as possible how you would develop a unit of work based on the above topic.

* The Los Angeles Course of Study, Fifth and Sixth Grades, pp. 82-84.

CHAPTER FOURTEEN

THE LARGE UNIT OF WORK (*Continued*)

Text — *Curriculum Making in an Elementary School*, by Lincoln School Teachers.

1. You will find below the complete "unit of work" on the South American Exposition referred to in the preceding chapter. Compare your outline with it and note similarities and differences.

*Having a South American Exposition**

One day during the language hour a pupil told of a week-end visit to San Diego, and of an afternoon at Balboa Park. Several other children had been to this park, and their parents had told them about the World's Fair in 1915. This led to a discussion of "fairs" and "expositions" and the reason for having them. Most of the children had been out to Exposition Park and they told of the exhibits they had seen. The class period ended with the children's decision to ask their parents about other expositions and to report the next day.

During the reports on the following day, a boy suggested, "Let's have an exposition." The teacher led the class into discussing what the purpose would be. It was decided to have a South American Exposition, as that was the country they were studying in Social Studies, and to invite the other fifth grade classes.

a. Possible exhibits were listed on the board and as each child seemed to have some special interest, each was allowed to choose his own.

* The Los Angeles Course of Study, Fifth and Sixth Grades, pp. 82-84.

- b. Those choosing allied subjects formed themselves into groups and a special place in the room was assigned to each group. At each succeeding social study period the children formed their own groups without direction from the teacher.
- c. Magazines were brought from home and the first few lessons were spent in cutting pictures that could be used by any group. This community helping aroused among the children an interest in all the exhibits. It was surprising how a child who was interested only in rubber managed to find pictures that could be used in the Nitrate Exhibit. After all available material was used the pictures were sorted and given to the various groups. In the drawing period they were arranged and mounted. These charts were to be placed on the wall in back of the exhibits.
- d. The children had noticed that in their advertisements some companies had mentioned free booklets and samples. They asked if they could send for some of these and the teacher agreed, but told them they must send the proper kind of letter. The next few language lessons were spent in letter writing, and during the penmanship period they practiced to improve their writing. It had been decided that only the best letters could be sent. Then the problem came up of whether to send a different kind of letter to each company or whether one form would do. One of the girls said that since they wanted the same kind of things, *i.e.*, samples, pamphlets, or books, they might use the same kind of letter, but address them differently. The following form was finally agreed upon with a different heading for each company :

“ Dear Sir :

“ Our 5A class is having a South American Exposition, and we want to know if you will help us.

“ We could use samples, pamphlets, or books.

Please let us know if there will be any charge and what the postage will be.

“We shall be glad to use your things in our exhibit.”

The teacher had a list of addresses, and these, with the ones the children found, were placed on the board. Everything from steamship companies to the Chilean Nitrate Director was listed. Each group wrote letters to the companies in which it was interested, and the best ones were chosen to be sent.

- e. When the problem of postage came up each child contributed two cents. A boy was chosen to collect the pennies and keep account of the postage.
- f. While waiting for answers to the letters the children were kept busy planning the placing of the exhibits, making posters for the hall, entrance and exit signs for the doors, and gathering more material.
- g. The groups studied their particular subjects until each child felt that he could speak on his subject and answer any question that might come up. Then speakers were chosen and the group helped the speaker plan his speech. The speaker practiced his talk within the group until he felt able to make it before the class. When the speech was made before the class, the other children offered criticisms, and corrected any mistakes made.

When the packages and letters arrived the children found that only one had to be paid for, a rubber exhibit costing sixty cents.

- h. Besides the other fifth grades, the children decided to invite their mothers, the principal, and the vice principal. The invitations were discussed and each child wanted to take home the one he had written. As some of their mothers could best come in the morning and others in the afternoon it was decided to include both times in the invitation. The following form was decided upon :

The 5A Class in Room Thirty-one
invites you to attend a
South American Exposition, Wednesday,
May the Twenty-eighth,
From Ten-Thirty to Twelve or from One to Three

The children who wrote the best invitations were chosen to write those to the other rooms, the principal, and the vice principal.

- i. A class speaker was chosen whose duty it was to welcome the visitors and introduce the speakers. Each speaker was seated by his exhibit and was expected to answer any questions. One child said he thought the visitors would be more interested in the exhibits if they heard the speeches first, so a boy was stationed at the door to direct people to the seats. The morning of the exposition was spent in arranging exhibits. At ten-thirty the first visitor and one of the fifth grade classes arrived. The class speaker made his speech of welcome and then introduced the speakers for the different sections.
- j. Following is a brief description of the exhibit of each section :

The map section had maps showing South America's relation to the world (physical, political, rainfall, and population maps). The transportation exhibits consisted of charts and all kinds of toys showing types of transportation. "The Transmission of Messages" was illustrated with a wireless.

The Panama Canal exhibit consisted of charts, pamphlets, and a sand table.

"Coffee: From the Seed to the Breakfast Table" was illustrated with green, roasted, ground, and vacuum-packed coffee.

The Baker chocolate exhibit, loaned by the cooking teacher, was used by the chocolate section.

A large collection of articles made from rubber and some miniature tires were displayed by the rubber section.

The Chilean Nitrate Director sent two small cans of nitrate and two splendid books for the nitrate exhibit. The ranching exhibit sand table had a tractor, and small dolls were dressed as South American ranchers. All forms of ranching were included in the chart. The final exhibit was made up of South American curios brought in by the children. The South American Exposition proved so successful that it was continued throughout the next morning and ten classes visited South America with the children.

CHAPTER FIFTEEN

THE LARGE UNIT OF WORK (*Continued*)

Text — *Curriculum Making in an Elementary School*, by
Lincoln School Teachers.

1. You are now ready to learn how to plan a unit of work.
You will recall that the major elements are

- a. *Objectives*
- b. *Activities*
- c. *Materials*
- d. *Outcomes*

You will also recall that the experts who wrote the Twenty-Sixth Yearbook agreed that although worth while activities must spring out of the spontaneous interests and felt needs of childhood the teacher must so direct and control the learning process as to make learning economical and effective through careful planning of her work in advance. You will wish to write up your initial unit of work

First, as a preliminary sketch embodying what you wish to accomplish ;

Second, as a complete record of what actually took place.

2. It must be understood that the preliminary sketch will necessarily be shorter and less definite than the final written unit of work, as you will be forecasting what you hope to accomplish and the final product may turn out to be quite different. You will find the following form convenient for the preliminary sketch :

- a. *General Objectives*

These should not exceed three in number and should express in general terms what you, as teacher, hope to accomplish.

b. *Situations out of which the activities may arise*

This should be a statement in narrative form of the manner in which you hope the desired activities may have their origin. It should also show how you expect to "set the stage," a term you will find explained in *Curriculum Making in an Elementary School*.

c. *Activities*

This section will list the class and group activities with which you desire to experiment.

d. *Materials*

This will be a list of books and other reading materials used, industrial materials such as paper, paint, wood, etc., and visual materials — pictures, charts, etc. You will find *School Activities and Equipment*, by Knox, very helpful in suggesting activity materials.

e. *Outcomes*

This will be a statement of the desired outcomes you hope your pupils will acquire as a result of the activities. In the main these outcomes will be expressed in the following manner

Knowledge of.....

Ability to.....

Skill in.....

Appreciation of.....

3. The following material will give you an idea of how your preliminary sketch should look :

PRELIMINARY SKETCH OF A POSSIBLE UNIT OF WORK

"A GATE INTO THE PAST"

Objectives: To give children an intelligent idea of how the Ancient Egyptians lived and worked.

To awaken an interest in ancient peoples and land.

To develop an interest by way of Egypt which will lead into voluntary reading about the neighbors of Old Egypt, especially Greece.

Situations out of which the activities may arise:

1. How many of the children have been to or seen from the outside the Egyptian Theatre in Hollywood? Why was it built in this style? What features of Egyptian art appeal to modern people? Why were Americans so greatly interested in the tomb of Tut-Ankh-Amen? Why do so many people like to visit Egypt? When is the best time of year to go?
This preliminary discussion should be cut short at this point. Its purpose is to start the children thinking about Egypt and they should be given some time to reflect on what they have heard.
2. Place some good pictures of Egypt on the bulletin board and make no comment on them unless the children ask you to do so. See if they are sufficiently interested to look them over. Do not be discouraged if the interest is light at first — we must allow children to develop an interest leisurely at times.
3. Read the story "The Great Pyramid" in *Far-Away Hills*, pages 46-70. This is taken from Netta Syrett's *Rachel and the Seven Wonders*. Show them the pictures on pages 54 and 61, calling attention to costume and hieroglyphics.
Read (and simplify as you read) "Decipherment of Egyptian Writing by Champollion" in Breasted's *Ancient Times*, pages 97-99, and notes on the Rosetta Stone, page 455. Call attention to the picture of the Rosetta Stone on page 454. As Breasted is rather difficult for some sixth-grade classes, it may be necessary to retell the author in your own words. Read to the children "The Picture Writing" in Lamprey's *Long Ago in Egypt*, beginning on page 54.
4. Place in the hands of the children *Egyptians of Long Ago* by Mohr, Washburne, and Beatty, and read with them, stopping for discussion over points raised by the children, "The Procession and the Temple," pages 106-132.

Activities

1. A TOURIST TRIP TO EGYPT

By this time the children will probably be interested in knowing what remains the traveler to modern Egypt may still find. Thousands of tourists visit Egypt each year and the question will arise "How does one reach Egypt from Los Angeles?" Reference to travel folders will show three possibilities:

- a. Railway to New York, steamer to Naples or Brindisi, steamer to Alexandria.
- b. Steamer from Los Angeles Harbor to Marseilles or Genoa or Naples, steamer to Alexandria.
- c. Round the World Excursion steamer from Los Angeles Harbor westward *via* the Orient direct to Alexandria or Port Said.

For the sake of the group who wish to make an imaginary winter trip to Egypt as well as for those who stay at home, a pictorial map of the Nile Valley locating historic points of interest may be made on large sheets of wrapping paper with crayola or calcimine. Children should decide

- a. What places to represent
- b. What pictures to draw or paint
- c. Which pictures, of all submitted by various members of the class, are worthy to be reproduced on the map.

2. TRAVELOGUE — THE RIVER OF THE LOTUS

This may be a group activity for class or auditorium program in which members of the class will present in travelogue form an account of a river trip on the Nile in ancient and in modern times. Invaluable help will be found in Breasted's *Ancient Times*, Chapter III, in Lamprey's *Long Ago in Egypt*, Chapter XIII, and in Mohr, Washburne, and Beatty's *Egyptians of Long Ago* (chapter heading "Down the Nile to the Sea").

3. RESTORING THE ANCIENT GLORIES OF THEBES

This activity may be worked out by children especially good in art through a sand table representation of the historic buildings at Thebes and Karnak, using clay for the buildings and statues. This should not be used as a class or large-group activity as it will involve not only skill in handwork but considerable research.

Outcomes

1. An acquaintance with the life of Ancient Egypt.
2. An appreciation of the part the Nile played in the lives of the Egyptians.
3. Ability to recognize on the map commonly known Egyptian place names.
4. Ability to trace on the map of the world commercial routes leading to Egypt.
5. A desire to know something more of Old Egypt's ways and days.

CHAPTER SIXTEEN

THE LARGE UNIT OF WORK (*Concluded*)

Text — *Curriculum Making in an Elementary School*, by
Lincoln School Teachers.

1. What are the criteria for judging a unit of work? Your author names eight. The following items are adapted from his list :

- a. The unit of work must be selected from real life situations (past experiences and present needs) and must be thought worth while by the child because he has helped select it and because he finds in it satisfaction of his needs.
- b. The unit of work must afford *many* opportunities for action leading to some useful end in the child's life.
- c. The unit of work must afford not only *many* opportunities but many different *kinds* of opportunities so as to allow freedom of choice and provide for individual differences.
- d. The unit of work must make individual growth possible — the pupil's own standards should rise as his experience broadens. What satisfies him to-day should not satisfy him next month with increased skill on his part.
- e. Each unit of work should lead into other related units of work (leading-on-ness) so as to widen the pupil's interests and understanding.
- f. Each unit of work must help meet the demands of society and must help clarify social meanings. (It

must help to interpret the adult world in which the child lives outside of school hours.)

- g. Each unit of work must be accompanied by progress in the tool subject affected by that unit.
- h. Each unit must lead to the development of desirable habits.

2. Whenever you plan a unit of work apply these criteria and strengthen the weak places.

3. Read as an example of a worth while unit of work "Furnishing a Playhouse" by Miss Giddings, in *Childhood Education*, January, 1929.

4. In a preceding lesson you were told that the unit of work in its final form, *i.e.*, at the completion of the activity, would necessarily differ in form from the preliminary sketch. The following unit of work was written as a record of a completed activity.

A MEXICAN PARTY*

(A Third-Grade Activity)

Introduction

Room 19 spent a very enjoyable time during the month of April studying Mexico and correlating the study with other subjects through activity. The activity culminated in the giving of a two-act play, "A Party in a Mexican Patio." The success was due to the eager response and happy unified hard work of the children, who were unusually anxious to study Mexico. Many of them were Mexicans, and those who were not seemed to enjoy and appreciate the fact they had Mexican children in the class.

Situations out of which the activity arose

The study was first taken up in the history period. A map was brought in and the position of Mexico was discussed. Several children had been born in Mexico or had lived there and they eagerly told all they knew.

* Prepared by Miss Marguerite Hummel, Bridge Street School, Los Angeles.

Books on Mexico were read in class. Great interest was aroused.

It was the right time to make an illustrated book of Mexico. The children colored three pictures. They were of a Mexican boy, a Mexican girl, and boy and girl together. These gave the children a visual idea of the Mexican costume. A lovely book with a red cover was made next. The pictures were mounted and pasted in this book. On the outside of the cover the children decided to put a Mexican bowl. This they cut out and colored with crayola in original Mexican designs. The books were so lovely I suggested that the children write several stories about the pictures. This brought Mexico into the language period. The children thought the idea of writing stories fun until they began to write, then they came to difficulty. They could not spell the words they wanted to use. This was the exact situation I wanted. I wrote on the board the words that the children wanted to use. They then wrote their first stories. I suggested that as long as they were to write more stories they might as well learn the words. We learned on an average of twenty words a week. Mexico had entered into the spelling period. The words were hard and I had misgivings, but many 100's scored the papers. One little girl said her brother did not believe she was having *tortillas*, *tropical*, and *plateau* for spelling. The first story was corrected and copied and the second one followed. During the other language periods and writing periods I had the class copy short stories about "The Wild River of the North" and "Floating Gardens." These papers were finally put together for a second book. This book needed a cover. Another art lesson was taken to make it. A piece of colored paper was divided into squares of one inch. I illustrated on the board how to make a pattern in a one-inch square and then repeat it to form a surface pattern. We talked about colors Mexicans like best and limited ourselves to black, red, orange, yellow, and green. The

results were splendid. There wasn't one poor one. Many designs were nice enough for commercial papers. The designs were made in one period. The two sets of books were hung on the walls.

The activity

By this time we had learned a great deal about Mexico and were ready to write a play. I had promised the children they could write one as soon as they had gathered together enough facts. All were eager to begin. We worked it this way. We discussed the kind of play, the scenes, the characters, and so on. I wrote the play on the board as the class made it up. I suggested and guided the work. The long speeches about "Old Popo" and "How to Make Tortillas" were written at home by the characters who gave them. Only one boy failed in this, and to hurry matters along I wrote it for him. It was the only poor, stilted speech in the play. The prologue girl wrote her own little speech. Several names for the play were suggested and one finally chosen. While the play was being rehearsed the few who were not in it made paper flowers for the floating gardens and arranged dried peppers (chili), corn, cactus, bowls, and other things for atmosphere. One boy cut out jackets for the boys in the play and several girls sewed them up. I made a large Mexican flag with an eagle on it.

We took one art lesson to make the invitations. I suggested having them in the shape of bowls. The class made their own designs, unlimited as to colors. They decided what to write inside and I wrote it on the board. Another art lesson was given over to the drawing of Mexican heads. I illustrated on the board how to go about making the oval for the face, where to put the eyes, nose, and mouth, why the head should be large to fill the space, why the pattern in the serape should be simple, and so on. I erased my illustrations and the children started to work. The results were most interesting. Every one was good in composition.

The day of the presentation was an exciting one.

One boy covered the stove with green paper and flowers. All the children brought flowers. Two screens were decorated with dried peppers and corn. Mexican atmosphere pervaded the whole room. Another third-grade class were the invited guests.

A PARTY IN A MEXICAN PATIO

*Cast of Characters**Mexican family*

Mexican mother	Children — Adolpho, Petra,
Mexican father	Alfonso, and Ventura

Mexican servants

Julia	Manuel
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Mexican vendors

Takeshi	Jesus
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American family

Mr. Johnson	Aunt Jennie
Mrs. Johnson	Children — Margie, Donald, Annette

Guests (Mexican)

Bonita	Henry
Lupé	Frederick
Lucia	

The Play

SCENE: The Patio in a Mexican Home

PART I

Curtain rises. (MEXICAN MOTHER is fixing flowers in patio)

MEXICAN MOTHER — Come, my children, come and help me.

(ADOLPHO, PETRA, ALFONSO, and VENTURA enter)

PETRA (*rubbing her eyes*) — Oh, mother, I'm too tired.

MEXICAN MOTHER — Now, Petra, don't be so lazy. Go wash your face in cold water, then you won't feel so sleepy. Ventura, will you pick up all the fallen leaves?

VENTURA — All right, mother.

ADOLPHO — Mother, I'm so thirsty.

MEXICAN MOTHER — Go tell Julia to give you a nice glass of spring water.

