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State of Iowa
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Guides for Teaching

**Psychology, School Management, and
Methods in the Normal
Training High Schools**

Prepared by Clara M. Wallace
Supervisor of Normal Training High Schools

Issued by the Department of Public Instruction
Agnes Samuelson, Superintendent

Published by
THE STATE OF IOWA
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FOREWORD

The purpose of a high school normal training course is to prepare teachers for work in ungraded rural schools. This bulletin points out the most essential factors in teaching schools of this type. In so far as it outlines the content of the professional courses in the high school normal training curriculum it should be helpful in unifying practice throughout the state. It sets forth the basic work around which the training program is organized. Since the certificate examinations will be based largely upon them the students in these courses should be well versed in the topics presented.

It should be understood that these guides are neither final nor complete. They are a revision of previous bulletins in psychology, school management, and methods which the normal training teachers of the state helped to prepare. As a result of the experiences which teachers have had in using these outlines they are again being made available in revised form. They should be considered as tentative and subject to revision from time to time in the light of new developments in subject matter and procedures. We trust that teachers will find them flexible and adapted to their uses and will supplement and augment them from every available source.

AGNES SAMUELSON

Superintendent of Public Instruction

SECTION ONE

PSYCHOLOGY

I. Introductory Statement

Psychology is scheduled the first semester of the junior year. Through this course high school normal training students should arrive at a better understanding of their own lives as well as those about them. It should serve the purpose of helping teachers more successfully to direct themselves and to guide the pupils under their supervision.

High school normal training psychology should be bound as closely as possible with schoolroom situations. It should deal with the behavior of children of school age and equip the students with such information concerning human beings as is indispensable for understanding something of the nature of child behavior. The course will accomplish its objective if it gives the students such understanding of child life and activities as will make them better able to manage the situations arising in the schoolroom, and if it teaches them how to control and conduct themselves for more efficient work.

The materials for this course are the books now in common use in the normal training departments of the state. The following books, as well as sufficient supply of library manuals, should therefore be accessible to the students. If other texts are adopted by the local school authorities, the normal training critic can easily work them into the course.

II. Books

A. Reference books

1. Adams, *The Ways of the Mind*, Charles Scribner's Sons, Chicago, 1925
2. Averill, *Psychology for Normal Schools*, Houghton Mifflin Co., Chicago, 1921
3. Betts, *The Mind and Its Education*, D. Appleton-Century Co., Chicago, 1923
4. Cameron, *Psychology and the School*, D. Appleton-Century Co., Chicago, 1921
5. Gates, *Elementary Psychology*, Macmillan Co., Chicago, 1925
6. Kitson, *How to Use Your Mind*, J. B. Lippincott Co., Chicago, 1926
7. Morgan and Gilliland, *An Introduction to Psychology*, Macmillan Co., Chicago, 1927
8. Myers, *The Learner and His Attitude*, Benjamin H. Sanborn and Co., Chicago, 1925
9. Robinson, *Practical Psychology*, Macmillan Co., Chicago, 1927
10. Turner and Betts, *Laboratory Studies in Educational Psychology*, D. Appleton-Century Co., Chicago, 1925

B. Additional reference books

1. Allport, *Social Psychology*, Houghton Mifflin Co., Chicago, 1924
2. Averill, *Elements of Educational Psychology*, Houghton Mifflin Co., Chicago, 1924
3. Dashiell, *Fundamentals of Objective Psychology*, Houghton Mifflin Co., Chicago, 1928

4. Gates, *Psychology for Students of Education*, Macmillan Co., Chicago, 1927
5. Ingram, *Education of the Slow-Learning Child*, World Book Co., Chicago, 1935
6. Inskeep, *Child Adjustment in Relation to Growth and Development*, D. Appleton-Century Co., Chicago, 1930
7. LaRue, *Mental Hygiene*, Macmillan Co., Chicago, 1928
8. Kruger and Reckless, *Social Psychology*, Longmans, Green & Co., New York, 1932

C. *Books on how to study*

1. Book, *Learning How to Study and Work Effectively*, Ginn & Co., Chicago, 1926
2. Eldridge and McVey, *You and Study*, Specialty Press Co., Columbus, Ohio, 1930
3. Fenton, *Self-direction and Adjustment*, World Book Co., Chicago, 1926
4. Kornhauser, *How to Study*, University of Chicago Press (pamphlet), Chicago, 1924
5. Pitkin-Newton-Langham, *Learning How to Learn*, McGraw-Hill Book Company, New York, 1935

III. **Outline of Psychology to Be Covered During the First Six Weeks**

Why and How We Study Psychology	Habits
The Nervous System	Instincts
Reflex Actions	Sensations

Students should have a thorough understanding of important definitions in psychology, and be able to give meaningful definitions. It has been found when reading the state examination papers that students are often not able to define simple psychological terms in a clear, concise manner.