ALFONSO — Oh, mama, what can I do?

MEXICAN MOTHER — You be a good boy and read your book. (PETRA *comes in*) Petra, will you water the ferns?

PETRA — Yes, mother. (MEXICAN FATHER *comes in*)

MEXICAN MOTHER — Oh, I am so glad you came. It will soon be time to meet the guests.

MEXICAN FATHER (*pats ALFONSO's head*) — Is everything ready?

MEXICAN MOTHER — Yes.

JULIA — The tortillas are cooked.

MEXICAN FATHER — Julia, take the children and dress them properly.

JULIA — Yes, sir. (*Exits with children*)

MANUEL (*enters*) — It's time to meet the Americanos.

MEXICAN FATHER — All right. Let's go. Adios.

MEXICAN MOTHER — Adios.

PART II

Curtain rises on same scene. (MEXICAN MOTHER enters ready to receive guests)

JULIA (*enters with children*) — The children are ready.

VENTURA — Oh, mother, when are the Americanos coming?

MEXICAN MOTHER — Sh — here they come now.

CHILDREN — Oh, here come the gringos.

MEXICAN MOTHER — Sh — you must call them Americans.

MEXICAN FATHER (*enters with guests*) — Mr. and Mrs. Johnson, I want you to meet my wife and children.
(*All bow*)

MEXICAN MOTHER — And these are your children?

CHILDREN — Oh, come, we will take you to our play room.

MEXICAN MOTHER — Please sit down.

TAKESHI (*enters*) — Do the Americanos want to buy any flowers from the floating gardens?

MR. JOHNSON — How beautiful. What are floating gardens?

TAKESHI — Floating gardens are made of woven branches of trees in which dirt is packed. Seeds are planted in the dirt. This is then placed in the center of the lake. Aztec Indians take care of the gardens. You see, the flowers are very beautiful.

MEXICAN MOTHER — We will buy them. Julia, pay for the flowers.

JULIA (*enters*) — This way please.

(TAKESHI goes to JULIA, then exits R.)

JESUS (*enters*) — Any tortillas for the Americanos?

MRS. JOHNSON — How do you make tortillas?

MEXICAN FATHER — Tell them, Jesus.

JESUS — I soak corn in limewater until it is soft. Then I put it on a stone. Then I take another stone and rub it until it is a soft dough. I pat it into cakes and put them on the charcoal fire to cook.

AUNT JENNIE — I should like to make some.

MEXICAN MOTHER — Julia will show you some day. We won't buy any to-day, Jesus.

JESUS — All right. Adios. (*Children enter*)

DONALD — Oh, father, Ventura told us all about "Old Popo."

MR. JOHNSON — Who is "Old Popo"?

DONALD — Old Popo was a god. He was in love with a beautiful maiden, but she did not love him. Old Popo turned her into a snow-covered mountain. Then he grieved so much that he froze into a snow-covered mountain.

MARGIE — And, mama, he was so angry that he let out lava and all the people had to run for their lives. But now when he gets angry he only lets out smoke.

MR. JOHNSON — Oh, so that is "Old Popo" I see in the distance?

MEXICAN FATHER — Yes. The smaller mountain was the maiden. It is called the "Sleeping White Woman."

JULIA (*enters R.*) — Here are the guests.

MEXICAN MOTHER — Come in. I want you to meet our American friends. (*All bow*) Please sit down. (*They sit*)

MR. JOHNSON — Your native costume is very lovely.

DONALD — Do you always wear tight-fitting trousers like that?

HENRY — Yes, with many buttons down the side. And our shirt has no collar or tie. Our coat is short and our sash is colorful.

MARGIE — What is the name of your hat?

FREDERICK — It is called a sombrero. The peons or working people wear straw ones, but we wear felt ones trimmed with silver.

ANNETTE — I should like to have one.

MR. JOHNSON — There seem to be many Indians in Mexico.

MEXICAN FATHER — Yes. There are many Indians here. They are descendants of the Aztecs. The Aztec Indians had a very beautiful city in Mexico years ago. They were very rich. Montezuma was their leader. It is said he changed his robe three times a day.

MR. JOHNSON — Oh, I remember. He was the one Cortez, the Spaniard, captured.

MEXICAN FATHER — Yes, but years later Mexico became a free country.

ANNETTE — What do they call the funny blanket these Indians wear?

FREDERICK — Oh, that is a serape.

ALFONSO — I will show you one. (*Exits, then enters with a serape*) You wear it like this.

PETRA — The women wear a reboso or shawl.

MRS. JOHNSON — One needs a shawl. It is colder in Mexico than I thought it would be.

MEXICAN MOTHER — That is because we live on a plateau or table-land. Here it is high, dry, and cool. It is warmer near the coast.

MR. JOHNSON — What do you do with your spare time?

MEXICAN FATHER — Oh, we like to go horseback riding, plaza walking, sit in the sun, see bull fights, cock fights, dance, and sing.

MEXICAN MOTHER — Bonita, won't you dance for us?
(BONITA *dances*)

HENRY — Lupé, why don't you sing for them?
(LUPE *sings*)

VENTURA — Bonita, will you and Lucia dance the tango for us? (BONITA and LUCIA *dance*)

ADOLPHO — Mother, may we break the pinatas?

MRS. JOHNSON — Gracious, now what is that?

MEXICAN MOTHER — A pinatas is an earthenware jar full of candy and toys. The children are blindfolded. They try to break the jar with a stick. When it is broken the children scramble for the toys and candy.

JULIA — Dinner is served.

MEXICAN FATHER — Ah, now you may try some of Julia's tortillas. Then, children, you may break the pinatas.

THE END

5. You will notice that the teacher in writing her report omitted formal statements of *Objectives* and *Outcomes* and a list of materials. These should have been included.

- a. List at least three objectives which the teacher may have had in mind in choosing this activity.
- b. List the outcomes which you think she reached.
- c. Make a list of the materials which she must have needed.

CHAPTER SEVENTEEN

PROBLEM-SOLVING AS AN ACTIVITY

1. You probably think of an Activity as a form of school-room work requiring some kind of manual labor or constructive work with concrete materials as necessary parts of the activity. You should learn that there is such a thing as an "intellectual activity," which is just as worth while as the constructing of a medieval castle out of cardboard and just as susceptible of the application of the eight criteria mentioned in the previous lesson. You will find below the descriptions of three activities which are largely intellectual.

A. *Why Has Great Britain Become the Leading Commercial Nation of the World?**

(A Sixth-Grade Problem)

Objectives

1. To help pupils get a broader view of neighborliness.
2. To help pupils to realize what the energy of a people can do.
3. To familiarize the pupils with the British Isles, as to its area, position, climate, rivers, and resources, in order to show why the nation has become such a great commercial power.

Situations out of which the activity arose

1. Poem "Down to the Sea in Ships" or Kipling's "The Ships."
2. The pupil's summer vacation has taken him to San

* Prepared by Mr. E. E. Westerhouse, University of Southern California, Summer Session, 1927.

Pedro Harbor. Class expresses a desire to hear about this trip. Facts brought out in the narrative :

- a. Types of ships seen and number.
- b. The breakwaters; why necessary; energy expended in their construction.
- c. Was the harbor always navigable?
- d. Low swamps and swampy canals in the vicinity of the harbor.

Discussion arising from the report :

- a. Could one of the swampy canals be made navigable?
- b. Has such a project ever been accomplished successfully?

This statement contributed by the teacher :

A certain river in the British Isles, at one time so shallow that a horse might wade across, was made one of the most important harbors of the country.

Immediately the class wishes to learn the name of the river and its exact location. Three of the group volunteer to find this information and report to the class. It is discovered to be the River Clyde at Glasgow Harbor. The original condition of the harbor was cited; energy and time exerted in its construction; its value to the city, and the part the United States played in its present importance as a harbor of commerce.

This approach brought the following questions to the minds of the pupils :

- a. Did the British Isles have a coast line and rivers conducive to good harbors and their development?
- b. Did the British Isles have commercial products and resources to justify the development of the harbors and shipbuilding?
- c. Did climate and location of the Isles aid in the development of commerce?

- d. Why has the British Isles changed from a land of fishing and farming to a land of factories and commerce?
- e. Why has the British Isles the largest number of ships of the world powers?

The Activity

Question 1. — Did the British Isles have a coast line and rivers conducive to good harbors and their development? To answer note the following:

- a. Coast line of Isles.
- b. Physical features.
- c. Rivers — length, depth; harbors, etc.
- d. Cities on these rivers.

Use the following:

Maps to show coast line.

Coast and harbors — Smith's *Human Geography* (p. 221).

British harbors — Smith's *Human Geography* (p. 222).

Rivers in — Allen's *New Europe* (pp. 22-26).

Carpenter's *Geographical Reader* (pp. 77-84).

Adam's *Commercial Geography* (p. 195).

Adam's *Commercial Geography* (p. 198).

Question 2. — Did the British Isles have commercial products and resources to justify the development of the harbors and shipbuilding? To answer note the following:

- a. Advantage of coal near the sea.
- b. Coal fields of Wales.
- c. The proximity of coal, iron, and steel ore to one another.
- d. The amount of each.
- e. Wool and flax.
- f. The exports.
- g. Were inventions used to further manufacturing?

Use the following:

Shaded map of Carpenter's *New Geographical Reader* (p. 55).

- Carpenter's *New Geographical Reader* (p. 64).
 Smith's *Human Geography* (p. 17).
 Smith's *Human Geography* (p. 22).
 Smith's *Human Geography* (Figure 335).
 Smith's *Human Geography* (Figure 29).
 Smith's *Human Geography* (Figure 339).
 Huntington and Cushing's *Geography* (p. 395).
 McMurry and Parkins' *Advanced Geography*, Second Revised Edition (pp. 289-295).
 Adam's *Commercial Geography* (p. 204).
 Adam's *Commercial Geography* (pp. 205-206).
 Adam's *Commercial Geography* (Figure 86).
 Brigham's *Commercial Geography* (p. 204).
 Kipling's poem "Cold Iron" (pp. 317-319).

Question 3. — Did climate and location of the Isles aid in the development of the commerce?

To answer note the following :

Advantages of location :

- a. Near mainland, thus an advantage for trade.
- b. But far enough to give freedom from continental wars, thus time to develop industries.

Disadvantages :

Must import some food and raw material for manufacturing purposes.

Climate :

- a. Windward side of continent.
- b. Gulf current's influence.
- c. Rainfall.

Use the following :

McMurry and Parkins' *Advanced Geography*, Second Revised Edition (pp. 296-298).

Huntington and Cushing's *Geography* (pp. 394-396).

Adam's *Commercial Geography* (p. 195).

Question 4. — Why has Great Britain changed from a land of fishing and farming to a land of factories and commerce? To answer, consider :

- a. Size of Islands.
- b. Population, its increase.
- c. How need of food and raw material aided commerce.
- d. Industries.

Use the following :

Carpenter's *Geographical Reader* (p. 62).

Appendix of Smith's *Human Geography*, Book II, to show small area and population.

Blaich's *Three Industrial Nations* (pp. 35-69).

Question 5. — Why has the British Isles the largest number of ships of the world powers? To answer, call attention to energy of her people as —

explorers
sailors
traders
settlers

- a. Had representatives in each country to observe opportunities.
- b. Must use waterways as their thoroughfares.
- c. The phrase "England is the storehouse of the world."
- d. Must prepare to protect her possessions.
- e. Became a transporting nation for other powers.
- f. Neighborliness.

Use the following :

Adam's *Commercial Geography* (p. 210).

Adam's *Commercial Geography* Statistic Tables (p. 212), to show imports, exports, and foreign trade.

Carpenter's *New Geographical Reader* (pp. 85-88).

Blaich's *Three Industrial Nations* (pp. 70-100).

Tarr and McMurry's *Europe and Other Countries* (Fig. 142, p. 202).

Brigham's *Commercial Geography* (p. 319).

Conclusion :

A recapitulation of the material in order to answer the problem. Kipling's poem "Big Steamers."

Outcomes

Make a list of the probable outcomes of this activity under such heads as

- Knowledge of.....
- Ability to.....
- Skill in.....
- Appreciation of.....etc.

B. A DEBATE ON ITALY*

(A Sixth-Grade Activity)

Introduction

The sixth-grade geography classes have had a debate every year since we have had the departmental work. The first debate arose out of a discussion as to which country was more interesting to tourists, France or Italy. The children decided to debate the subject before the fifth and sixth grades, and it was so successfully done that we have had an annual debate ever since. It is quite interesting to note how the children throughout the departmental system look forward to the time when they can perhaps be "in a debate."

Owing to the fact that the sixth grade became especially interested in the study of Italy this semester, the question naturally arose about that country.

Situation out of which the activity arose

While studying the country of Italy the children discovered the following outstanding things about that country :

1. Although a mountainous country, Italy is nevertheless largely a farming country.
2. The lack of coal and iron in Italy makes manufacturing difficult.
3. Northern Italy has a great deal of water power which can be used for manufacturing.

* Prepared by Mrs. Mildred Stevenson, Eastman Street School, Los Angeles, California.

4. Some of this water power in the north is going to waste.
5. Many Italians go to South America and many have come to the United States to find employment.
6. Italy, although largely a farming country, cannot feed all her people.
7. Italy is a very crowded country.

The children were quite concerned because the Italians had to leave their home country to find work. The question arose as to how Italy could keep her people at home. Some of the children thought that Italy could become a manufacturing country and thus employ more people. They thought that the lack of coal and iron could be met in other ways. Others thought that Italy was better suited to farming and should remain such.

Out of the foregoing discussions, the children formulated their question for debate, which was, "Resolved that Italy is better suited to farming than to manufacturing." The affirmative took the farming side and the negative took the manufacturing side.

We placed the question for debate on the blackboard so that the class could become thoroughly familiar with it. We decided that the whole class had better work together in listing the points to be discussed in the final debate.

The Activity

For several class periods we listed points for the affirmative on the blackboard. During these class periods the children came to realize that they would have to evaluate very carefully. They also learned that they could not accept anything that was not accurate and that they would have to be sure that their points were accurate. Finally we had the following points listed for the affirmative:

1. Italy is already a good farming country.

2. Her land is good for farming of crops in the Po Valley and for grazing in the south.
3. Italy has a good climate for farming.
4. Italy is easily irrigated in the north.
5. The floods of Italy are a help to the raising of rice.
6. Italy has a good market for her crops in the countries close by.
7. Italy has a large population and should raise food for them.
8. Farm labor in Italy is plentiful and the people are industrious.
9. Italy has a good position for trade with the rest of the world.
10. Italy lacks coal and iron and other raw materials which are necessary for manufacturing.

Then the following points were listed for the negative :

1. Italy has power that can take the place of coal and iron for manufacturing — water power in the Po Valley, possibilities of volcanic power in the south, and boiling springs near Florence.
2. The Italians are not now using all the power they have for manufacturing.
3. Italy can easily ship in raw materials and coal and iron.
4. The Italians make articles of taste and beauty that are in demand.
5. The large population is suited to manufacturing, as it takes more people to work in factories.
6. The climate is just as good for manufacturing as for farming.
7. The swamps in southern Italy hinder farming.
8. Italy raises quantities of silkworms and instead of shipping out her raw silk she should manufacture it at home.
9. The position of Italy is good for manufacturing.

10. Italy is a tourist country and could sell to the tourists.
11. Italy is close to the older countries of Europe and can get skilled labor.
12. Her position for trade with the rest of the world is good.

The children decided that a good deal of reading would have to be done to prove the points that they had listed. The question arose as to where to look for material. They then listed the following materials, which we were fortunate in having in the room :

The World Almanac.

Carpenter's *Europe* (American Book Company).

Allen's *Europe* (Ginn and Company).

Packard and Sinnott's *Nations as Neighbors* (The Macmillan Company).

National Geographic Magazine.

The World Book.

The Book of Knowledge.

Compton's *Pictured Cyclopaedia.*

The next question that arose was, "Who shall be the actual debaters?" The children decided that they should be chosen from the boys and girls who had done outstanding work in special topics which had been given in the classroom during the term. The good judgment that was shown in choosing the debaters was really amazing. In some instances the teacher guided them in their choice. The children then decided that the debate was a class affair and that it would not be fair to expect those who were to talk to do all the work, and they divided in groups to help the speakers. There were six speakers on each side.

We now took several class periods for getting the material together, evaluating it, and throwing aside that which did not bear on the points in question.

After all the material was in, the debaters, with the

guidance of the teacher, wrote up their speech. They decided that they could talk better if they learned it and then proceeded to learn their parts.

We then took several periods to practice our parts. At these times the children had paper and pencil in their possession and jotted down points they wished to refute. To my judgment it was right at this point that the real value of the debate began to show itself. They saw that they needed to be most careful in their arguments. They learned that they could not sit still and accept things passively. They saw the need of being accurate and they surely learned to think independently. There was a lovely spirit of coöperation, as often a child on the negative, seeing a chance for an argument in favor of his opponent, would suggest it to him. The teacher guided them quite carefully through these practices.

Finally, after choosing a chairman to conduct the debate for them they gave it before the fifth and sixth grades. They asked the teachers to be judges. They gave it very nicely and I believe that they received more benefit from the study of Italy than any class I ever taught.

Outcomes

1. Several of the children overcame their sense of timidity.
2. The spirit of giving and taking was a very good lesson for them.
3. The children were taught that they should be good losers.
4. They got actual training in organizing their material.
5. Getting on their feet to talk before a large audience was good training also.
6. The extensive use of reference books helped them toward further research work.
7. Thinking independently of others was very valuable for them.

8. The necessity of being accurate in their statements was brought home to them quite forcibly.
9. Coöperation with other children.
10. Learning to recognize leaders.
11. Responsibility for each child for a part of the work.

C. THE WESTERN UNION TELEGRAPH *

Objectives

1. To show how the contributions of individuals and groups have drawn the world closer together through the use of the telegraph.
2. To bring out ideals of and build habits for right social relationships.

Situations out of which the activity arose

Step 1. — Ask boys and girls to bring clippings from newspapers giving current events.

Step 2. — Post these on bulletin board and discuss them.

What is the meaning of " July 22, A. P. "?

How does the Associated Press get this news to the different papers so quickly?

Has the telegraph ever helped you more directly?

Has a telegram been sent recently to your home or to some one whom you know?

Or has someone you know sent a telegram?

Have some of you telegrams which you might bring to school to-morrow?

By whom were these telegrams delivered? Did you notice the letters on his arm or cap? What were they? Why is it Western? Why Union?

Will you be prepared to tell us to-morrow how the telegraph has helped you or some one whom you know? Tell it in three or four good sentences.

Think out carefully what you are going to say before

* Prepared by Pearle Merritt, University of Southern California, Summer Session, 1929.

coming to class. Remember also that some of you are going to bring telegrams.

Step 3. — Post telegrams on bulletin board and hear stories.

Would you like to write these interesting stories which you have told? Very well, you may do so this afternoon.

Let us now examine these telegrams. (In the discussion that follows let the children ask any questions which they wish about the telegrams. This will probably bring out facts about the form and different kinds of telegrams. If it does not the teacher may question.)

Why are some of the words omitted in the sentences? What different telegrams may you send? Will some one volunteer to find out about these different kinds of telegrams and explain them to us to-morrow?

Step 4. — Hear about the different kinds of telegrams.

Have any of you ever been in a telegraph office and seen telegrams sent or received? You may recall all that you saw and tell us about it to-morrow.

Has any one of you a toy telegraph set which you might bring to school? Or could you make one?

Do any of you know the Morse code? If you do, we may play at sending telegrams. We shall have to have a sender and a receiver. The rest of you may think up telegrams you would like to send. Remember you must economize in words.

Step 5. — Hear the story of what was seen at the telegraph office. Play the game of telegraph.

Did you like the game?

Would you like to learn the whole story of the Western Union?

Would you be interested in the whole story of message sending from the crude devices of the ancient peoples down to the present time? Let us organize our class into groups in order to show this story.

Each group may select one of the following subjects as its contribution to the story. Some suggestions and references are given for these groups, but I want your help in getting more. If you know of a book that will help or if you have pictures, maps, or any other materials that will help your group or any other let us know about it and we will add to these suggestions as we can. These are merely suggestions. If you prefer working the activity of your group out in a different way you may do so. Select the chairman of your group and decide on what you will do.

Activities

Group 1. — Western Union Exhibit.

How does the modern telegraph to-day send and receive messages?

Suggestions: A trip to the telegraph office for observation.

Show sending and receiving of telegrams, wires around room. Have a wall display of different kinds of telegrams. Give costs.

References: *How the World Grows Smaller*, Beeby, Chaps. 7, 8. "Typesetting by Telegraph" — *Scientific American*, February, 1929, p. 141.

Group 2. — Associated Press. Have wall display of Associated Press news. How was the news of President Harding's death given to us so quickly? Compare this with the way in which the news of Washington's death was given to the people. Dramatize the receiving of news and the sending of it to the different papers as in the main office of the Associated Press.

Reference: *How the World Grows Smaller*, Beeby, Part 2, Chap. 10.

Group 3. — How peoples of the earth contribute to this telegraph by furnishing materials that go into it,

such as copper, tin, zinc, carbon, etc. Pictures or other ways of showing this.

References: *From the Far Corners of the Earth*, The Western Electric Co. *Letters of a Radio Engineer to His Son*, Mills. *Things a Boy Should Know about Wireless*, St. John.

Group 4. — Maps and Charts.

Suggestions: Maps showing main telegraph lines.

Maps showing cables.

Charts showing relative size of the world before and after telegraph.

Group 5. — Early ways of signaling.

How did the ancient peoples send messages? Show some of the following by pictures, drawings, dramatization, exhibit, or story:

How the news of the fall of Troy was sent.

Means of sending news used by the Romans, Greeks, Persians, Aztecs.

Ancient camp signals.

Stentorophonic tube.

Clepsydra.

Indian smoke signals and burning arrows.

Sound signaling.

References: *Masters of Space*, Towers, Chap. 1.

How the World Grows Smaller, Beeby, Part 2, Chap. 9.

Group 6. — Other ways of signaling, some still in use.

Suggestions as above. Read Longfellow's "Paul Revere's Ride" and find the way the signal was given.

Marine and military signals.

Code flags.

Wig-wag.

Semaphore.

Heliographs.

Ardois signals.

Submarine signals.

References: *Masters of Space*, Towers, Chap. 2.
How the World Grows Smaller, Beeby, Part 2,
 Chap. 10.

Group 7. — Forerunners of the telegraph (by exhibit, picture, or story).

From lodestone to Leyden jar.

The mysterious C. M. spark and frictional telegraphs.

The electromagnet.

Davy and the relay system.

The inventions of Wheatstone, Cooke.

First electric telegraph.

Automatic transmitter.

References: *Masters of Space*, Towers, Chaps. 3, 4.

Group 8. — Morse and his telegraph.

Suggestions: Model of Morse's telegraph, pictures, etc.

Story of his struggle and Vail's aid.

Dramatize his demonstration of his set to Congress.

Or dramatize the news of his success as brought to him by Miss Annie Ellsworth.

Show copy of first message sent over line.

Map showing first line from Washington to Baltimore.

References: *Beginners' American History*, Mace; *Masters of Space*, Towers, Chaps. 5, 6; *How the World Grows Smaller*, Beeby, pp. 254-258; "Some Universal Principles of Communication," Mill, *Scientific Monthly*, July 1929, p. 53.

Group 9. — Development of the telegraph.

Suggestions: Maps showing the new lines built.

Pictures.

Stories of the gradual development of the following:

Magnetic Telegraph Company.

Growth of Western Union.

Crossing the continent.

Honors given Morse.

Duplex telegraphy.

Edison's improvements.

References: *Masters of Space*, Towers, Chap. 7.

Group 10. — The Cable: Telegraphing under the sea.

Suggestions: Give stories of the early efforts at undersea cables.

The Atlantic Cable — Cyrus Field.

Show route by map.

Show by pictures, drawings, or charts the different plans attempted.

The story of the Atlantic Telegraph Company and Professor Thomson.

Show maps of present cable lines.

References: Mace, *Beginners' American History*; Towers, *Masters of Space*, Chaps. 8, 9, 10; Beeby, *How the World Grows Smaller*, pp. 256-258.

Group 11. — The Western Union. The story of the gradual expansion of the lines of this company.

The struggle between the Western Union and Bell and the outcome. Show how the compromise between the two companies made the success of both possible.

Reference: Towers, *Masters of Space*, Chap. 14.

Group 12. — Wireless (telegraphing without wires).

Story of early experiments in sending messages without wires.

Trowbridge.

The Hertzian wave and experiments in sending messages by ether.

Marconi:

Improvements in receiving.

The first message from France to England.

The first message from Europe to America.

Ways in which wireless serves the world.

References: Towers, *Masters of Space*, Chaps. 15-18; Mace, *Beginners' American History*; St. John,

Things a Boy Should Know about Wireless; Bubier,
The A, B, C, of Wireless.

Materials

Movable tables and benches for exhibits. Tools, hammers, pliers, saws, etc. Materials for use in exhibits such as wood, copper wire, tin, mica, etc. Art supplies for sketches. Cross section paper. Maps, pictures, telegrams.

Books :

Masters of Space, Towers.

How the World Grows Smaller, Beeby.

From the Four Corners of the Earth, The Western Electric Co.

Beginners' American History, Mace.

Telegraph Stories, Lummis.

Radio Amateurs' Hand Book, Collins.

Telegraphy Self Taught, Edison.

Things a Boy Should Know about Wireless, St. John.

A, B, C, of Wireless, Bubier.

Newspapers and periodical literature :

Radio News.

Radio Broadcast.

Scientific American, February, 1929.

Popular Science.

Scientific Monthly, July, 1929, p. 53.

Outcomes

1. A fair knowledge of the workings of the telegraph and especially the Western Union.
2. Improvement of reading through wider reading and through reading for a purpose.
3. Improvement of written and oral English.
4. A knowledge of sources of materials.
5. A knowledge of how the world grows smaller and a desire for further study.
6. Social values of coöperation derived from work in groups, and from the story of coöperation or lack of it as it helped or hindered telegraph progress.

CHAPTER EIGHTEEN

THE DAILY LOG

One of the essential features of an activity program is the "Daily Log" or record by the teacher of the day-by-day progress of her work. This not only serves as a check upon teaching and learning but also a source for the material to be used in the final write-up of the activity. The following selections taken from actual "logs" will illustrate both the values of such a record and the ups and downs of the teacher's reactions to the activity program.

1. The first teacher, a woman, teaches a non-departmentalized sixth grade in a cosmopolitan school, the prevailing nationalities being Jewish, Spanish, and American.

February 27, 1929.

During the inspection of teeth and nails, about two minutes after nine, I asked the children if they knew what was meant by "activity." They didn't. Then I asked what "active" meant. That brought gleams of intelligence. George said an active member of a club was one who went to the meetings and took part in its affairs. Eloise remarked that a volcano was active when it erupted. Some one else suggested that active people were always on the go, always doing something. Dictionaries were consulted, but offered no great improvement over these ideas, as the definitions were not in terms intelligible to children. I explained the specialized school meaning of the term "activity" by saying that some of the wisest modern educators thought that schools ought to give children more opportunities to carry out plans of their own, to learn to do things by

doing them without too many directions from teachers. Would they like more activities in Room 21? Most emphatically they would. What kind? A free-for-all discussion of interests followed. Then I wrote on the board the following group headings and let the children sign up for their "majors."

Gardeners

Scientists (principally nature study)

Engineers (sand table projects, etc.)

Literary Group

During the language period which followed I asked each child to write his reasons for choosing the group that he had joined, the experiences that he had had which might be interesting or useful to the group, and his ideas as to what might be done by the group. Some of the replies were very interestingly characteristic. Most of the children said they had joined a certain group because they were "interested in things like that" or because they had already done something along that line or because they had something at home that could be used in a certain way. Their suggestions varied with the mentality and originality of the individual. Some offered nothing at all of a practical nature and others mapped out a whole plan of action. The laziest boy in the class suggested that people who didn't work ought to be dropped from membership and that those who contributed most should be given special recognition. He also said that he was joining the scientific group because he hoped to learn about some things that had always been "misteries" to him.

February 28.

During the language period we had a general discussion of what we expected to get out of chosen activities educationally speaking, it being generally agreed that it wasn't fair to waste taxpayers' money and children's time in unprofitable activities. Each child made a summary of his personal expectations. The engineers laid

a good deal of stress upon the value of planning as well as the actual construction. The literary group thought in dramatic terms and emphasized the value of poise in public speaking and acting, "learning not to feel silly" when called upon to appear in public. Several also stressed the opportunities for research and learning to know and enjoy good books. The gardeners considered learning something of the life and needs of plants and the art of gardening as their objectives. Some wanted to know more plants by name. The scientists aimed frankly at knowledge of everything in general or some special interest in particular. Each group elected a chairman.

March 1.

During the drawing period each child made two portfolios to hold clippings and pictures to be used in working out

- a. A general class activity combining social studies and drawing, outlined during a previous lesson by the drawing teacher, Miss, and myself. (It is called "Through History on Horseback" and seems rather interesting, but more of that anon.)
- b. An individual scrapbook or notebook dealing with some one country chosen from the Course of Study in social studies.

During the activity period in the afternoon the group activities got under way. Each chairman was given a notebook wherein he listed the names of the members of his group and will presumably keep a "log" of the group's activities and the contributions of different members. He was also given the papers previously written by his fellow workers and instructed to call a meeting. Great buzzing ensued in all four corners simultaneously. I haven't heard the reports of the meetings yet (they will probably be given during the next English period); but these are some of the things I saw being done:

- a. The nature study cabinet was overhauled and re-arranged. (Ever so many new treasures have been brought in. Goodness only knows where they can be stored !)
- b. A Teuton village was started in the sand box.
- c. Lists of stories and poems suitable for dramatization were made and one or two previously written " plays " were tried out.

So ended the first week.

The writer of this Work Book received, about this time, letters from the children heading the various groups. The essential portion of each letter follows :

Our group is the engineering group. We were working on Egypt for a while but we have finished. Now we are starting on Germany. We are going to have the Rhine River and the ancient castles on its banks. I am the secretary and I am proud of it.

Sincerely yours,
Ben Abajian.

I am interested in the scientists' group. So far we have had a very good start and there isn't any one in our group that isn't interested in activities. Already many of the members have brought in many interesting things. These are some of them : two birds' nests, some assorted bird pictures, a box of dried insects, many interesting paragraphs about nature study, and many other things. I hope our activities will continue at a rapid pace.

Yours truly,
Harold Harris.

Our group is the literary group. The children who have joined it like to read and make plays. We are working on *Hansel and Gretel* now. Although we have not made our final rehearsal yet we know it quite well.

I am the president of our group. I have given each person something to do to keep them busy and satisfied. Our officers are changed every two weeks. These officers

are: the president, the secretary, and the spokesman. We have had only three or four days for our activities. We expect to have forty to forty-five minutes for them. We are all interested in them. I think the more we have activities the more we will like them.

Sincerely yours,
Mary.

Our group is the gardening group. We are planning to draw plans of houses and gardens. Every one in our group is provided with work. Different children take different subjects such as lima beans, sun-flowers, weed seeds, and other plants.

We have a president, a secretary, and a spokesman. We are supposed to bring reports in about the subjects that we get. We must tell how we made the garden, when we made it, how we planted the seeds, and how the seeds grow.

Sincerely yours,
Henrietta Fried.

March 20.

Perhaps it would be well for me to write the "running commentary" myself this week. The children love doing it, but they might, in their youthful inexperience, disclose the fact that nothing of great importance has been accomplished. To be sure, the activities are still active, but they go round in circles part of the time.

For instance: the "engineers" no sooner get something that looks like a castle constructed than some hypercritical member of the guild demands that it be torn down and done over in a different way. (Probably this particular experiment will acquaint them with the main lines of evolution of modern and medieval architecture.) The dramatic group, on the other hand, are too easily pleased. They produce plays with lightning speed and small regard for enunciation or stagecraft. (However, enunciation is "thrust upon them" by their classmates, who insist on knowing what they are talking about.

They are also generous in suggesting improvement in "ways and means.") The "scientists" are never done with arranging and rearranging their specimens, but I can't see that their research carries them very far. Perhaps I expect too much. They *do* haunt the browsing table and bookcase and bring in books and magazines, as well as interesting specimens from the field. The "gardeners" seem to be "up against it" so far as visible results are concerned. Most of the children in the group are quiet little girls who do just what they are told to do and no more. I daresay I shall have to organize their work for them, if someone doesn't soon develop the ability to lead.

As to the work in general. It seems to me that I can see gains from the standpoint of citizenship. They coöperate with each other and with me in the effort to save time, so that the activity period may be taken without loss to their regular work. They also "stand by" quite nobly when company comes, apparently realizing that the experiment must put its best foot forward. Also they are generous in collecting material for others, as well as for their own individual or group activities.

March 30.

Last week I back-slid and worshipped the old gods for awhile. That is, I gathered my whole class (superior, average, morons, and all) around me, and together we read the story of "The Argonauts" from the old state text (Charles Kingsley's beautiful version) out loud. I read the harder parts, the children read the easy bits and some of the more singing passages we read in concert. Every child had a book, which was open or closed, as suited his fancy. We had no set study question, just talked about it as we went along, sometimes one at a time, sometimes half a dozen at once. And we had a perfectly beautiful time. Nobody was bored, because there was meat enough there for the most superior mind

and at the same time an emotional appeal that caught the most humble. At the end of one period a stolid Armenian who has steadfastly refused to engage in an activity (except painting my high chair and making a box for the milk bottles) came to me with a perfectly radiant face. "Gee!" said he, "that's a swell story." The next day a timid Japanese boy, who would suffer the tortures of the damned if obliged to take part in a play, went to the library and got a book containing a dramatized version of *The Golden Fleece* for the use of the literary group.

This very fine teacher did not realize that an "appreciation lesson" of this type is a worth while "activity" quite as important as the construction of a miniature Panama Canal.

2. The second teacher, a man, teaches departmental social studies in an exclusively Mexican school, sixth grade. The particular unit on which the children were engaged was the building of a miniature modern automobile highway. The unit was carried out from origin to completion during the summer vacation school.

Wednesday. — Draftsmen are sketching topography along road alignment. Mary and Lupé continue on the fencing. They tire easily and I believe that I shall get some boys to do this. Lupé A. and Cecelia completed the alignment and started on the cross sections. Raul did some printing for the signs. Christina is not even a "solo" worker. She asked to be allowed to work with the engineers. I know she cannot do the necessary arithmetic and that copying of the maps is the best she can do here. She has been a nuisance so far and I am going to allow her choice to see if she can adjust. Bernarda has worked untiringly since being allowed to select her group. History group shows more interest in the other activities than their own. I must get another good leader for this bunch. Lupé Barron, a boy from Riggins, enrolled. I temporarily placed him with the construction group. Alfred put him on making

fences at this time. Gomesindo and Alec come from gardening tired. Hot day. Their desire was to rest, which they did through recreational reading for the rest of the morning. Alfred and Julio start in on the Acoma Roadway. After computing the amounts of sand, gravel, and cement they were to use they proceeded to mix the concrete. Part of the base was completed. Concrete is being used instead of plaster of paris. Placido also followed Alfred's method in making concrete for his road section.