A. *Why and how we study psychology*

1. Why we study psychology—Morgan and Gilliland, (4 reasons) pp. 1-4; Averill, pp. 1-5; Robinson, pp. 1-7
2. How we study psychology—Morgan and Gilliland, pp. 4-18; Averill, pp. 6-14; Betts, pp. 1-14; Robinson, pp. 7-14; Cameron, p. 316; Gates, pp. 1-27
3. Best method for studying children—Averill, pp. 10-14; Gates, p. 2; Myers, pp. 134-154
4. Laboratory Experiments—Betts and Turner, Experiments 1, 2, and 4, pp. 1-9; Averill, Topics 1, 3, and 4, p. 14
5. Have students summarize what has been learned in this unit.
6. What questions have been raised by the students?

B. *The nervous system*—Morgan and Gilliland, Chapter II; Averill, Lesson 3; Betts, Chapter III; Robinson, Chapter II; Cameron, Chapter II; Gates, Chapters II, III, and IV; Adams, pp. 70-77

1. The brain and spinal cord (central nervous system)—Morgan and Gilliland, pp. 23-26, 33-38; Averill, p. 17; Betts, pp. 38-44; Robinson, pp. 28-38; Cameron, pp. 20-21; Gates, p. 55

2. Nerves and sense organs
 - a. Sensory and motor nerves—Morgan and Gilliland, pp. 26-28; Averill, p. 18 (sensory-motor arc); Betts, pp. 41-44; Robinson, pp. 21-28; Cameron, pp. 23, 24-35 (sensory-motor arc); Gates, pp. 38-53; Adams, pp. 29-69
 - b. Nerve cell (neurone or nerve unit)
 - (1) Types of neurones—Averill, pp. 16-17; Morgan and Gilliland, p. 28; Betts, pp. 35-36; Robinson, pp. 33-34; Gates, p. 56
 - (2) Synapse—Morgan and Gilliland, p. 28; Averill, p. 17; Betts, p. 36; Cameron, pp. 23-24; Gates, p. 58
 - (3) Stimulus and response—Morgan and Gilliland, p. 28; Averill, pp. 20-21; Betts, pp. 47-50, 54-65; Robinson, pp. 35-36; Gates, pp. 32-39
 - (4) Dendrite and axon—Morgan and Gilliland, p. 28; Averill, p. 17; Betts, p. 36; Gates, p. 57
 3. Autonomic nervous system—Morgan and Gilliland, p. 38; Averill, p. 25; Robinson, p. 28; Gates, pp. 77-88
 4. From fundamental to accessory—Averill, p. 36; Betts, p. 61
 5. Laboratory experiments—Turner and Betts, Experiments 9-11, pp. 20-33; Averill, Questions 1 and 2, p. 22
 6. Students should summarize what has been learned in this unit and show how it may be applied to teaching.
 7. What questions have been raised by the students?
- C. *Reflex actions*—Morgan and Gilliland, Chapter III; Averill, pp. 25-26; Betts, pp. 57-60; Robinson, Chapter III; Cameron, p. 43; Gates, pp. 69-78
1. Definitions—Morgan and Gilliland, p. 43
 2. Parts of a reflex—Morgan and Gilliland, p. 43
 3. Typical reflexes—Morgan and Gilliland, p. 45; Averill, p. 25; Robinson, pp. 51-66
 4. Characteristics of reflexes—Morgan and Gilliland, p. 46; Betts, pp. 57-60; Robinson, pp. 46-51; Cameron, pp. 43-44; Gates, pp. 60-66
 5. Inhibition—Morgan and Gilliland, p. 50; Gates, pp. 70, 87-89
 6. Students should summarize what has been learned in this unit and show how it may be applied to teaching.
 7. What questions have been raised by the students?
- D. *Instincts* (emphasized by some psychologists more than others)—Morgan and Gilliland, pp. 58-65; Averill, Lessons 5-19 or pp. 28-123; Betts, Chapter XIII or pp. 210-242; Cameron, pp. 44-64; Gates, pp. 114-137, 199-203, 216-256
1. Definitions of instincts—Averill, pp. 26-27; Betts, p. 213
 2. Differences between reflexes and instincts—Morgan and Gilliland, p. 61; Betts, p. 214
 3. Classification of instincts—Morgan and Gilliland, pp. 61-62; Averill, pp. 28-123; Betts, pp. 218-223; Cameron, pp. 44-64; Gates, p. 127
 4. Educational use of instincts—Averill, pp. 28-123; Betts, pp. 217, 222-240