Thursday. — Engineers were introduced to the drawing in of the profile of the road. After several attempts this was completed. Some of the slow workers started in on their cross-sections. Gomesindo again proves invaluable as an assistant. Camp construction group is experimenting with camp furniture and is doing pretty fair work under leadership of Jennie Carillo. Placido found his cement job on the road section to be a poor one. It cracked across the center. By breaking it up I was able to show the cause of the crack. Here Alfred, who had much success with his start of cementing the Acoma Roadway, broke in and argued the crack being due to the poor mixture and too much water. I then let a really warm argument take place. Placido refused to be convinced — that is, he would not admit his poor work. He started to make molds for bricks. Mary Ragusa also takes over leadership in the history group. Lucy Villescas also sent here to stimulate a dying activity. I look for this to solve their problem. The group on Mesilla Villa are working intensively and would work all day long — they have requested it — if it could be arranged. Alec has joined Raul in printing signs. Dolores has her scrapbook classified under the headings of "surveying," "building," "using," "scenery."

Friday. — Engineers are holding up the work on account of incomplete maps and plans and I am pushing them hard as I want this to proceed in proper sequence.

Alfred and Julio completed the rock wall for the Acoma Roadway. Their cement mixtures have been faultless so far. Placido found his second cement section cracked like the first one. Alfred "rode" him about it. Placido did demonstrate his ability to make good cement bricks. Camp group painted furniture. History group, as I had hoped, have arrived since new leadership and membership proceeded "to do." Annuncia returns for assignment. Lupé Barron goes to engineer group. He completed a difficult job fencing the area. Library books issued to-day. A fifteen minute review of everything done to date was made. New works for the list were collected. Opportunity for any to change groups was given in order to get the last half of the work driven over. All were satisfied.

Plans for the next week were outlined on the board and suggestions were made to accelerate some of these. A brief verbal quiz on the "how and why" of our activity closed the day.

CHAPTER NINETEEN

QUESTIONS AND ANSWERS ON THE ACTIVITY PROGRAM

The teacher who experiments with an activity program will find herself confronted with certain problems. Below are given some of the questions commonly asked by teachers on the conduct of the Free School, and such answers as will be found helpful in the clarification of their ideas.

1. What is the essence of an activity program?

The essential part of an activity program is the self-activity of the children themselves, as distinct from the activity of the teacher. We are all of us familiar with the formal type of schoolroom in which the children sit passively in their seats, absorb as much information as possible from the teacher, answer only when they are spoken to and leave their seats only upon going to a recitation group or on leaving the room at intermissions. In such a room the teacher herself is of course the dominant factor, and upon her lies almost entirely the responsibility for the work which is being carried on in that room. Under an activity program the children select from a variety of occupations which have been provided by the teacher, secure their own materials, carry on the work they have selected, and rely upon the teacher not so much for initial direction as for helpful advice and checking of the final outcome of the activities carried on. The children move freely around in such a room, provided always that some useful purpose is served thereby. The children are free to talk to each other about their work, provided that they do not disturb other children or interfere in any way with the

recitation group which may be engaged with the teacher.

2. Is the activity program essentially a new idea in education?

Not at all. Superior teachers have been carrying on this idea for years in their classrooms.

3. If the activity program is not a new idea, why the recent emphasis upon it?

First, because a relatively small proportion of even our good teachers are engaged in this type of work. The formal type of schoolroom is still the accepted type in a very large number of American schools. Out of a group of twenty teachers it is not common to find more than three or four who are doing real activity work. A second and more vital reason for the recent emphasis upon the activity program lies in a development of a new philosophy of education incident upon our recognized need for a new social order. American education at the present time is largely a matter of factory organization with heavy emphasis upon standardization and uniformity. Leaders in education of the type of John Dewey and Kilpatrick warn us that formal education of the current type is not preparing pupils to take their places in a changing world. If we had the assurance that the present social order would continue indefinitely it is probable that the present formal education, with its emphasis upon standardized procedure and product, would contribute directly to a static civilization; but the World War has unsettled the minds of our people as to our future, and it is interesting to note that changed social conditions in Europe brought about by the war have created a newer and freer type of school which emphasizes real living at the present moment as distinguished from preparation for a problematic future.

4. There has been considerable discussion in recent years about the "project." What is the relation between activity and project?

There is no real difference between the basic meanings of these two terms, but a decided difference in the application of these terms in the American schoolroom. The project has been largely some form of manual activity instituted as a temporary relief from formal academic teaching rather than as a vitally essential part of our schoolroom life. For example: A highly formal teacher of the old school may allow her pupils occasionally to set up a sand table representation of Oriental life, or construct a California mission out of soap, or evolve a series of booklets illustrating the habits of the American Indian. The pupils look upon this as a happy variation from the dull grind of the day's work while the teacher looks upon it as a concession on her part to the current educational fad. The essential feature of such a project is that it bears only a very slight relation to the organization of the term's work. On the other hand, a real activity is not an addition to the course of study but is the course of study itself. A teacher who wishes to begin her sixth grade history with a study of the contributions of the ancient Greeks may spend several weeks with her pupils in studying the Olympic Games, tying her work up with a discussion of the forthcoming Olympic Games to be held in this country. Such a unit might easily be carried on for a month, involving not only actual physical representations on sand tables, miniature stages, and even the school yard, but the preparation in addition of written and oral reports and possibly the dramatization of certain features of Greek life which would be pertinent to the matter in hand. Such a unit would not be "tacked on," as it were, to the ordinary work of the classroom but would be a substitute for the conventional assignment of a certain number of chapters in the text. It is simply a matter of convenience to refer to the latter as an activity and to the former as a project, and it will be found helpful to discard the word project entirely as it signifies an outworn procedure.

5. How do you distinguish between an activity and a "large unit of work"?

The activity and the large unit of work are obviously one and the same thing, but one term denotes the child's attitude while the other denotes the teacher's attitude. In such a procedure as the study of the Olympic Games, mentioned above, the child would engage in the various physical, mental, and social participations for the sake of the enjoyment he realizes therefrom. He would not realize self-consciously that he was following out a set plan of procedure, but would do the thing in hand for the fun of doing it. In contrast to this, the teacher would conceive of it as a logical procedure starting with certain definite objectives carried out through a certain series of mental, physical, and social acts and ending in certain definite worth while outcomes. Such a plan we call a large unit of work, while the various occupations in which the children engage make up the activity.

6. How is an activity started?

First, the daily work of the schoolroom, under skilled handling, will suggest many worth while activities. This is especially true of the social studies. Not all knowledge is of equal worth and very often the children will be interested in a certain phase of the day's work to the partial or total exclusion of other phases. To expand a center of interest into a worth while activity is a relatively easy matter. Second, the neighborhood of school and the neighborhood of home will suggest many activities which can be tied up with the daily work of the schoolroom. For example: One school in this city has a transcontinental railroad almost in its back yard, and the sight of limited trains flashing back and forth throughout the day may be the starting point of an activity which will take in the history and geography of the entire western United States. Third, the daily newspaper will provide ample material for an activity program. Children have been extremely inter-

ested in President Hoover's visit to South America, the polar explorations of Byrd and Wilkins, the recent revolution in Mexico, and the stirring political changes in the Far East. Nearer home we have the creation of a new civic center, a projected union railroad station, the development of a municipal airport, and the tremendous growth of foreign commerce at the harbor.

7. What must one do if an activity won't start?

This is a common question and it reflects a situation in which the children seem to be utterly passive and interested in nothing. This calls for skillful teaching of the highest order, and the program can be solved only by a teacher "setting the stage." This simply means that the teacher brings to the schoolroom interesting materials which may awaken some response from the children. Sometimes a room has to be exposed to a great variety of material before the feeble spark of interest begins to gleam, but once it does the skillful teacher can usually fan it into flame and work out her activity along the lines of the children's interest. A very helpful chapter on setting the stage will be found in *Curriculum Making in an Elementary School*, by the teachers of the Lincoln School, Teachers College, Columbia University.

8. How long should an activity run?

The answer to this is quite definite. An activity should continue just as long as the children's interest is maintained at white heat. As soon as interest diminishes the activity should cease and should be replaced by something else. This calls for good sense and good judgment on the part of the teacher.

9. Is it not true that in an activity program the children do about as they please, and that there is no compulsion upon them to learn anything well?

This is a very common error and it can be answered by saying that an activity program calls for far more skillful teaching than teaching in a formal situation.

In planning her large unit of work the teacher must outline for her own sake those very definite outcomes which alone make the activity worth while, and it is incumbent upon her to see that either these outcomes are reached by her pupils or that others equally valuable may result. Obviously the teacher's unit of work must be a flexible affair, permitting of frequent readjustment of plans as the activity proceeds, and she must not be surprised if certain outcomes fail to appear and other outcomes result which she had not anticipated. Sometimes she finds herself worried by the lack of power in those more formal skill and drill subjects which have long been the stable fare in the American schoolroom. The secret in this problem lies largely in the teacher's program. Let her place her content subjects, particularly social studies, in the early morning between nine and ten o'clock; follow with English between ten and eleven o'clock; follow with physical activities — rhythms, music, manual education, and home economics — between eleven and twelve o'clock; and conclude with an appreciation period from one to two o'clock, which will involve literature, music, and art. She will then have an hour left at the end of the day for training her children in those elementary skills which require emphasis. For example: An activity in the social studies may bring to light a weakness in map reading and the location of place names. An activity in English may reveal an overabundant number of common errors of speech. A reading activity may bring to light a meager reading vocabulary. All of these can well be taken care of in the hour devoted to the acquisition of worth while skills, and no activity teacher need be afraid in such a time to indulge in the most strenuous form of drill acceptable to a teacher of the old school. It cannot be emphasized too much that an activity program should yield definite worth while and tangible results, and it is the teacher's job to see that these are attained; first, through careful planning, and second,

by constant checking of the pupils' progress. It must be quite obvious that a goodly portion of the checking may be done by the children themselves.

10. Is an activity a physical affair or may it be purely intellectual?

The answer is, of course, that one can display just as much activity in preparing an oral report as he can in constructing a feudal castle out of cardboard. Teachers should get away from the idea that an activity is solely confined to something one can do with his hands.

11. Must a teacher follow out every line of interest indicated in a given activity?

I received, recently, a letter from a superior teacher in my district in which she tried to convince me that she was not an activity teacher, and it may be interesting to quote her letter in part. No one could show more mature judgment or better sense than this teacher has shown in arriving at such a correct estimate of the limitations of the activity program.

Not that I'm against activities, you understand. Theoretically, I approve. I've written reams of them in times past, and might even turn out a fairly good 1929 model on paper. But I just can't do them with any degree of skill. Not but what there are plenty of activities in my room. (Too many, sometimes!) But they are not the "capital A" kind. They don't "lead on" to anything, except their own immediate ends. For instance: If we make a castle in the sand we just make a castle. And it doesn't teach us to spell, win a Zaner certificate, or keep our finger nails clean. Quite the contrary! You see, living, even in the sixth grade, is a complicated sort of business, requiring so many activities and so many habits to be formed. And their roots are all intertwined. I'm never able to segregate either their beginnings or their ends — altogether. If I transplant some promising sprout of interest

and try to train it to a particular pattern, it either "runs all over the place," to the detriment of the rest of the garden, or else withers up and dies because its roots were disturbed — or perhaps I get tired of supplying the life-giving water of enthusiasm. No doubt there's something wrong either with my philosophy or my nervous system. I get so beastly bored with a continuous activity or project that projects itself into infinity. I like to start each day fresh with the interests washed up by the last tide. I like to begin where we are without trailing back to find the "last word but one" and making sure that what we say to-day will be consistent with what we're going to say to-morrow.

12. What are some worth while activities?

In the primary grades we find children painting at easels, operating a store, sewing on garments intended either for their dolls or themselves, modeling in clay, keeping house, washing clothes, and maintaining a garden. In the upper grades we find such activities as the planning of a small house (recently described by Miss Armstrong in the *School Journal*), a study of aviation, an activity based upon the Olympic Games, the development of pictorial maps, setting up exhibits, holding expositions, conducting clubs, and editing the school magazine or newspaper. These are only scattered instances of a great variety of worth while activities, and others will suggest themselves in conferences with our many excellent supervisors.

13. Why should a teacher engage in the activity program?

Simply by reason of the fact that teaching in an activity room is the greatest fun on earth. No one who has visited a truly socialized room of this kind can fail to realize that pupils and teacher are far happier, more full of fun, more vitally alive, than under any other form of schoolroom organization.

CHAPTER TWENTY

MEASURING THE OUTCOMES

Text — *Curriculum Making in an Elementary School*, by
Lincoln School Teachers.

1. Read over your general objectives in social studies.
2. Which of these should be kept in mind in planning work for the fifth grade, assuming that units of work will center around the United States and its neighbors in the first half year, and South America in the second half year?
3. List the specific outcomes you would expect to reach at the end of each half year.
4. Compare your outcomes with the ones suggested below, which are adapted from the Los Angeles City Course in Social Studies, Grade 5.

LOW FIFTH GRADE

a. *Knowledge*

- (1) The ability to speak on any of the typical sections of the United States, giving something of the lives of the people and the reasons for their types of food, shelter, clothing, work, and play.
- (2) An insight into the geographic factors which influence history.
- (3) The understanding of geographical cause and effect obtained through knowledge of specific causes. Illustration: Reasons for the dry western plains. Reasons for the location of the cotton industry.
- (4) An understanding of the history of the United States through a knowledge of the lives of its great men and women.

- (5) The knowledge of the progress made in the United States as shown by ability to trace through some phases of development, such as communication, transportation, or territorial expansion.

b. *Abilities*

- (1) The ability to speak on any of the typical sections of the United States, giving something of the lives of the people and the reasons for their types of food, shelter, clothing, work, and play.
- (2) The ability to explain why cities are located where they are.
- (3) The ability to find material by means of the table of contents and index.
- (4) The ability to interpret maps according to their needs — political, relief, temperature, population, etc.

c. *Appreciations*

- (1) The development of an interest in reading books of travel and biography as shown by the number of such books read by the pupil voluntarily.
- (2) The appreciation of the value of the opportunities and advantages provided by city, state, and nation, as shown by exercising care in the proper use of a post office, refraining from damaging trees in parks, using library books carefully.
- (3) The appreciation of these life ideals as shown by his daily conduct: Consideration of others; sense of responsibility.

(Note : — The above are not all the outcomes to be expected. The items listed are merely suggestive.)

HIGH FIFTH GRADE

a. *Knowledge*

- (1) The ability to speak for five minutes on any of the typical sections of South America, giving

something on the lives of the people and the reasons for their types of food, shelter, clothing, work, and play.

- (2) The understanding of the necessity of maintaining friendly relations with South America for our mutual welfare.
- (3) Knowledge of the specific products for which we are dependent upon South America ; for which South America is dependent upon us.
- (4) An understanding of geographical cause and effect obtained through knowledge of specific cases. Illustration : Reasons for difference in what the people are doing in the United States and South America.
- (5) The understanding of the reasons why distribution is easier and less expensive by water than by land.

b. *Abilities*

- (1) The ability to speak for five minutes on any of the typical sections of South America, giving something on the lives of the people and the reasons for their types of food, shelter, clothing, work, and play.
- (2) The ability to identify and locate on an outline map the most important industrial regions and their centers.
- (3) The ability to give reasons why the seasons of the northern and southern hemispheres are always reversed.

c. *Appreciations*

- (1) The development of interest in the peoples of the regions studied : Their work, play, and characteristics.
- (2) The appreciation of the influence of education upon the progress and achievements of certain people as shown by the ability to give instances where its lack has retarded progress.

CHAPTER TWENTY-ONE

THE ACTIVITY PROGRAM IN THE FREE SCHOOL

I. THE BACKGROUND

Texts — *The New Leaven*, Cobb; *The Child-Centered School*, Rugg and Shumaker; *Education for a Changing Civilization*, Kilpatrick.

In the main, two types of elementary schools are found in the modern world: the "conventional" school, and what, for lack of a better term, we call the "free" school, using "free" in the sense of the liberated spirit and not in the sense of license. The basic distinction may be expressed as follows:

The Conventional School

Objectives — The objectives are adult objectives, what the teacher thinks the child may need in adult life, preparation for the future.

Curriculum — Textbooks treated in a "logical" topical manner. In some schools "projects" are added as an embellishment of the curriculum but are not an integrated part thereof. The conventional "sand table" depicting Pilgrim Life as an accompaniment of the Thanksgiving season is typical.

Outcomes — The conventional school rates ability to do the work of the next grade as the desired goal. This involves recognition of rigid grade standards and acceptance of the theory that all children must attain the conventional standard or "repeat" the work of the grade.

The Free School

Objectives — The objectives are those facts, habits, skills, attitudes, appreciations, and ideals which make child life most completely satisfying at any age level. Since the child lives in the adult world at home in association with his parents he will absorb as much of the "preparation for the future" idea as he needs. If the school keeps the currents of its life mingling with the world outside its walls, social growth will take place naturally.

Curriculum — A succession of worth while activities which meet children's needs with satisfaction. These activities are thought of by the teacher as "large units of work."

Outcomes — The principal outcome is growth along the lines suggested by the objectives. The teacher will not always find objectives and outcomes identical. She may fail to reach certain outcomes. She may attain other worth while outcomes as by-products of the activities. Many of these outcomes are measurable objectively, and the wise teacher will train her pupils to measure their own progress, provided this is done in a modest way and not to the extent that children become self-conscious.

II. THE FREE SCHOOL ABROAD

There is no text at present which gives a complete account of the newer type of school here and abroad, but *New Schools in the Old World*, by Washburne and Stearns, will give a good preliminary view of progressive education abroad. The bound volumes of *Progressive Education* will be found helpful. The following summary will afford a starting point in the study of the Free School :

1. *Russia*. The Soviet Union is carrying on a highly centralized state-wide program of education under a threefold organization into First Grade, ages 8 to 11 inclusive; Second Grade, ages 12 to 16 inclusive; and Third Grade, ages 17 and 18, corresponding roughly to our Elementary, Secondary, and Collegiate Schools. Instruction is organized around the "Complex" or

activity, tool subjects being taught incidentally as needed, "Child Life" being emphasized as a center of interest in the elementary schools and "Community Life" in the secondary schools. The instruction is colored by the location of the school. In districts where manufacture of rubber products is carried on, an intensive study of rubber is made by the child in close coöperation with the factory. In other centers textiles are taken as subject matter material. It is interesting to note that the conventional treatment of the curriculum into topics or isolated subjects has been abandoned in favor of the "large unit of work." Unfortunately much of the commendable teaching done is nullified by the communistic doctrine which places the perpetuation of the Soviet régime as the end of education rather than the development of the individual. References:—*Education in Soviet Russia*, by Nearing; *The New Schools of the New Russia*, by Wilson.

2. *Germany*. Before the war, private schools in Germany emphasized self-activity, respect for individuality, self-discipline, and creative expression. Since the war many of the ideas have been adopted by the Republic in its national school program on the ground that what is good for a few children is the right of all. Much of the work is being carried on experimentally in the "Life Schools." Germany admits that the graduates of the Free School will enter adult life with far less book knowledge but will have the faculty of (1) digging out knowledge by their own efforts, (2) knowing how and where to look for the things they need to know, (3) knowing how to cope successfully with the unforeseen situation. The Germans see quite clearly that if the Free School is to be a success, it will need a new type of teacher, one interested primarily in children rather than in subject matter. Reference:—*The New Education in Europe*, by Roman (revised edition).
3. *England*. The Dalton Plan, developed by Miss Helen Parkhurst, has been enthusiastically received in the

British Isles. The essential feature of the Plan is the "job" or "contract" which the pupil works out in his subject matter, partly in class and partly by his own efforts aided at need by the teacher. In many schools a "job" extends over a month's time, which results in congestion at the end of each month from the large volume of written material to be corrected by the teacher. In some schools, a pupil is free to take on another "job" as soon as the first one is completed.

From the standpoint of the Free School the Dalton Plan, while emphasizing pupil initiative, pupil progress, and self-checking, suffers from the fact that the subject material is teacher-devised. A more natural situation nearer the Free School ideal may be found in such private schools as Bedales, described in Washburne and Stearns.

4. *Belgium.* The Decroly School plan is fully described in Miss Hamaide's book, *The Decroly Class* (Dutton, 1924). It is the outstanding contribution to the Free School idea in Belgium and has been copied in varying forms in many communities.

III. THE FREE SCHOOL IN THE UNITED STATES

1. The reader will find the best account of American Free Schools in current numbers of *Progressive Education*, a quarterly magazine published by the Progressive Education Association, Washington, D. C. The bound volumes may also be purchased and will prove valuable for reference. Many of the progressive schools in this country are private schools which are not hampered by limited funds or by the restrictions of state departments of education. This does not mean, however, that the Free School ideal cannot be realized in part, at least, in any elementary school. *Better Schools*, by Washburne and Stearns, gives a good account of progress made in this respect.
2. The following books will be found helpful in gaining an idea of progressive practice in American schools:

- a. *Education Moves Ahead* — Smith
 - b. *Child Life and the Curriculum* — Meriam
 - c. *A Conduct Curriculum* — Hill and others
 - d. *Before Books* — Pratt and Stanton
 - e. *Eight Year Old Merchants* — Stott
 - f. *Adventuring with the Twelve Year Olds* — Stott
 - g. *Pupil Activities in the Elementary Grades* — Minor
 - h. *An Adventure with Children* — Lewis
3. The following magazine articles will give glimpses of the Free School in action :
- a. "Lighthouses for the Activity Program," by Hughes (*Journal of Educational Method*, February, 1929)
 - b. "Planning Progressive Schools for Progressive Education," by Shigley (*The Nation's Schools*, October, 1928)
 - c. "Kindergarten Methods in a New Type School," by Bugbee (*The Nation's Schools*, April, 1928)
 - d. "The Wind — A Fourth Grade Reading Activity," by Hultz (*Journal of Educational Method*, April, 1929)
 - e. "The Telephone — A Natural Learning Activity," by Minor (*Journal of Educational Method*, January, 1929)
 - f. "A New Adventure in College Teaching," by O'Shea (*The Nation's Schools*, February, 1928)
 - g. "The Environment of the Free School," Symposium (*Progressive Education*, April, 1927)
4. Dr. Bagley in the Twenty-Sixth Yearbook criticizes modern American life for its dearth of creative talent. You will be interested to know what American children are doing in
- a. Music — See *Progressive Education*, January, 1927, and *Creative Music in the Home*, by Coleman
 - b. Art — See *Creative Expression through Art*, a symposium published by the Progressive Education Association
 - c. English — See *Progressive Education*, January, 1928

CHAPTER TWENTY-TWO

MAKING THE COURSES OF STUDY

The present discussion has not included a study of the making of Courses of Study in all subjects and for all grades, as such an undertaking usually implies the presence of a curriculum expert. The superintendent who is compelled to undertake this task without assistance will find some helpful material in the following references :

1. The Second Yearbook, Department of Superintendence, *The Elementary School Curriculum*.
 - a. Read carefully the discussion by H. B. Wilson, Frank Freeman, Jesse Newlon, and Worth McClure on "Who Shall Make the Curriculum?" State your own position after thinking the problem through.
 - b. Read the symposium — "Who Shall Make the Course of Study and How?" What appears to be "good present practice" in the light of the symposium?
 - c. Read "The Differentiation of the Curriculum." What are the outstanding points in the discussion?
 - d. Read "The Platoon School." This is a good summary.
2. The Third Yearbook, Department of Superintendence, *Research in Constructing the Elementary School Curriculum*.
 - a. This is an invaluable number, all of it being worth careful study. The following portions are of especial interest :

A very good chapter on Possible Variations in Curricula to meet (1) community and (2) individual needs. Note especially the contribution of Superintendent Washburne of Winnetka.

Twelve subject reports — Arithmetic, Spelling, Reading, etc., summarizing recent researches. These reports will be of assistance to the curriculum maker in checking his objectives and outcomes. The chapter summarizing researches in the social studies will be found especially helpful.

3. The Fourth Yearbook, Department of Superintendence, *The Nation at Work on the Public School Curriculum*.

The Fourth Yearbook reports on the coöperative plan introduced in the Third Yearbook. It is especially valuable as a summary of what is actually taking place in the field, in contrast to the research studies carried on by the universities as reported in the Third Yearbook. Attention is called to the following sections :

- a. Complete courses of study in nature study, penmanship, and language.
 - b. A report on recent studies in spelling, including the 3,009 words of the Commonwealth List.
 - c. A list of Activities in Arithmetic by grades. (This is exceptionally good.)
 - d. "Our Literary Heritage," a chapter by Joy Elmer Morgan, making a plea for the use of contemporary poetry.
 - e. A development of the "Large Unit of Work" in the social studies. (This is very full and very good.)
 - f. A long and illuminating chapter on Character Education with many excellent suggestions.
4. *The Technique of Curriculum Making*, by Harap.

This is probably the most compact, simple, and helpful discussion available to the superintendent who must shoulder the responsibility of revising his curricula.

5. *Curriculum Principles and Practices*, by Hopkins.

This is a much more extended treatment of the subject than Dr. Harap's, and for that reason rather overwhelming to the beginner. The introductory chapters, however, should be read without fail.

6. The student should not allow himself to be confused by the many forms in which he finds that Courses of Study appear. There is no "best" arrangement, but it is essential that the Course of Study should be definite, conveniently arranged, and easy to understand. Dr. Harap does not approve of the "parallel column" method illustrated on pages 193-194 of his book, but it has considerable value as a preliminary step in "blocking out" the sequence of ideas which are believed to be desirable.

We have said that a Teaching Unit should be treated in the following manner :

- Objectives
- Desirable Outcomes
- Suggested Activities
- Materials
- Standards of Accomplishment
- References

Harap, pages 187-188, gives a somewhat different sequence with a commendable plea for simplicity. The parallel column method can be used effectively as a *preliminary* to the completed teaching unit but not as a *substitute* for it. The material on "Explorers and Discoverers," on the two pages following, will illustrate the effectiveness of a bird's-eye view as a summary of the work to be attempted.

7. The Courses of Study, as they are completed, should be checked by the best Courses of Study referred to in *Rating Elementary Courses of Study*, by Stratemeyer and Bruner.

EXPLORERS AND DISCOVERERS *

DESIRABLE OUTCOMES	SOME PROBLEMS WHICH MAY ARISE	SUGGESTED ACTIVITIES	MATERIALS	TEACHER'S BIBLIOGRAPHY
<p>1. Beginning of the understanding of history as the gradual unfolding of human progress.</p> <p>2. An appreciation of the contributions of races and nations in exploration and transportation.</p> <p>3. An advance in the ability to read, and in desire for reading history, biography and geography.</p> <p>4. An understanding of the evolution of transportation.</p> <p>5. Knowledge of the geography of northern Europe, and of the history of California, with their place in the long march of human events.</p> <p>6. An appreciation for pioneers in all fields of human endeavor.</p> <p>7. An attitude of eager inquiry toward and appreciation of what is happening in the world of human affairs at the present moment.</p> <p>8. Improvement in speed of reading, comprehension, organization, remembrance and location of materials.</p> <p>9. Improvement in the use of English.</p> <p>10. To have gained some idea of the answer to the question, "Where have we come from?"</p>	<p>1. Why is Byrd starting to the Antarctic in winter?</p> <p>2. What will there be left to explore or discover if Byrd reaches the south pole?</p> <p>3. Have there always been explorers and discoverers in other fields than that of the discovery of new lands?</p> <p>4. Why was the "ancient world" so small?</p> <p>5. What made men wish to explore new territory?</p> <p>6. What means of transportation did they use?</p> <p>7. Where did their travels take them?</p> <p>8. How did they find their way about?</p> <p>9. What kind of land did the Vikings live in?</p> <p>10. Who lives there now?</p> <p>11. How did the people of Europe discover the other parts of the world?</p> <p>12. Was the extent of the New World realized when Columbus discovered America?</p> <p>13. What did some of the other explorers do?</p> <p>14. Who discovered the Pacific Ocean?</p>	<p>1. Bringing materials on present-day explorations, invention, scientific investigation, etc.</p> <p>2. Discussing how exploration must have first begun.</p> <p>3. Reading to find out more about explorers, what their objects were, and what they discovered.</p> <p>4. Making a book of ships.</p> <p>5. Making a book of ancient maps (traced).</p> <p>6. Making a time staircase.</p> <p>7. Making oral and written reports on the subjects under discussion.</p> <p>8. Reading stories and poems with a bearing upon the subjects discussed.</p> <p>9. Creative expression.</p>	<p>I. Visual Aids</p> <p>1. Slides</p> <p>Africa; East Africa; South Africa; Congo Region; Assyria; Babylonia; Mesopotamia; India; Palestine; Persia; Syria; Denmark; Finland; Iceland; Norway; Sweden; Alaska; evolution of transportation; world maps; prehistoric man; Columbus, Drake, and the early explorers; family life in other times than our own; astronomy; romance of radio.</p> <p>2. Stereographs</p> <p>Denmark; Finland; Norway; Sweden; Arctic regions; Greenland; Eskimos; explorers of polar regions.</p> <p>3. Still films</p> <p>Magellan; Marco Polo; boyhood of Columbus; Columbus discovers America.</p> <p>4. Industrial and educational exhibits</p> <p>Eskimos; geological models; delta, continental glacier, retreating ice sheet, Alps; glacier, coast slightly altered, coast much altered, coast after elevation; linoleum set of printing blocks, book "The Story of Linoleum"; Wood Block — original from which Japanese prints were made.</p>	<p>Holland, Historic Ships; Syngne, Book of Discovery; Torr, Ancient Ships; Van Loon, Story of Mankind; Wells, Outline of History.</p>

* Devised by Miss Edna Hartshorn, University of Southern California, Summer Session, 1928.

EXPLORERS AND DISCOVERERS — *Continued*

DESIRABLE OUTCOMES	SOME PROBLEMS WHICH MAY ARISE	SUGGESTED ACTIVITIES	MATERIALS	TEACHER'S BIBLIOGRAPHY
	<p>15. Who discovered California? When and how did it happen?</p> <p>16. What discoveries have been made since that of California?</p> <p>17. What were the purposes of the later men?</p> <p>18. What means of transportation have been used by later explorers?</p>		<p>5. Motion pictures The Date Palm; The Prudigal Palm; Amundsen's Polar Flight; Rivers; Life History of a Stream; Ancient Rome in Africa; Pirate Castles; Inventors and Inventions; The Light That Never Failed (lighthouse); Pipe the Penguin; Birth of the Earth; Solar System; Camerling through South Africa; Swedish and Norwegian Industries; In the Andes, Mr. Outing Floats a Dream; Spaniards of 400 Years Ago; Cold Climate Animals; The Benefactor (the life of Edison); Days and Nights; Zones, Study of the Work of Rivers; The Chinese Wall; The City That Never Sleeps (in China); In Old India; Idylls of Norseland; Picturesque Scandinavia; Treasures of a Great City (man's records through the ages); The Gasoline Engine; Instruments of Speech (telephony); Volta's Discovery (electric battery); Water Power (ancient and modern); Work of Constructing Engineers; Science in the Home (evolution of the motor); Wizardry of Wireless (evolution of signaling); Animals in the North; King of the Rails (evolution of land transportation); Queen of the Waves (the first steamboat); Transportation (from slaves to electricity).</p>	

APPENDIX

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I. Composite List of Principal's Duties. (Seventh Yearbook, Department of Elementary School Principals, 1928, pp. 197-201)	

The existence of several lists of duties of elementary school principals suggested the possibility of combining these in a composite list. Such a list is given below. It attempts to include under several heads the most prominent duties which were given in each of ten different sources of information.

Principals should find this list valuable as a check against the kind of activities which they now perform. They may ask themselves several questions :

1. Am I performing duties not included on this list? Should I continue with these duties?
2. Am I failing to perform duties included on this list which I could do with advantage?
3. Is my division of time among the main topics what it should be?

PRINCIPAL'S DUTIES ASSEMBLED FROM TEN SOURCES

1. Supervision

a. Class management

- (1) Suggests how to improve discipline.
- (2) Assists teachers with daily program.
- (3) Suggests how to organize routine work.
- (4) Inspects and recommends changes in the physical equipment of the room.

b. Instructional

- (1) Gives counsel and aid to teachers.
- (2) Discusses general methods of teaching.
- (3) Discusses special methods of teaching.
- (4) Suggests how to conduct various types of lessons.
- (5) Gives demonstration lessons upon request.
- (6) Suggests how to adapt methods to individual differences.
- (7) Suggests how to improve study habits.
- (8) Suggests how to improve lesson plans.
- (9) Suggests remedial work for weak pupils.
- (10) Suggests how to improve pupils' attitudes.
- (11) Sends out mimeographed lesson helps.
- (12) Trains and directs teachers in the use of texts.
- (13) Gives special attention to new and substitute teachers.

c. Class visitation

- (1) Visits teachers as often as possible.
- (2) Encourages teachers to invite visitation.

d. Pupil adjustment

- (1) Interviews pupils.
- (2) Studies home conditions of pupils.
- (3) Examines and grades pupils.
- (4) Demotes or adjusts pupils.
- (5) Makes special promotions.

e. Supplementary

- (1) Coöperates with the supervisors.

- (2) Advises and assists in collecting teaching materials.
 - (3) Directs testing and measuring.
 - (4) Consults with parents on pupil's work.
- f. Professional study and improvement
- (1) Encourages initiative among teachers.
 - (2) Organizes experimental work to test texts and methods.
 - (3) Holds monthly teachers' meetings.
 - (4) Sends teachers to visit.
 - (5) Presents model lessons at teachers' meetings.
 - (6) Sends out reading and self-help lists.
 - (7) Holds office hours for teachers needing help.
 - (8) Holds conferences with teachers following visits.
 - (9) Encourages professional organizations.
- g. Curriculum
- (1) Aids curriculum construction.
 - (2) Seeks articulation of subject matter.
 - (3) Adapts curriculum to various groups.

2. Organization and Administration

- a. Pupil control and management
- (1) Disciplines pupils.
 - (2) Suspends pupils for cause.
 - (3) Inflicts corporal punishment.
 - (4) Witnesses corporal punishment.
 - (5) Approves special detention periods.
 - (6) Communicates with parents on child behavior.
 - (7) Directs and supervises pupil marching.
 - (8) Is responsible for pupils going to and from school.
 - (9) Admits pupils to school.
 - (10) Classifies new pupils.
 - (11) Requires tuition fee of non-resident pupils.
 - (12) Excludes pupils suspected of illness.
 - (13) Requires health certificates.
 - (14) Gives first-aid when needed.