5. Laboratory experiments—Turner and Betts, Experiment 36, p. 120; Averill, Questions 1, 2, 3, and 4, p. 38; Topics 1, 2, 3, and 4, p. 44; Question 1, p. 44; Topics 1 and 2, p. 49; Topic 1, p. 57; Questions 3 and 4, p. 64; Topic 1, p. 80; Questions 2 and 3, p. 80; Topics 3 and 4, p. 86; Questions 1 and 2, p. 94; Questions 1 and 2, p. 101; Topic 2, p. 101; Questions 1 and 3, p. 123; Question 1, p. 108
 6. Students should summarize what has been learned in this unit and show how it may be applied to teaching.
 7. What questions have been raised by students?
- E. *Habit*—Morgan and Gilliland, Chapter IV; Averill, Lessons 29 and 30; Betts, Chapter V; Robinson, Chapters IV, V, and VI; Gates, Chapter IX
1. Definitions of habit—Averill, pp. 208-209
 2. Nature of habit
 - a. Physical basis of habit—Morgan and Gilliland, pp. 66-71; Averill, p. 210; Betts, p. 68; Robinson, pp. 68-70
 - b. The place of habit in the economy of our lives—Morgan and Gilliland, pp. 71-74; Betts, pp. 71-77; Robinson, pp. 132-157
 - c. The tyranny of habit—Averill, pp. 208-214; Betts, pp. 77-79
 - d. Habit-forming a part of education—Averill, pp. 200-206, 216-222; Betts, pp. 79-81
 - e. Rules for habit formation—Morgan and Gilliland, pp. 74-76; Betts, pp. 81-87; Robinson, pp. 90-131
 - f. Fatigue—Morgan and Gilliland, pp. 73 and 253-255; Betts, pp. 62-65
 3. Laboratory experiments—Turner and Betts, Experiment 8, p. 17; Averill, Topics 1 and 2, p. 214; Question 1, p. 214
 4. Students should summarize what has been learned in this unit and show how it may be applied to teaching.
 5. What questions have students raised?
- F. *Sensations*—Morgan and Gilliland, Chapters V and VI, pp. 77-127; Averill, Lesson 32, pp. 223-230; Betts, Chapter VI, pp. 88-101; Cameron, Chapter IV, pp. 65-85; Gates, pp. 95, 135, 141-170
1. Definitions of sensation—Averill, pp. 223-224; Gates, p. 96
 2. Classification and explanation of sensations—Morgan and Gilliland, pp. 27-127; Averill, pp. 224-230; Betts, pp. 88-101; Cameron, pp. 65-86; Gates, pp. 141-170
 3. Laboratory exercise—Averill, Questions 1, 4, and 5, pp. 229-230
 4. Students should summarize what has been learned in this unit and show how it may be applied to teaching.
 5. What questions have the students raised?
- G. *Study guides covering the work of the first six weeks*
1. Give briefly four reasons why we should study psychology.
 2. Fill the blanks in the following:
 - a. Three methods for studying children are by.....,, and.....
 - b. The best method for studying children is by.....

3. Underscore the three main parts of the nervous system from the following list: brain, glands, eyes, nerves, taste-buds, spinal cord, muscles, heart, lungs.
4. A complete reflex involves five parts. Name these.
5. Name four typical examples of reflexes.
6. Name five groups of instincts.
7. Give briefly two differences between reflexes and instincts.
8. Discuss briefly the educational use of instincts.
9. Answer each of the following in the briefest manner possible:
 - a. A nerve is
 - b. A motor nerve is.....
 - c. A synapse is
 - d. An axon is
 - e. A dendrite is
 - f. A reflex is
 - g. A neurone is
 - h. A sensory nerve is.....
 - i. Inhibition is
 - j. Habit is
 - k. A stimulus is
 - l. A sensation is
 - m. A sense organ is.....
 - n. The cerebrum is
 - o. The cerebellum is
10. State briefly four laws of habit formation.
11. Name four practical effects of habit.
12. Sensations may be classified as.....,,,,,,,,,
13. If the following statements are true, place a circle around "T", if false, place a circle around "F":
 - T F a. The sense organs enable us to keep in contact with the ever changing universe about us.
 - T F b. Most of the ganglia of the autonomic system are located in the head and along the spinal cord.
 - T F c. A reflex act is identical with an instinct.
 - T F d. The Eustachian tube is a fissure in the brain.
 - T F e. All parts of the body are equally sensitive to touch.
 - T F f. The sense organs for the sense of balance are located in feet.
 - T F g. In order to avoid as much of the taste as possible in taking bitter medicine, place the medicine on the tip of the tongue.
 - T F h. The sense of smell is easily fatigued.
 - T F i. Tones of the same pitch always have the same loudness or intensity.
 - T F j. Sound waves vary in frequency.
 - T F k. The light wave form gives us sensations of brightness.
 - T F l. We are aware of our environment through the eyes only.

- T F m. Habit tends to complicate our movements.
- T F n. The process of checking a response in any way is called inhibition.
- T F o. The individual has full control of his reflexes.
- T F p. The sense organs are all located in the cerebrum.
- T F q. Psychology teaches us how to get along with people.
- T F r. The best method to use in studying children is introspection.
- T F s. A sensation is the immediate result of stimulating a sense organ.
- T F t. The junction between neurones is called a dendrite.