- (15) Approves excuses for absence or tardiness.
- (16) Approves early dismissal of pupils.
- (17) Stimulates attendance through special means.
- (18) Builds up school spirit.
- (19) Provides civic and character training.
- (20) Provides pupil participation in government.
- (21) Signs employment certificates.
- (22) Gives out no list of pupils.
- (23) Requires pupils to pay for damage to school.
- (24) Provides classes for differences in ability.

b. General management

- (1) Inspects and is responsible for buildings, grounds, and equipment.
- (2) Is responsible for heating and ventilation.
- (3) Is responsible for sanitary conditions.
- (4) Is responsible for damage or loss.
- (5) Sees that clocks keep correct time.
- (6) Maintains proper care and custody of the flag.
- (7) Requires exits to be unlocked.
- (8) Is responsible for general management and discipline.
- (9) Assigns teachers for building control.
- (10) Is responsible for order and neatness.
- (11) Exercises lunch supervision and lunchroom control.
- (12) Makes rules for building control.
- (13) Provides place and supervision for early arrivals.
- (14) Is responsible for wise organization and administration.
- (15) Enforces rules and regulations of Board.
- (16) Permits no advertising in school.
- (17) Permits no vendors or salesmen in school.
- (18) Permits no solicitation of funds.
- (19) Permits only approved lectures and exhibits.
- (20) Restricts use of the telephone.
- (21) Dismisses classes according to schedules.
- (22) Dismisses school early in emergencies.

- (23) Approves admission of visitors.
- (24) Hears complaints of parents.
- (25) Arranges assemblies and exercises of school.
- (26) Coördinates the work of departments and grades.
- (27) Assists with banking and thrift activities.
- (28) Coöperates with health workers.
- (29) Makes school policies.
- (30) Holds fire drills at least once a month.
- (31) Teaches pupils and teachers the plan of fire drill.
- (32) Tests fire alarm daily.

c. Teachers

- (1) Coöperates in selection of teachers.
- (2) Reports on or rates teachers for superintendent.
- (3) Acquaints teachers with rules of the Board.
- (4) Requires teachers to follow course of study.
- (5) Reports negligent teachers to the superintendent.
- (6) Assigns teachers to grades.
- (7) Stimulates morale among teachers.
- (8) Reports teacher absences daily to central office.
- (9) Secures substitute teachers.
- (10) Provides substitutes with lesson plans.
- (11) Reports on efficiency of substitutes.
- (12) Requires teachers to post daily program.
- (13) Requires teachers to post name outside of classroom.
- (14) Requires teachers to keep records.
- (15) Examines records kept by teachers.
- (16) Reviews correspondence between parents and teachers.
- (17) Requires teachers to ventilate rooms.
- (18) Suggests to teachers how to improve appearance of rooms.
- (19) Suggests proper use of school supplies.
- (20) Distributes special bulletins and orders to teachers.
- (21) Files copy of daily program with superintendent.

d. Personal

- (1) Carries out wishes of the superintendent.
- (2) Secures superintendent's approval on leaving building.
- (3) Notifies superintendent of absence or sickness.
- (4) Engages in no other employment.
- (5) Is at school thirty minutes early in morning.
- (6) Personally visits homes in cases of illness or death.
- (7) Receives and entertains visiting teachers.

e. Janitor

- (1) Supervises and directs the janitor.
- (2) Enforces rules pertaining to the janitor.
- (3) Permits janitor to leave building.
- (4) Reports negligent janitor to superintendent.

3. Clerical**a. Supplies and repairs**

- (1) Requisitions books and supplies.
- (2) Files annual estimate of required supplies.
- (3) Checks and signs for supplies.
- (4) Files inventory of books and supplies.
- (5) Is responsible for books and supplies.
- (6) Files inventory of school property.
- (7) Returns keys to central office.
- (8) Notifies central office of necessary repairs.

b. Reports

- (1) Receives and checks data of reports.
- (2) Furnishes all reports requested by superintendent.
- (3) Reports to superintendent on the school.
- (4) Reports on fees and school funds.
- (5) Reports on pupil attendance.
- (6) Makes payroll report on teachers.
- (7) Reports corporal punishment to superintendent.
- (8) Reports accidents to superintendent.
- (9) Reports fire drills to superintendent.
- (10) Reports names of non-resident pupils.

- (11) Notifies parents and superintendents of suspensions.
- (12) Reports suspected truants to parents.
- (13) Reports suspected truants to attendance officers.
- (14) Issues transfer blanks.

c. Records

- (1) Keeps records requested by the superintendent.
- (2) Makes record of pupil attendance.
- (3) Keeps records of teacher attendance.
- (4) Keeps data on pupil's names, ages, etc.

d. Miscellaneous

- (1) Answers the telephone.
- (2) Checks and maintains the office files.
- (3) Conducts correspondence.
- (4) Registers new pupils.

4. Teaching (regular teaching would vary with specific situation).

5. Miscellaneous

a. Professional

- (1) Attends meetings called by the superintendent.
- (2) Confers with superintendent and other officers.
- (3) Attends educational meetings.
- (4) Holds membership in professional organizations.
- (5) Reads educational literature.

b. Extracurriculum

- (1) Sponsors extracurriculum activities.
- (2) Makes the playground function.
- (3) Assists with school clubs.
- (4) Encourages athletics.

c. Parent-teacher work

- (1) Uses the parent-teacher organization in work.
- (2) Secures the coöperation of the parents.

d. Community

- (1) Secures coöperation of various agencies of the community.
- (2) Participates in community activities.

- (3) Answers the questions of the public.
- (4) Contributes to school publicity.

The committee does not consider the preceding summary of activities as a final list for supervising principals. Although progress has been made in recent years, it is not yet possible to speak with finality as to just which duties a principal should perform. It will probably never be possible to set up a final list for activities which all supervising principals should adopt. Special conditions existing in a school will always determine, to a considerable extent, just how a particular principal can secure maximum results.

The preceding list, if properly used, should stimulate principals to take stock of the character of their activities. It should encourage them to continue investigation for ways of improving the efficiency of this important office.

II. Factors Contributing to the Success of the Elementary School Paper *

Source of data: This study is limited to an analysis of thirty-five papers issued by the elementary schools of Los Angeles during the years 1926-1927.

1. Aim

The following appeared to be the aims of the school papers :

- a. To develop a good school spirit by
 - (1) Editorials on commendable school practices.
 - (2) Pictures of school groups.
 - (3) Printing acceptable composition work of pupils of various grades.
- b. To give news of school activities, such as sports, plays, musical events, etc.
- c. To give names of pupils who have achieved a worthy record in scholarship, athletics, citizenship, or attendance.
- d. To help make the school the community center.

* Prepared by Mr. Harold B. Brooks, University of Southern California, Summer Session, 1927.

2. Content

a. Organization of material

This feature of the papers was in the majority of cases very poor, as the material was scattered. Headings for the various departments of the paper would have eliminated this difficulty. The following tabulation shows that more than half the papers had no headings or only one.

Headings

NUMBER OF HEADINGS PER PAPER	NUMBER OF PAPERS
0	15
1	6
2	5
3	6
4	1
5	2
Total	<u>35</u>
Total number of headings	48

The type of headings used and the number of times each type was found in the thirty-five papers is presented :

Headings

NAME	TOTAL NUMBER OF TIMES	RANK
Jokes	9	1
Stories	8	2
Sports	7	3
Classroom Notes	6	4
School Activities	4	5
Personals	4	6
Exchanges	2	7
Pick-ups	2	8
Poems	2	9
News Events	2	10
Special Classes	1	11
Question Box	<u>1</u>	12
	48	

This tabulation would indicate that at least three or four headings per paper would be desirable, for example, Jokes, Stories, Classroom Notes. If three headings per paper were considered standard the thirty-five papers should have had 105 headings. They actually had a total of forty-eight headings; the number of papers having three or more headings was nine. We therefore could believe that the papers were less than 50% efficient in this particular.

b. Material adapted to reader

As the material apparently was entirely the work of the pupils it seemed adapted to their needs. Stories, poems, news of school activities, and jokes composed the main part of the papers. As these came from pupils of all grades the pupil participation seemed satisfactory.

c. Editorials and editorial staff

- (1) Twenty-five of the papers included editorials in their contents.
- (2) Thirty papers printed the names of the pupils on the editorial staff.
- (3) Twenty-eight papers printed the names of the editorial staff at the top of the second page of each issue.
- (4) Only nine of the papers gave the name of the faculty adviser in addition to the names of the editorial staff.
- (5) One school had nineteen faculty advisers for eighteen departments. (This was too much supervision.)

3. Mechanical Construction

a. Size

The size of the papers ranged from almost a standard newspaper to a small circular. The following tabulation presents the frequency of the various sizes and an opinion regarding the comparative value of each.

DIMENSIONS IN INCHES	NUMBER OF PAPERS	VALUE
15 × 22	1	Very bad
12½ × 18	1	Poor
11 × 15	2	Fair
10½ × 14	5	Fair
10 × 11	2	Fair
9 × 12	10	Very good
8¾ × 11¾	4	Very good
8 × 11	3	Good
8¼ × 11¼	2	Good
8½ × 14	2	Fair
7½ × 10½	1	Good
7 × 8	1	Fair
5½ × 9	1	Fair
Total.....	<u>35</u>	

b. Number of pages

This table shows the number of pages in each paper.

NUMBER OF PAGES	NUMBER OF PAPERS
4	20
5	1
6	4
8	3
10	1
12	3
14	1
16	1
20	1
Total.....	<u>35</u>

More than half of the papers had four pages. An advantage of this number is that a small paper published frequently would :

- (1) Tend to stimulate greater interest in the paper.
- (2) Make possible more up-to-date news of the school. (Three of the papers did not have the pages numbered.)

c. Quality of paper

The school can be proud of its news sheet if a good quality of paper is used. The following shows what quality of paper was favored most.

Good book paper	8	
Fair book paper	13	
News print	12	Two of the papers had
Mimeograph	2	attractive covers.
	<u>35</u>	

With a large number of advertisers and good subscription rates, as most of the papers have, the paper should be printed on good quality book paper. The school is judged by these details. Wherever the school paper can afford it, covers should be used once or twice a year. The design might be something, typical of the season, which was prepared in the art lesson. Two of the papers were mimeographed and one was extremely poorly done. With ample advertisements, nearly always available, there should be little excuse for poor printing. A job printing shop near the school would be eager for the work of printing the school paper.

d. Type

The type was all standard news size, but as large type as possible should be used to encourage the pupils in the lower grades to read the school paper. If small type is used this would not be desirable on account of possible eye-strain in the young children.

e. Date line

A good date line will aid in giving good form to the paper. It will also be a great convenience in keeping a systematic file of the school papers, which is desirable as the record of the school's history. If the paper is exchanged, the strange reader may see at a glance where the paper is from. Six of the papers did not meet this standard for the date line.

f. Photographs

Whenever a school can possibly afford photographs or other cuts they should be used, as they are worth while in making the paper a success. Eight papers used photographs; five had one, two had two photographs and one had three. The type and number of photographs of each type were: Operetta staff, 2; Graduates, 3; School, 2; the following one: California mission; a group of first-grade bank depositors, and the school orchestra.

A Summary of the Factors Contributing to the Success of the Elementary School Paper

1. Each paper should have a faculty adviser who has charge of guiding the activities of the staff. A Writer's Club might be organized, composed of the staff. This group should have a clearly defined aim for the paper and carefully organize the material under various headings in the paper. As many pupils as possible should be encouraged to contribute to the paper.

2. The faculty adviser might well be excused from yard duty or other special assignment or be given a definite time on her program to counsel with the pupils regarding their school paper. The school paper can be made a vital factor in developing a good school spirit.

3. Each paper should have the materials organized under at least three headings. These are suggested: Stories, School Activities, Classroom Notes, Sports, Jokes.

4. The names of the pupils composing the editorial staff should occur at top of the second page. These items should be included with editorial staff:

- a. Name of faculty adviser.
- b. Location of school.
- c. Subscription rates.
- d. When and where printed.

5. Each paper should have a well-written editorial in each

issue. This department might well be used for excellent motivation of the English work.

6. The paper should be about 9" by 12" in size.

7. Each paper should contain four to six pages, as a larger paper with old news items is not desirable.

8. Good quality book paper should be used.

9. The paper should use an attractive cover, with a design prepared by a pupil, at least once or twice a year.

10. A good date line like this sample will help the form of the paper :

VOLUME I

MANCHESTER-HOOVER STREET SCHOOL, LOS ANGELES,
JUNE, 1927. NO. 8

11. The paper should be carefully printed. A few good advertisements will pay for good paper and printing.

12. One or two photographs, drawings, or cartoons in each issue will be a great aid in realizing the aim of the paper.

III. A Check List for the Visiting Principal *

PHYSICAL FACTORS

- | | |
|---------------------|-----------------------------|
| 1. The Grounds | 3. The Personnel |
| Clean | a. Janitor, Teachers, Prin- |
| Spacious | cipal |
| Attractive | Neat |
| Provision for shade | Apparent health |
| 2. The Building | b. Children |
| Clean | Clean |
| Neat | Active |
| Attractive | Nourished |
| Light | Free from physical de- |
| Spacious | fects |
| Fire provision | |

* Prepared by Miss Dorothy Louise Smith, University of Southern California, Summer Session, 1927.

PERSONALITY FACTORS

(Cross off those which do not correspond to your reaction.)

1. The Atmosphere

Military	Informal	Lax
Cheerful	Apathetic	Tense
2. The Discipline
 - Self-discipline
 - Teacher-discipline
 - Lack of discipline
3. The Principal
 - a. Alert
 - Casual
 - b. Able
 - Ineffectual
4. The Teachers
 - Happy
 - Interested
5. The Children
 - Cheerful
 - Eager
 - Apathetic
 - Rebellious
 - Affected

PROFESSIONAL FACTORS

1. Principal
 - Conservative
 - Progressive
 - Out-of-date
 - Encouraging teacher initiative
 - Discouraging teacher initiative
 - Indifferent to teacher initiative
2. The Teachers
 - Conservative
 - Progressive

Out-of-date
Encouraging pupil initiative
Discouraging pupil initiative
Indifferent to pupil initiative

3. The Children

Active
Passive
Self-reliant
Dependent

SOCIAL FACTORS

1. Attitude of Principal toward Teachers

Tact
Sympathy
Helpfulness
Serenity
Loyalty
Forcefulness
Dignity

2. Attitude of Teachers toward Principal

Confidence
Amenability
Loyalty
Respect

3. Attitude of Teachers toward Each Other

Friendliness
Coöperation
Loyalty

4. Attitude of the School toward the Neighborhood

(Answer "yes," "no," or "not needed"; where badly needed signify by a cross.)

- a. Adult education classes
- b. Americanization classes
- c. A corrective physical center
- d. Nutrition work
- e. Adequate provision for pupils' lunch

- f. Adequate provision for teachers' lunch
- g. Adequate teachers' rest room
- h. A nursery
- i. Organized playground activities
- j. Bathing facilities
- k. A parent-teacher association
- l. An orchestra

IV. A Check List for the Visiting Supervisor *

(To be used as an aid in the inspection of an educational plant within a limited time.)

Name of School.....

Date.....Hour: from.....to.....

Name of Principal.....

Signed.....

Supervisor.

GENERAL IMPRESSION OF THE SCHOOL AS A WHOLE

1. Physical Condition (Geography)

- a. Adequate in :
 - (1) Size
 - (2) Shape
 - (3) Location
 - (4) Protection from
Street
Sun
Rain
 - (5) Janitor service
- b. Landscaped for :
 - (1) Utility only
 - (2) Beauty only
 - (3) Both utility and beauty

	GOOD	POOR

* Prepared by Mr. J. H. Thomas, University of Southern California, Summer Session, 1927.

- | Good | Poor |
|------|------|
| | |
- c. Adequate playground for
 - (1) Boys
 - (2) Girls
 - 2. Transportation and Highways *
 - a. Good sidewalks in immediate vicinity
 - b. Good streets in immediate vicinity
 - c. Adequate transportation facilities
 - 3. Playgrounds
 - a. Adequate in :
 - (1) Size
 - (2) Shape
 - (3) Location
 - (4) Equipment
 - 4. Buildings
 - a. Adequate in :
 - (1) Size
 - (2) Shape
 - (3) Janitor service
 - b. Properly arranged
 - c. In good condition
 - d. Provided with sufficient :
 - (1) Hall space
 - (2) Cloak and rest rooms
 - (3) Office accommodations
 - (4) Eating facilities
 - (5) Library space
 - (6) Classrooms

Classrooms have the following:
(Mark out those not applicable) Good air; proper lighting; comfortable seats; table, desks, seats are well arranged; beautified; browsing table; supplementary material; neat, clean, and attractive.

* Note — Not a few school problems arise from improper and insufficient transportation facilities.