IV. Outline of Psychology to Be Covered During the Second Six Weeks

Attention	Mental Imagery and Ideation
Perception	Imagination
Learning	Memory
How to Study	

Work outlines in Morgan and Gilliland, Averill, Betts, and Robinson should be well covered. Students having more time to spend should cover the other references.

In "Laboratory Exercises" the references to Averill are for the text, "Psychology for Normal Schools."

- A. *Attention*—Morgan and Gilliland, pp. 128-144; Averill, pp. 238-251; Betts, pp. 15-30; Robinson, pp. 177-189; Cameron, pp. 160-177; Myers, pp. 155-191; Kitson, pp. 109-123; Adams, pp. 119-148
1. Definitions of attention—Morgan and Gilliland, p. 128; Averill, 238; Betts, p. 15; Cameron, p. 160
 2. Kinds or types of attention—Morgan and Gilliland, pp. 128-132; Averill, pp. 242-245; Betts, pp. 23-29; Cameron, pp. 163-166
 3. Characteristics of attention—Morgan and Gilliland, pp. 132-144; Averill, pp. 238-242; Betts, pp. 15-23; Robinson, pp. 177-183; Cameron, pp. 163, 166-172
 4. Laboratory exercises—Turner and Betts, Experiments 5, 6, and 7, pp. 10-16; Averill, Topics 2, 3, and 4, p. 245; Questions 1 and 4, p. 245; Topic 2, p. 252; Questions 2, 3, and 4, p. 252
 5. Have students summarize what has been learned in this unit and show how it may be applied to teaching.
 6. What questions have the students raised?
- B. *Perception*—Morgan and Gilliland, pp. 145-181; Averill, pp. 231-237; Betts, pp. 102-115; Robinson, pp. 161-177, 190-223; Cameron, pp. 86-106; Gates, pp. 96-99; Adams, pp. 164-181
1. Definitions of perception—Morgan and Gilliland, p. 147; Averill, p. 231; Cameron, p. 86
 2. Nature of perception—Morgan and Gilliland, pp. 145-146; Averill, pp. 231-235; Betts, pp. 104-108; Robinson, pp. 161-166, 190-223; Cameron, pp. 86-88
 3. The part of experience in perception—Morgan and Gilliland, pp. 146-150; Betts, pp. 106-107; Robinson, p. 194; Cameron, pp. 89-92

4. Perception of space, time, and distance—Morgan and Gilliland, pp. 150-181; Averill, p. 236; Betts, pp. 108-115; Robinson, pp. 216-223; Cameron, pp. 92-103
 5. Illusions—Morgan and Gilliland, pp. 150-161; Robinson, pp. 166-177
 6. Apperception—Cameron, pp. 103-105
 7. Laboratory exercises—Turner and Betts, Experiment 14, p. 44; Experiment 15, p. 52; Experiment 21, p. 80; Averill, Questions 1 and 4, p. 237
- C. *Learning*—Morgan and Gilliland, pp. 183-204; Cameron, pp. 195-218; Gates, pp. 281-305
1. Methods of learning (5)—Morgan and Gilliland, pp. 183-188; Cameron, pp. 214-217
 2. Laws of learning (3)—Morgan and Gilliland, pp. 188-195; Myers, pp. 74-103
 3. Factors in the efficiency of learning (5)—Morgan and Gilliland, pp. 195-200; Cameron, pp. 195-214
 4. Transfer of training—Morgan and Gilliland, p. 200; Cameron, pp. 219-228
 5. Learning morale—Myers, pp. 54-73
 6. Laboratory exercises—Turner and Betts, Experiment 33, p. 111; Experiments 51 and 52, pp. 174, 185
 7. Students should summarize what has been learned in this unit and show how it may be applied to teaching.
 8. What questions have the students raised?
- D. *How to study*.
1. Be determined to master your studies.
 2. Carry your resolutions into practice.
 3. Develop interest in your subjects of study.
 4. Avoid distractions.
 5. Arrange a fixed daily program of study.
 6. Develop effective methods of reading.
 7. Develop effective methods of classroom work.
 8. Improve your ability to remember.
 9. Suggestions for reviewing for examinations.
 10. Suggestions for taking examinations.
 11. Study actively.
 12. Make direct application of this unit to student's own program of study.
- E. *Mental imagery and ideation*—Averill, pp. 253-261; Betts, pp. 116-130; Robinson, pp. 227-262
1. The part played by past experience—Averill, pp. 253-254; Betts, pp. 116-121; Robinson, pp. 229-235
 2. Individual differences in imagery—Averill, pp. 254-256; Betts, pp. 121-124
 3. Function and cultivation of imagery—Averill, pp. 256-261; Betts, pp. 124-129; Robinson, pp. 235-243
 4. Concepts—Morgan and Gilliland, pp. 283-285; Robinson, pp. 248-260

5. Laboratory exercises—Turner and Betts, Experiment 16, p. 56
 6. Students should summarize what has been learned in this unit and show how it applies to teaching.
 7. What questions have students raised?
- F. *Imagination*—Morgan and Gilliland, pp. 277-281; Averill, pp. 262-268; Betts, pp. 131-147; Robinson, pp. 294-327; Cameron, pp. 107-126; Myers, pp. 192-209; Kitson, pp. 73-81
1. Definitions—Morgan and Gilliland, pp. 278-279; Averill, p. 262
 2. Classification of imagination—Morgan and Gilliland, p. 280; Averill, pp. 264-265; Betts, pp. 142-143; Robinson, pp. 302-316
 3. Place of imagination in mental economy—Betts, pp. 131-138; Cameron, pp. 122-123
 4. The material used by imagination—Morgan and Gilliland, pp. 278-279; Betts, pp. 138-142; Robinson, pp. 294-302
 5. Training the imagination—Averill, pp. 265-267; Betts, pp. 143-147
 6. Laboratory exercises—Turner and Betts, Experiment 17, p. 64
 7. Students should summarize what has been learned from this unit and show how it applies to teaching.
 8. What questions have students raised?
- G. *Memory*—Morgan and Gilliland, pp. 205-231; Averill, pp. 262-267; Betts, pp. 163-184; Robinson, pp. 263-293; Cameron, pp. 107-126; Adams, pp. 97-118; Kitson, pp. 82-108
1. Nature of memory—Averill, p. 264; Betts, pp. 163-166; Robinson, pp. 265-281; Cameron, pp. 108-111
 2. The four factors involved in memory—Morgan and Gilliland, pp. 205-210; Betts, pp. 166-169
 3. The stuff of memory—Betts, pp. 169-170
 4. Laws of memory—Morgan and Gilliland, pp. 218-231; Betts, pp. 170-172 (good); Cameron, pp. 111-114
 5. Rules for memorizing—Morgan and Gilliland, pp. 216-218
 6. Memory devices—Morgan and Gilliland, pp. 211-216; Betts, pp. 180-182
 7. Forgetting—Robinson, pp. 281-291
 8. Laboratory exercises—Turner and Betts, Experiment 23, p. 87; Experiment 31, p. 106; Experiment 27, p. 96; Experiment 25, p. 93; Experiment 22, p. 84; Experiment 28, p. 98; Averill, Topics 1 and 3, p. 268; Questions 1, 3, and 4, p. 268
 9. Students should summarize what has been learned in this unit and show how it applies to teaching.
 10. What questions have been raised by the students?
- H. *Study guides covering the work of the second six weeks*
1. List three kinds or types of attention and follow each kind by an example given in very brief form.
 2. List five common distracting stimuli of the schoolroom.
 3. Give four rules for the training of attention.
 4. Give four characteristics of attention.

5. Give five methods of learning, using not more than six words in giving each.
6. Three laws of learning are....., and..... Explain each law briefly.
7. List five factors in the efficiency of learning, using not more than four words in each.
8. Fill the blanks in the following:
By "transfer of training" is meant the effect of..... one thing on the.....in another. In general we should study the thing that we will.....most in later life. That is.....training is best. The person who wishes training in medicine should study..... and the things directly related to it. There will be a transfer or improvement wherever there is a relationship between the practice material and the thing to which it is transferred, but it is proportional to the between the two traits.
9. List five mental images which a person may have.
10. What is the importance of mental imagery in teaching?
11. Classify imagination briefly.
12. Distinguish between memory and imagination.
13. Four laws of memory are....., and
14. List four rules for memorizing a selection.
15. Fill the blanks in the following suggestions on "how to study":
a. Be determined to.....your studies.
b. Carry your resolution into.....
c. Develop.....in your subjects of study.
d. Avoid
- e. Arrange a fixed daily.....of study.
f. Develop effective.....of reading.
g. Develop effective.....of classroom work.
h. Improve your ability to.....
i. Learn how to review for.....
j. Study
16. Answer each of the following questions with one word:
..... a. What is the name of the term used to indicate the amount of material one can produce after seeing or hearing it once?
..... b. What is the name for the immediate interpretation of our sensory impressions in terms of our own past experience?
..... c. What is the name of the term which is the ability to reinstate images which are revived either in the same or a different order or form in which originally presented?
..... d. What is the name for a system of ideas or intellectual habits?
..... e. What is the concentration of the mind's energy on one subject of thought?