- | Good | Poor |
|------|------|
| | |
- e. Designed for :
- (1) Utility only
 - (2) Beauty only
 - (3) Both properly combined
5. Activities
- a. On sidewalks and school approaches :
 - (1) Orderly
 - (2) Unaffected
 - (3) Joyous
 - (4) Courteous
 - b. On playgrounds
 - (1) Teachers in evidence
 - (a) Intelligently occupied
 - (2) Pupils engaged in worth while activities
 - (3) Maximum pupil activity
 - (4) Adequate supervision
 - (a) Teacher
 - (b) Pupil monitor
 - (c) Both
 - (5) Discipline
 - (a) Military
 - (b) Informal
 - (c) Unseen, unheard, unnecessary
 - (d) Necessary
 - c. In halls
 - (1) Regular passing to and from classes
 - (a) Formal, military marching
 - (b) Informal and orderly
 - (c) Loud, boisterous, running
 - (d) Fear-maintained quiet
 - (2) Occasional passing
 - (a) Natural
 - (b) Affected
 - (c) Fearful
 - (d) Boisterous

	Good	Poor
d. In dining room, library, and special rooms		
(1) Used as educational tools and opportunities		
(2) Used to maximum extent		
(3) Properly supervised		
(4) Self-direction encouraged		
(5) Clubs and student organizations maintained		
e. In classroom		
(1) Teacher		
(a) Personality influence good (check terms not applicable); pleasant; courteous; well-modulated voice; appropriately gowned; attractive		
(b) Professional influence good		
General impression good		
Lesson aim well chosen		
Fits course of study		
Meets a life need		
Aids character development		
Method good		
Procedure good		
Reached satisfactory conclusion		
(2) Pupils		
(a) Courteous		
(b) Self-reliant		
(c) Prepared		
(d) Participating		
(e) Working as individuals — not as unit		
(f) Engaged in original work		
(g) Satisfied		
(h) Cheerful		
6. Atmosphere		
a. In general coöperation, loyalty, sympathy, understanding, comradeship, and confidence prevail:		

- | GOOD | POOR |
|------|------|
| | |
- (1) Between principal and teachers
 - (2) Among teachers
 - (3) Between teachers and pupils
 - (4) Among pupils
 - (5) Between school and neighborhood
- b. In particular
- (1) On grounds (spirit of joyous light-heartedness expressing through play-activity youthful exuberance of spirit unconsciously governed in the interest of the group).
 - (a) Active
 - (b) Interested
 - (c) Courteous
 - (d) Happy
 - (2) In building (spirit of courtesy and respect toward property and individuals dedicated to the task of imparting knowledge).
 - (a) Freedom of movement and speech
 - (b) Regard for rights of others
 - (c) Respect for principal and teacher
 - (d) Courteous to strangers
 - (e) Happy
 - (3) In classroom
 - (a) Interested
 - (b) Happy
 - (c) Industrious
 - (d) Friendly
 - (e) Coöperative

V. A Check List for Observation of Physical Education Teachers *

INSTRUCTIONAL PLAY DAY

1. Were the physical needs of the pupils cared for?

* Prepared by Edward Charles Browne, University of Southern California, Summer Session, 1927.

2. Was time wasted in taking the roll and getting class started?

3. Was the class handled as a whole or was it divided up into squads with a leader for each squad?

4. Were the games socialized? Were the pupils happy, earnest, industrious, aggressive?

5. Was there an atmosphere of good leadership, citizenship, and sportsmanship present?

6. Did the pupils suggest the games or were they given them at the will of the teacher?

7. Did the pupils know the rules of the game, and what was expected of each?

8. Was there a definite aim in view to be gained by playing the game?

9. Was adequate equipment furnished? Was it in good condition?

10. Was the ground marked off and in good playing condition?

11. Did the teacher observe the physical ability of each pupil in playing the game?

12. Did the teacher offer any suggestions during the game?

13. Was the goal or aim reached to the satisfaction of both the teacher and pupils?

14. Did the game provide for life and growth?

15. Could the teacher have made the game more profitable for any one individual by giving assistance or suggestions during the period or afterward?

16. Did the teacher prevent overstrain on the part of the pupils?

FORMAL DAY

1. Were the physical needs of the pupils cared for?

2. Was time wasted in taking roll and starting the class to work?

3. Was the work done by the class as a unit or was it divided into squads with pupils acting as squad leaders?

4. Was the work formal or socialized?
5. Did the pupils assist in planning and demonstrating the work?
6. Were the pupils earnest, industrious, and aggressive?
7. Did the pupils know how to conduct the class?
8. Were the different exercises, etc., demonstrated to the class by the teacher or pupil in charge before the class tried them?
9. Was there a definite aim in view to be gained in doing the exercises, etc.?
10. Was adequate equipment furnished? Was it in good condition?
11. Did the teacher observe the physical ability of each individual?
12. Were the pupils able to grade or test themselves as to their ability to do the exercise?
13. Was the goal set reached to the satisfaction of both teacher and pupils?
14. Did the lesson provide for life and growth?
15. Could the period have been made more profitable by the aid of either teacher or pupils?

DECATHLON DAY

1. Were the physical needs of the pupils cared for?
2. Was time wasted in calling the roll and starting the class procedure?
3. Was the class handled as one unit or was it divided into squads with pupils as leaders?
4. Did pupils help plan the work?
5. Was the work socialized? Were the pupils happy, industrious, and aggressive?
6. Did the squad leaders show signs of being good leaders and managers?
7. Was there coöperation between the squad leaders, pupils, and teacher?

8. Did the pupils know the proper way to execute the event?

9. Did each pupil know what record he should make according to his physical ability?

10. Was there an aim? Did the event fit the aim?

11. Was good equipment furnished for the event? Was it cared for by the pupils?

12. Did the teacher observe the physical ability of each pupil in doing his event?

13. Did the teacher offer any suggestions or demonstrate to any of the pupils who did not seem to be getting along as well as the average?

14. Were records kept for each individual?

15. Was the pupil able to grade or rate himself as to his efficiency in comparison to the record he made in the event?

16. Are the records for the whole class kept where all may see them for comparison whereby improvement will be encouraged?

17. Do pupils try to improve in the event at their own free will?

18. Was the goal set reached to the satisfaction of both teacher and pupils?

19. Did the situation provide for life and growth?

20. Could the teacher have made the event more profitable for any individual? How?

HEALTH AND HYGIENE DAY

1. Were the physical needs of the pupils cared for?

2. Was the teacher a good manager?

3. Were the conduct, discipline, and behavior formal or socialized?

4. Were the pupils responsive, industrious, earnest, and happy?

5. Did the situation provide for life and growth?

6. Did the lesson have a clear and definite aim?

7. Did the subject matter fit the aim?
8. Did the pupils know what was expected of them?
9. Was the lesson type suited to the aim and materials?
10. Did the pupils assist in organizing, planning, and judging the value of the work?
11. Did the teacher observe the laws of learning?
12. Did the teacher and pupils reach with satisfaction the goal set?

CHECK LIST FOR SUPERVISOR TO TEST HIMSELF

1. Is he helping to improve the teaching act? How?
2. Is he encouraging good work?
3. Is he eliminating poor methods in teaching and establishing good ones?
4. Has the subject matter been properly organized?
5. Is he helping to improve the teachers in service?
6. Does he do research work and make experimental studies of the problems of education?
7. Does he adapt his work to the needs of his pupils?
8. Does he measure his own efficiency and strengthen his weak points?

VI. Seating an Elementary Schoolroom

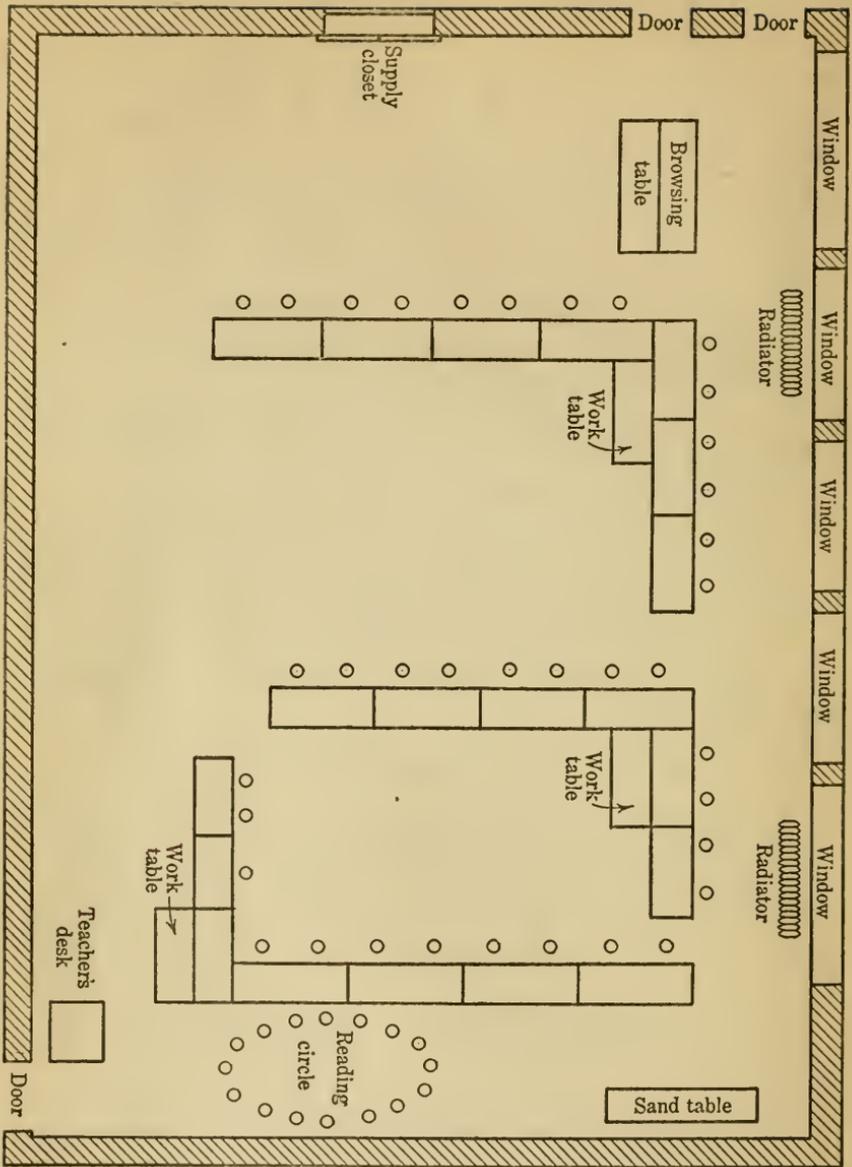
The interests of small children call for abundant free floor space. Tables and chairs instead of fixed desks are recommended for first and second grade rooms, a combination of tables and desks for the third grade, and desks for the fourth grade and above. A good primary seating plan is that which follows.

Browsing (or library) tables are essential parts of the modern elementary schoolroom. The following specifications will prove helpful:

Kindergarten. Four tables with eight chairs arranged as one large table.

Tables 18''-20'' high

Chairs 10''-12'' high



A GOOD SEATING PLAN FOR A PRIMARY ROOM

First and Second Grades. Arranged as already noted.

Tables 22" high

Chairs 12"-14" high

Third and Fourth Grades. Four tables with eight chairs arranged as one large table.

Tables 24"-26" high

Chairs 14"-15" high

Fifth and Sixth Grades. Arranged as above ; four to eight chairs.

Tables 26"-28" high

Chairs 16"-18" high

VII. The Colorado State Teachers College Bulletin on Supervising Duties

The Department of Education of Colorado State Teachers College is interested in reorganizing and developing a curriculum which will more adequately meet the needs of teachers in the field.

In order that courses may be organized and revised to give better professional preparation for supervision in the elementary schools, an analysis is being made of the duties and functions of instructional supervisors.

We are inclosing a very interesting list of activities performed by supervisors. We need to know what duties are performed by the greatest number of people engaged in supervision. We are soliciting your help in this study and are asking that you check the list of duties as indicated, adding any additional duties which may come to your mind as you read.

	1	2	3	4	5
A. Development of right attitude toward supervision :					
1. Cultivate a spirit of friendliness toward supervision					
2. Encourage initiative					

	1	2	3	4	5
3. Secure coöperation with and among teachers.....					
4. Create enthusiastic interest in welfare of children.....					
5. Encourage suggestions.....					
6. Give credit for all contributions from teachers.....					
B. Selection and organization of materials of instruction :					
1. Encourage teacher participation in curriculum making.....					
2. Organize each course of study.....					
3. Supervise the organization of each course of study.....					
4. Determine the efficiency of each course of study.....					
5. Select textbooks.....					
6. Examine textbooks.....					
7. Appraise textbooks.....					
8. Recommend textbooks.....					
9. Recommend grade placement of subject matter.....					
10. Determine grade placement of subject matter.....					
11. Hold the work to the course of study ..					
12. Keep a general unity in the school system.....					
13. Stress coördination of departments.....					
14. Keep an inventory of supplies and equipment.....					
15. Prepare directions for the use of supplies and equipment.....					
16. Provide supplementary materials.....					
17. Outline supplementary materials.....					
18. Requisition the supplies.....					

	1	2	3	4	5
19. Set up standards of distribution					
20. Prepare descriptive lists of instructional materials, supplies, etc., with suggestions for their use and care					
21. Test the efficiency of the course of study, textbooks, and other materials of instruction					
C. Research and experimental study of the problem of teaching :					
1. Construct tests and methods of measuring efficiency of instruction					
2. Give intelligence tests and educational tests					
3. Supervise the giving of tests					
4. Develop records, forms, graphs, for the use of teachers					
5. Cooperate with teachers in interpreting results of tests					
6. Determine degree of efficiency to be adopted as a standard					
7. Acquaint teachers with the merits or faults to be considered in appraising class work					
8. Stimulate experimentation with subjects of instruction on the part of teachers					
9. Recommend changes in textbooks (from analysis of the result of tests)					
10. Recommend changes in methods of instruction					
11. Recommend changes in subject matter					
D. Evaluation of the efficiency of teachers :					
1. Rate (grade) the teachers					
2. Give special attention to new, substitute, or unsuccessful teachers					
3. Recognize individual differences in teachers					

	1	2	3	4	5
4. Have teachers rate themselves					
5. Recognize differences in classes					
6. Make recommendation for appointment of teachers					
7. Make recommendation for assignment of teachers					
8. Make recommendation for transfer of teachers					
9. Make recommendation for reappointment of teachers					
10. Make recommendation for promotion of teachers					
11. Make recommendation for resignation of teachers					
12. Place teachers within the system					
13. Counsel with teachers concerning opportunity of professional advancement outside the system					
14. Counsel with teachers concerning opportunity of professional advancement within the system					
E. Provision of opportunity for professional growth of teachers in the service :					
1. Suggest professional reading on general or special topics					
2. Circulate books or magazines containing professional materials for reading					
3. Encourage affiliation with the professional organizations					
4. Conduct reading circle work					
5. Enlist teachers' interest in correspondence courses, extension courses, summer classes					
6. Define for teachers the general aims and objectives of the work and their relation to the whole educational process					

	1	2	3	4	5
7. Encourage teachers to perform work on committees or in sections of professional organizations.....					
8. Organize institutes.....					
9. Arrange lectures by educational leaders					
F. Teacher training activities:					
1. Hold teachers' meetings					
a. Regular.....					
b. Special.....					
2. Hold inter-grade meetings.....					
3. Give demonstration lessons					
a. Demonstrate for the benefit of the teacher.....					
b. Experimentation.....					
c. To discover difficulties and possibilities.....					
4. Arrange demonstration teaching by other teachers.....					
5. Visit classrooms for					
a. Definite purpose.....					
b. Inspirational visit.....					
c. Observation.....					
d. Inspection.....					
6. Confer with teachers before visiting....					
7. Confer with principals before visiting..					
8. Keep reports of classroom visits.....					
9. Use special rating-sheet for checking up visits.....					
10. Analyze and criticize teaching technique					
11. Diagnose teaching difficulties.....					
12. Evaluate teaching methods.....					
13. Use constructive criticism.....					
14. Give criticism directly to teachers....					
15. Confer with principals after classroom visits.....					

	1	2	3	4	5
16. Report visits to superintendent.....					
17. Encourage inter-teacher visitation.....					
18. Arrange for teacher visiting days.....					
19. Send out supervisory bulletins.....					
20. Send out outlines.....					
21. Prepare and send out bibliographies....					
22. Hold conferences with teachers					
a. Individual.....					
b. Group					
23. Suggest or hold round-table discus- sions.....					
24. Render assistance "on call" when and where requested to do so.....					
25. Require lesson plans from teachers.....					
26. Develop educational exhibits.....					
 G. Provide teachers with the latest scientifi- cally discovered materials and methods of instruction :					
1. Collect constructive ideas and pass them on to teachers.....					
2. Make suggestions concerning new or changed methods of instruction.....					
3. Interest teachers in new plans, methods, or devices.....					
4. Suggest special methods for special types of work.....					
5. Recommend remedial work.....					
6. Confer with teachers concerning prob- lems of teaching technique.....					
7. Aid teachers in solving problems of dis- cipline.....					
8. Supervise study of pupils.....					
9. Capitalize the best practice of the entire corps.....					

	1	2	3	4	5
H. Classification and promotion of pupils :					
1. Recommend consolidation, increase, and decrease in classes					
2. Make suggestions for placing pupils					
3. Make suggestions for transferring pupils					
4. Make suggestions for promoting, demoting, or retaining pupils					
5. Make suggestions for grading pupils					
6. Place pupils in the proper grade					
7. Transfer pupils					
8. Promote, demote, or retain pupils					
9. Make suggestions concerning special types of children					
10. Make suggestions for vocational guidance of pupils					
I. Professional activities :					
1. Hold membership in Teachers' Association					
2. Attend educational meetings					
3. Address professional gatherings					
4. Serve on educational committees					
5. Write educational articles for publication					
6. Read professional books and magazines					
7. Take part in extension courses					
8. Give demonstration work at city or county institutes					
9. Assist in organizing clubs					
10. Organize and conduct parent-teacher meetings					
J. Miscellaneous activities :					
1. Make reports to the superintendent regarding the work of the system					

	1	2	3	4	5
2. Make reports to the principal regarding the work in the building					
3. Supervise building programs					
4. Make building programs					
5. Supervise and conduct plays and pageants					
6. Supervise classroom programs					
7. Work with student councils					
8. Attend to correspondence and other clerical work					
9. Answer inquiries and questionnaires					
10. Visit other schools					
11. Report visits to other schools					
12. Provide for newspaper publicity in order to give parents and others a knowledge of the work of the school					
13. Hold conferences with parents concerning pupils' work					
14. Organize and conduct school surveys					
15. Plan supervisory work by day, month, or year (please underline)					
16. Advance supervisory program in the hands of the teacher					
17. Supervisor rate herself					
18. Study the community					
19. Sell supervisory plans and devices to the corps					

VIII. Teaching How to Study — A Reading Program *

The suggestions in this section are designed for the purpose of helping especially that group of pupils who, because of vocabulary needs, are below standard in reading achievement.

* Taken from Bulletin 81, Division of Course of Study, Los Angeles City Schools. This bulletin was prepared by Miss Janie Duggan, Assistant Supervisor, and Miss Ethel I. Salisbury, Director.