- f. What is the name for the misinterpretation of certain sensory experiences under certain circumstances?
- g. What is the name of the term which takes one's attention from his lesson?
- h. What is the name of the experience which seems to account for a perception where there is apparently no stimulus to explain it?
- i. What is the name for a mental picture?
- j. What is the name for the process of assimilating present experiences to the whole background of former experiences?
17. If the following statements are true, put a circle around the "T," if false, put a circle around the "F":
- T F a. The best teacher is the one who always makes use of voluntary attention in her school.
- T F b. Attention is very narrow in range.
- T F c. In perception it is possible to perceive the same situation in different ways.
- T F d. The ability to determine the source of a sound is very accurate.
- T F e. If time is well filled, especially with pleasant stimuli, it seems short.
- T F f. The ways by which reactions become fixed are called laws of learning.
- T F g. Study in one field will help greatly in acquiring skill in an unrelated field.
- T F h. Images make up the material of memory.
- T F i. The child's memory is not as desultory as that of the adult.
- T F j. Memory devices are all founded upon the general principle of association of ideas in the mind.
18. Keeping in mind what you have learned from a study of the unit on "how to study" arrange a program of study for yourself which you think will be effective. Give this program a fair trial and be ready to report results in the final test in psychology.

V. Outline of Psychology to Be Covered During the Last Six Weeks

Feelings, Emotions, and Interests	Sleep and Dreams
Effort	Heredity and Environment
Thinking and Reasoning	Individual Differences in Children
The Will	Personality and Development

- A. *Feelings, emotions, and interests*—Morgan and Gilliland, pp. 232-246; Averill, pp. 124-143; Betts, pp. 278-322; Robinson, pp. 373-406; Cameron, pp. 166-177; Myers, pp. 244-303; Adams, pp. 149-163, 190-199, 209-219
1. The nature of feeling and emotions—Morgan and Gilliland, p. 232; Averill, pp. 124-126; Betts, pp. 278-283; Cameron, pp. 171-177

2. The simple emotions—Morgan and Gilliland, pp. 235-237; Averill, pp. 128-139
 3. Complex emotions—Morgan and Gilliland, p. 237; Averill, pp. 193-142
 4. Emotional development—Morgan and Gilliland, pp. 239-245; Averill, pp. 126-127; Betts, pp. 298-303; Robinson, pp. 385-392
 5. James-Lange theory of emotions—Betts, pp. 291-295; Robinson, pp. 280-385
 6. Laboratory exercises—Turner and Betts, Experiments 49 and 50, pp. 168-174; Averill, Topics 2 and 3, p. 130; Questions 1 and 2, p. 130; Topics 2 and 4, p. 136; Questions 1 and 4, p. 136; Topic 1, p. 142; Questions 1, 2, 3, and 5, pp. 142-143
 7. Students should summarize what has been learned in this unit and show its application to teaching.
 8. What questions have students raised?
- B. *Effort*—Morgan and Gilliland, pp. 247-263
1. Effort and training—Morgan and Gilliland, pp. 247-253
 2. Fatigue—Morgan and Gilliland, pp. 253-258; Adams, pp. 300-309
 3. Conditions influencing work—Morgan and Gilliland, pp. 258-263
 4. Students should summarize what has been learned in this unit and show how it applies to teaching.
 5. What questions have been raised by the students?
- C. *Thinking and reasoning*—Morgan and Gilliland, pp. 285-291; Averill, pp. 269-277; Betts, pp. 185-209; Robinson, pp. 328-370; Cameron, pp. 139-150; Kitson, pp. 124-140; Adams, pp. 231-254
1. Different types of thinking—Morgan and Gilliland, pp. 285-286
 2. The function of thinking—Betts, pp. 188-191
 3. The basis of reasoning—Robinson, pp. 339-353
 4. The concept—Averill, pp. 269-273; Betts, pp. 192-196; Cameron, pp. 127-138
 5. Judgment—Betts, pp. 196-200; Robinson, pp. 362-367; Cameron, pp. 143-144
 6. Reasoning (inductive and deductive thinking)—Morgan and Gilliland, pp. 286-291; Averill, pp. 273-277; Betts, pp. 200-209; Robinson, pp. 361-367; Cameron, pp. 146-149
 7. Laboratory exercises—Turner and Betts, Experiment 34, p. 113; Experiment 32, p. 108; Experiment 35, p. 116
 8. Students should summarize what has been learned in this unit and show how it applies to teaching.
 9. What questions have been raised by students?
- D. *The will*—Averill, pp. 279-287; Betts, pp. 322-343; Cameron, pp. 178-193; Adams, pp. 268-290
1. The nature of the will—Betts, pp. 322-324; Cameron, pp. 178-190
 2. The extent of voluntary control over our acts—Betts, pp. 324-333
 3. Training the will—Averill, pp. 284-285; Betts, pp. 338-340; Cameron, pp. 192-193
 4. Volitional types—Averill, pp. 282-284; Betts, pp. 334-338