B

frugal	stern	quiet	loud	ancient	rude
active	lovely	singular	hardhearted	deep	curious

The elder stranger looked so that Philemon was really almost frightened.

“ I have never heard dogs so,” said Philemon.

“ Nor children so,” answered his wife.

(*Progressive Road to Reading*)

C

spread	hewed	plant
disappeared	heavily wooded	escorted
armed	equipped	threatened
persecuted	dragged	driven
poured	waded	bore

..... for their religion in England, the Pilgrims first went to Holland.

In August the two ships their sails for America.

The waves rolled over the ship's deck and to swallow her.

For days at a time, during the storm, the ship could not use her sails and was far out of her course to the northward.

(*Mace's Beginner's History*, pp. 73-79)

5. Matching Parts of Sentences in Two Columns: Match the parts of sentences in column 1 with parts in column 2, so that you will have true statements.

A

- | | |
|-----------------------------|-----------------------|
| a. The Pilgrims went first | a. At Plymouth Harbor |
| b. They later decided to go | b. To Holland |
| c. The Mayflower landed | c. To New England |

(*Mace's Beginner's History*, pp. 73-81)

B

- | | |
|---|-----------------------------------|
| a. Almost every New England river and creek | a. Make many many kinds of things |
|---|-----------------------------------|

- | | |
|--|------------------------------------|
| b. The crooked coast of
New England | b. Need of many skilled
workers |
| c. The skilled workers of
New England | c. Has many harbors |

(Smith's *Human Geography*, pp. 155-165)

6. Matching Difficult Words to Pictures: The teacher will need a supply of mounted pictures for this exercise.

PICTURE	WORD
a.	embarkation
b.	boulder
c.	compact
d.	range of hills
e.	tourists

(Smith's *Human Geography* and Mace's *Beginner's History*)

7. Finding Sentences Which Tell:

What — kind of climate is found in New England, etc.

Where — the chief centers of manufacture in New England may be found, etc.

When — cotton began to be manufactured in New England in great quantities.

How — New England is adapted to manufacturing, etc.

Why — people visit New England, etc.

8. Something to Do:

Make a list of all the occupations of New Englanders mentioned on pages

Make a list of the manufactured articles of New Englanders named in

Make a list of the exports of New England.

Make a list of the imports of New England.

Make a list of the centers of manufacture in New England.

9. Finding Words Which Describe:

Read the story and find a list of words that describe each of the following:

A	B	C
Baucis	The supper	Industries
Philemon	Pilgrims	Harbors
Strangers	Indians	Surface of New Eng- land
Villagers	The voyage	Early New England New England to-day

10. Adding to Lists :

In each list all of the words are similar. Fill the blanks with other similar words.

- Blacksmith, shoemaker, fisherman
 Orange, cotton, coal
 Cloth, shoes, knives
 (Smith's *Human Geography*, pp. 153-172)

11. Giving Subjects of Parts or Paragraphs of a Story :

Read the selection and find subjects for the parts of a story.
 Introducing the characters, pp. 48-55.

The conversation, pp. 56-57.

Supper is ready, pp. 58-65.

The guests depart, p. 66.

The wish comes true, pp. 67-71.

(*Progressive Road to Reading*, pp. 48-72)

12. Matching Words with Definitions :

Write opposite each word the number of the definition which applies to the word :

A

- | | |
|-------------|---|
| persecuted | 1. Act of going on shipboard for a voyage |
| compact | 2. Affected because of religious belief |
| embarkation | 3. An agreement, etc. |

B

- | | |
|--------------|---|
| harbor | 1. Forsaken or deserted |
| census taker | 2. Shelter |
| foreign | 3. An official who makes a record of the
number of people in a city or country |
| abandoned | 4. Outside of a place or country, etc. |

13. Finding Paragraphs that Answer Questions :

Find the paragraph which answers each question below. Be able to read it to the class.

Of the one hundred largest cities of the United States, sixteen are in the New England group. Why? (P. 159, paragraph 219.)

14. Practice Exercises on Difficult Words of Reading Lessons :

- a. Giving words in answer to teachers' questions.
Read the question ; then point to the word that answers it and say the word :

(1)

census taker glacier coastal plain population

What is the name for a mighty ice sheet ?

Who numbers people in a city or country ?

What words mean level, sandy land near the sea ?

What word means the whole number of people ?

(Smith's *Human Geography*)

(2)

founded compact attack converts

What were the people who changed their religion called ?

What word means established ?

What word tells that the Indians were not always friendly ?

What is the name for agreement ?

(3)

frugal cultivated singular skillfully

What word means unusual ?

What word tells how the young traveler's staff was made ?

After the waters left the lake, what did the men do to the land ?

What kind of supper did Baucis and Philemon have ?

- b. Classification exercise for the children to complete :
 Where or places : In Massachusetts, in England . .
 When or times : Then, in August,
 Who or people : Indians, Standish,
 Which or kind : Stout-hearted, anxious
 (*Mace's Beginner's History*)
- c. Rearrangement exercise following a silent reading lesson :
 Place these words under the proper headings :

1

Early New England	New England to-day
made a living by	every farmer grew the things
farming	he used
heated his home by	many factories
a wood fire	one man having twenty
most of the people	trades
live in cities	

2

LIST OF WORDS

cranberries	tinsmith
Irish	peninsula
truck	traders
Portuguese	foreigners
glacier	sailors

HEADINGS

Products	Land forms
Cities	Manufactured articles
Occupations	People

15. Exercises to Improve Comprehension of Words, Phrases, and Sentences :

- a. Sentences followed by questions.

Each sentence should tell some fact from inference and be followed by a question, as

“ The ship was driven far out of her course.”

Did the ship always have easy sailing?

“ How they poured out their hearts in gratitude that they had crossed the stormy sea in safety ! ”

- b. Sentences written on slips for children to read or act out.

Tell the names of some manufacturing towns of New England.

Point to Plymouth on the map.

Draw the shape of the New England coast line.

16. Solving a Problem.

After various combinations of plans 1-15 have been developed with children, a larger and more meaningful unit should be worked out by them.

A suitable problem over the subject matter selected for illustrative purposes is to show why the New England States have been called "the workshop of America."

An outline procedure in solving this problem may prove helpful:

Problem: Why are the New England States called "the workshop of America"?

Procedure: Cut from magazines advertisements of articles manufactured in New England.

Group these advertisements according to the raw materials from which the articles are made; namely, (1) cotton, (2) leather, (3) wool, (4) lumber, (5) metals.

Compare centers of manufacture given in the text with those indicated in the advertisements.

Make maps showing:

Where the raw materials come from.

Where the centers of manufacture are located.

Where the finished products are shipped.

How the New England States are especially adapted to industry.

- a. Physical map.

- b. Population map.

Class may divide into groups and each group give an illustrated lecture showing:

A trip through a factory.

Life of the people engaged in this type of manufacture.

Centers of distribution.

Maps indicated above.

History of the New England States in relation to this industry or "the beginning of industry in New England."

A separate group may work on the fishing industry in New England.

The *National Geographic Magazine* for March, 1920, will prove most helpful in solving this problem.

IX. Teaching How to Study — The Social Studies *

PART ONE

Part One consists of suggestions for teaching Mexico to groups who have vocabulary and reading difficulties and few geographical concepts. Any one lesson or combination of lessons in this group may be used. The selection is left to the individual teacher's judgment.

The lessons are based on Smith's *Human Geography*, Book I, complete edition, pages 183-189.

1. Copy sentences which tell :
 - a. The kinds of climate in Yucatan, Mexico (p. 183).
 - b. How people get water in Yucatan (p. 184).
 - c. What the people of the United States and other countries buy from the people of Yucatan (p. 185).
 - d. Ways in which Mexico is different from the United States (p. 185).
 - e. What the chief cities of Mexico are (p. 187).
 - f. Kind of climate throughout Mexico (pp. 187-188).
 - g. Products of Mexico (pp. 187-188).
2. Find the paragraph which tells :
 - a. Where most of the people of Mexico live (p. 187).
 - b. What the people of Mexico do for a living (pp. 187-188).

* Adapted from Bulletin No. 97, Division of Course of Study, Los Angeles City Schools. This bulletin was prepared by Miss Janie Duggan, Assistant Supervisor, and Miss Ethel I. Salisbury, Director.

- c. A short history of the people of Mexico (p. 185).
- d. How the caves or underground passages of Yucatan are made (p. 184).
- e. What kinds of climate may be found in Mexico (p. 187).
- f. The chief exports of Mexico (p. 188).

3. Make three " how " questions :

The teacher and pupils should work out sample lessons together before the children are asked to make or find questions independently.

- a. How does Mexico compare in size and population with our country?
- b. How did Mexico help the Allies in the World War?

4. Make three " why " questions :

- a. Why did the Spaniards wish to conquer Mexico?
- b. Why would you rather live in Mexico City than in Vera Cruz?
- c. Why may Mexico be expected to become an important country?

5. Make a list of things mentioned in the text that you would like to see illustrated with stereographs or slides.

Section 262.

- a. A little village of one-storied, whitewashed houses of Yucatan.
- b. An underground cave from which Enrique's mother is dipping a jar of water.
- c. Enrique's father working in the sisal fields.
- d. A ship loading at Progreso.
- e. Reapers binding wheat with sisal twine.

Section 263.

- a. People of Mexico — Spanish, Indians, and mixed groups.
- b. Ruins of ancient Mexico.
- c. Mexico City.
- d. Vera Cruz.
- e. A scene in Lower California.

- f. A Mexican swamp.
- g. A Mexican cattle ranch.
- h. A Mexican farm.
- i. Sugar and banana plantations.
- j. A mahogany forest.
- k. A scene at the port of Tampico.

Section 264.

- a. A silver mine.
 - b. A scene showing donkeys bringing charcoal down the mountain.
 - c. A cooking scene.
6. Read "The Mexican Twins."
- a. Select scenes to dramatize for another grade.
 - b. Make a crayola picture show of the story. Select one or two pictures for each chapter and plan to tell the story centering around each picture.
 - c. Plan for one group of pupils to read the story aloud to the others in the class.
7. Plan a Mexican exhibit table or corner. A short paragraph may be written on each article exhibited. Other grades may be invited to visit the exhibit, a selected group being in charge during each visiting period.
8. Make a product map of Mexico.
9. Make a booklet of pictures on Mexico with sections on:
- a. The people.
 - b. How the Mexicans live.
 - c. What the people do.
 - d. Scenes in the mountains, on the plateau, near the seacoast.

PART TWO

The suggestions given in this section call for more difficult thought processes and provide enriched study.

1. Plan and give to an audience an assembly program on Mexico.

- a. Product maps and accompanying lectures.
 - b. Folk dances of Mexico.
 - c. Stereopticon of "Everyday Life in Mexico."
 - d. A map lecture.
East and west coasts.
On the plateau.
2. Make a delinescope picture show of "Mexico — To-day and Yesterday." *
- a. "Life on a Mexican Hacienda."
 - b. "Along Our Side of the Mexican Border."
 - c. "Adventuring Down the West Coast of Mexico."
 - d. "Exploring Mexico's East Coast."
 - e. "Looking Backward."
 - f. "Looking Forward."
3. Make a picture show in the form of a Traveler's Guide.
- a. Map of steamship and railroad routes.
 - b. Scenes along the way.
 - c. Scenes in cities of interest.
 - d. Short sketch of historical background of various scenes.
4. Plan to make a trip to Mexico. Three guides may be chosen, each to serve as chairman of one group. The fourth group may form a map company serving the first three groups. Purpose of the journey: To explore Mexico and discover:
- Group A. Mineral resources.**
- a. Their kind and the relative importance of each kind to Mexico and the United States.
 - b. Where each is found, the nature of the climate and relief, and whether these conditions help or hinder the work of mining.
 - c. Methods of mining and the extent to which the products are refined before being shipped.
 - d. The people who carry on the mining, including both foreigners and natives, and the kind of work done by each.

* Titles taken from the *National Geographic Magazine*.

** Huntington and Cushing's *Modern Business Geography*.

Group B. Forest and plantation products of Mexico.*

- a. Kinds of products and their uses.
- b. Location of the products — climate and relief of the sections where they are found.
- c. Methods of raising and procuring them.
- d. Kind of people who raise them, whether foreign planters or native laborers.
- e. Methods of sending to the United States and importance to this country.

Group C. Principal cities of Mexico.*

- a. Reasons for their location.
- b. Transportation methods and routes.
- c. Chief occupations and chief products that enter or leave them.
- d. Inhabitants and their relations to commerce and industry.
- e. Chief railroads that connect them.

Group D. To make maps of Mexico for the three preceding groups.

- a. Large outline map of Mexico.
- b. A map in which are shown areas raising important amounts of cotton, sisal, fruit, cocoa, coffee, etc.
- c. Map showing mineral regions.
- d. Map showing railroad lines and cities whose great growth has been favored, serving as centers of transportation for products of the surrounding regions.

5. Problems.*

- a. State the factors in making a country important. Show that Mexico has most of these factors. Why is she not a commercially important country?
- b. Why did only about one-half of Mexico's imports come from the United States until recent years? Adjoining portion of Mexico and the United States thinly populated. Barriers of race and language.

* Huntington and Cushing's *Modern Business Geography*.

Spaniards are merchants of Mexico and preferred to trade with Europeans.

- c. Why is Mexico only one-tenth as valuable to us as Canada as a market, when she contains twice as many people?

Two-fifths of people Indians.

Two-fifths of people mixed.

Tropical climate.

- d. Which of the following captions best refers to Mexico?*

(1) The land of Silver, Sisal, and Sugar.

(2) The land of Oil, Rubber, and Fruit.

(3) The land of Copper, Mahogany, and Coffee.

Find ranking of Mexico in production or yield of each of the products. Make comparative graphs and draw conclusions.

- e. Jaurez is called the "Lincoln of Mexico." Make comparison of the lives of these two men to show that Jaurez deserves this title.

6. Make a Spanish dictionary — illustrated. Arrange in order the words and meanings. Illustrate, with a drawing or picture, each word.

Words

pulque	buenos dias	posada
rebosa	don	maguery
hacienda	senora	patio
sombrero	fiesta	peon
burro	tortillas	muchacho
casa	cargador	

Meanings

- | | |
|---------------------|--|
| 1. a Mexican liquor | 6. Mexican donkey |
| 2. festivity | 7. century plant from which pulque is made |
| 3. boy | 8. pancakes made of Indian corn |
| 4. Sir, Mr. | |
| 5. Good day! | |

* Huntington and Cushing's *Modern Business Geography*.

- | | |
|--------------------------------------|--------------------|
| 9. Mexican Indian of the lower class | 13. man of burden |
| 10. house, dwelling | 14. lady, Mrs. |
| 11. broad-brimmed Mexican hat | 15. leap-frog |
| 12. open space inclosed by a house | 16. a large estate |

7. The chief wealth of old Mexico is her agriculture and stock raising.

The principal farm products are :

corn	tobacco	wheat
beans	henequen	molasses
cotton	sugar	coffee

From a list of products, determine the types of climate one may expect to find in Mexico. Account for these variations.

8. 370,500,000 acres ($\frac{3}{4}$ of the land area) of Mexican land are cultivable.

17,290,000 acres of Mexican land are cultivated.

How can you account for the wide difference in these figures?

9. Explain or interpret the following facts about Mexico :*
- The percentage of illiteracy in Mexico for 1921 was about 62.
 - Only one-third of the Mexican children attend school.
 - Trade between Mexico and the United States exceeded a million dollars a day in the last half of 1925.
 - Irrigation is needed along the Pacific coast and in the interior, while the lowlands along the Gulf coast are hot and unhealthful with heavy rainfall.
 - Primitive methods of farming prevail in Mexico.
 - The climate of the vast table land of Mexico is delightful. It is like that of New York in September.
 - The principal cities of Mexico are :

* Huntington and Cushing's *Modern Business Geography*.

CITY	POPULATION IN ROUND NUMBERS
Mexico City	1,080,000
Guadalajara	119,000
Puebla	96,000
Monterey	85,000
San Luis Potosi	68,000
Vera Cruz	49,000
Tampico	16,000

10. The Pacific coast-line is 4,574 miles long.
The Carribean coast-line is 1,727 miles long.

11. The principal trees of Mexico are :
pine cedar spruce mahogany rosewood logwood

12. The most extraordinary silver mines of the world are
at Guanajuato.

13. The United States took about 90% of Mexico's exports
for 1922-1924, and supplied 58%, 72%, and 85% of her imports
for these three years.

14. The second most valuable industry in Mexico is mining.
This has been the most highly developed of her industries since
the days of the Spanish conquest (1521). For the last 400
years she has furnished two-thirds of the world's silver pro-
duction. Mexico yields :

$\frac{1}{3}$ of the world's production of silver.

5% of the world's production of gold.

10.8% of the world's production of petroleum.

Other minerals found there are lead, copper, zinc, mercury,
tin, iron ore, and an abundance of low-grade coal.

15. The oldest road in the North American continent ex-
tends across Mexico in a great Y with the stem at Vera Cruz and
the northern prong touching the Pacific at San Blas.

Date Due

1 Jul 31	11 F 11 53	JAN 30 '51
11 Jul 31		
22 Feb 32		
R10 Jun 37		
Res		
Em 578		
EM 400		
19 Oct '36		
24 Nov '36	27 Jan '37	
1-12-37	27 Jan '37	
28 Nov '37	27 Nov '37	
Em 528		
29 Jun '40	17 Jun '40	
6 Jul 40	5 Jul 40	
8 Jul '41	JUL 41	
F 10 Nov '43	27 Jan 44	
F 31 Oct '44	30 Nov 44	
Ⓢ		