5. Students should summarize the material of this unit and show how it may be applied to teaching.
 6. What questions have been raised by the students?
- E. *Sleep and dreams*—Morgan and Gilliland, pp. 264-276; Robinson, pp. 318-319
1. Sleep—Morgan and Gilliland, pp. 264-266
 2. Dreams—Morgan and Gilliland, pp. 267-272; Robinson, pp. 318-319
 3. Hypnosis—Morgan and Gilliland, pp. 272-275
 4. Students should summarize the material of this unit and show how it may be applied to teaching.
 5. What questions have students raised?
- F. *Heredity and environment*—Averill, pp. 144-199; Betts, pp. 243-257
1. The contribution of heredity—Averill, pp. 144-149; Betts, pp. 243-247
 2. Three famous laws of heredity—Averill, pp. 150-158
 3. Inheritance of acquired characteristics—Averill, pp. 159-166; Betts, pp. 255-257
 4. Studies in heredity—Averill, pp. 167-181; Betts, pp. 251-254
 5. Relative influence of heredity and environment—Averill, pp. 182-189; Betts, pp. 247-251
 6. Laboratory exercises—Turner and Betts, Experiment 37, p. 125; Averill, Topics 1 and 2, p. 149; Questions 1 and 4, p. 149; Topic 2, p. 165
 7. Students should summarize what has been learned in this unit and show how it applies to teaching.
 8. What questions have students raised?
- G. *Individual differences in children*—Morgan and Gilliland, pp. 292-304; Averill, pp. 288-339; Betts, pp. 259-277; Robinson, pp. 441-473; Cameron, pp. 229-263; Gates, pp. 500-522, 523-553
1. The juvenile delinquent—Averill, pp. 288-295
 2. The sub-normal child and gifted child—Averill, pp. 296-209, 312-330
 - a. Classification of defectives—Averill, p. 299
 - b. Measures of intelligence—Betts, pp. 260-263
 - c. Mental tests—Morgan and Gilliland, pp. 294-301; Averill, pp. 301-308; Betts, pp. 263-267; Robinson, pp. 468-473; Gates, pp. 524-550
 - d. Educational or achievement tests—Averill, p. 308; Betts, pp. 267-270
 - e. Personality differences—Morgan and Gilliland, pp. 301-303
 3. Mental development—Cameron, pp. 247-263
 4. Individual differences—Morgan and Gilliland, pp. 292-294; Averill, pp. 321-331; Betts, pp. 271-275; Robinson, pp. 440-468; Cameron, pp. 229-246; Betts and Turner, Experiment 38, p. 130; Experiment 39, p. 133
 5. The unstable child—Averill, pp. 332-339
 6. Laboratory exercises—Turner and Betts, Experiment 40, p. 137; Experiment 41, p. 139; (Any two of the following) Experiments 43, 44, 45, 46, pp. 148-159

7. Students should summarize the material of this unit and show its application to teaching.
 8. What questions have students raised?
- H. *Personality and development*—Morgan and Gilliland, pp. 305-313; Betts, pp. 344-355; Robinson, pp. 409-439; Adams, pp. 310-331
1. Personality and how we know it—Morgan and Gilliland, p. 305; Robinson, pp. 409-418
 2. The elements of a personality—Morgan and Gilliland, pp. 306-314; Robinson, pp. 418-439
 3. Self-expression and development—Betts, pp. 344-355
 4. Students should summarize the material of this unit and show its application to teaching.
 5. What questions have students raised?
- I. *Study guides covering the work of the last six weeks*
1. Describe briefly the James-Lange theory of emotion.
 2. List briefly four typical situations which act as incentives to good work.
 3. List six simple emotions.
 4. Distinguish between inductive and deductive thinking.
 5. List four steps in reasoning.
 6. Write briefly Mendel's law of heredity.
 7. Write briefly Galton's two laws of inheritance.
 8. Distinguish between heredity and environment.
 9. (a) What is meant by individual differences?
(b) List five physical individual differences in children.
(c) List two mental individual differences in children.
 10. List six elements of a personality.
 11. (a) List the names of three intelligence tests.
(b) List the names of three achievement tests.
 12. List the books which you have used in this course in the following form: Author, Name of book, Company, Location of company, Year when published
 13. Write as brief a definition as possible for each of the following terms: emotion, mood, attitude, I. Q., mental age, chronological age, genius, moron, idiot, imbecile, group intelligence tests, intelligence test, achievement test, personality, dream
 14. If the following statements are true, put a circle around the "T," if false, put a circle around "F":
T F a. A feeling state may be pleasant or unpleasant.
T F b. There would be no emotions without the general bodily activity observed in emotional states.
T F c. The success of an individual depends to a great extent upon his ability to meet difficult situations.
T F d. It is not important that we be able to see ourselves from the other fellow's point of view.
T F e. Abilities are not subject to measurement.
T F f. A record of a child's progress will act as an incentive to good work.

- T F g. Hypnosis is a condition known as sleep walking.
- T F h. Measurement of personality traits is an easy task.
- T F i. Generally speaking, a person does not grow in intelligence after sixteen years of age.
- T F j. Two general causes of feeble-mindedness are heredity and accident.
15. Since you have now completed this course in psychology, it is asked that you outline the ways in which you feel the course will be helpful to you in teaching in the rural school.
16. What improvement have you made through following the program of study which you outlined in the last six weeks test?

SECTION TWO

SCHOOL MANAGEMENTI. **Introductory Statement**

The school management course for high school normal training covers the work of the second semester of the junior year. It includes rural education which is outlined in the first unit of the syllabus.

Since the methods course is somewhat crowded, time is taken during the management course for some educative seat work and methods for vocational subjects and art. The management period may be taken at least once a week for seat work and also once a week for vocational subjects and art.

A test should be given following each unit. It is suggested that the students prepare objective and semi-objective type tests over each unit. This training will afford an opportunity for a good review of the essential points and at the same time give practice in making tests. The examinations in school management at the close of the second semester will be taken from material covered by this syllabus. The vocational subjects and art will be included in the methods test.

The syllabus has been based on books commonly used in school management classes in the normal training high schools throughout the state. If other books are adopted for use in this course, the critic can easily add them as additional references.

II. **Reference Books**

- A. *Iowa State Course of Study for Elementary Schools*, Derry and Williams Press, Waterloo, 1928
- B. Colegrove, *The Teacher and the School*, Chas. Scribner's Sons, Chicago, 1926
- C. Eells, Moeller, and Swain, *Rural School Management*, Chas. Scribner's Sons, Chicago, 1924
- D. Fitzpatrick, *Present Day Standards in Teaching*, F. A. Owen Publishing Company, Dansville, New York, 1926
- E. Lowth, *Everyday Problems of the Country Teacher*, Macmillan Company, Chicago, 1926
- F. Wilson, Kyte, and Lull, *Modern Methods in Teaching*, Silver, Burdett & Co., Chicago, 1924

III. **Rural Education and Problems of Cooperating Citizenship**

- A. The rural teacher and the community
Eells, Moeller, and Swain, pp. 1-20
- B. Rural institutions and organizations
Eells, Moeller, and Swain, pp. 20-50; Lowth, pp. 253-300
- C. The community center
Eells, Moeller, and Swain, pp. 51-74
- D. Organization and administration of schools
Eells, Moeller, and Swain, pp. 75-92
- E. Cooperation of parent and teacher
Lowth, pp. 235-252

IV. The Teacher's Personal Problems

A. *Getting started right*

1. Sizing up the situation in advance—Lowth, pp. 1-5
2. Before school opens—Lowth, pp. 5-8; Eells, Moeller, and Swain, pp. 156-162
3. What to do the first day—Lowth, pp. 8-12; Eells, Moeller, and Swain, pp. 162-167
4. Suggestions for the first two weeks—Lowth, pp. 12-15

B. *Personality and success—the teacher herself*—Lowth, pp. 17-31

1. Definition of personality—Lowth, p. 17; Colegrove, p. 71
2. Can personality be changed?—Lowth, p. 19; Colegrove, pp. 73-78
3. Essential attributes of personality—Lowth, p. 23; Eells, Moeller, and Swain, pp. 401-408
4. Scoring the teacher—Lowth, p. 23; Eells, Moeller, and Swain, pp. 413-416
5. What can you do to improve your personality?—Lowth, p. 27
6. Training—Eells, Moeller, and Swain, p. 388; Colegrove, pp. 14-21
7. Professional spirit and growth—Eells, Moeller, and Swain, p. 390; Colegrove, pp. 26-37
8. The teacher, a good housekeeper—Eells, Moeller, and Swain, p. 398
9. The teacher, a community mixer—Eells, Moeller, and Swain, pp. 399-401
10. The 36 points of the teacher's yard stick—Eells, Moeller, and Swain, p. 416

C. *The teacher's health*—Lowth, pp. 32-45

1. Need for health—Lowth, p. 32; Eells, Moeller, and Swain, pp. 408-409; Colegrove, pp. 61-66
2. Good and bad habits—Lowth, p. 33; Colegrove, pp. 69-70
3. Nutrition—Lowth, p. 34
4. Mental hygiene—Lowth, p. 34
5. Colds and catching cold—Lowth, p. 35
6. Headaches—Lowth, p. 37
7. Clothing and health—Lowth, p. 38
8. Exercise and recreation—Lowth, p. 39
9. Sleep—Lowth, p. 40
10. Saturdays and Sundays—Lowth, p. 41
11. Work and worry—Lowth, p. 41
12. Fifteen rules of hygiene—Lowth, p. 43
13. Good eyes and ears—Eells, Moeller, and Swain, p. 411
14. Voice—Eells, Moeller, and Swain, p. 411
15. Personal appearance—Eells, Moeller, and Swain, pp. 411-412

D. *The rural teacher's social and business contacts*—Lowth, pp. 46-61

1. Be a good mixer—Lowth, p. 46
2. A teacher's amusements—Lowth, pp. 47-50
3. Dealing with the school board—Lowth, p. 50; Eells, Moeller, and Swain, p. 86

4. The boarding place—Lowth, p. 51
5. Relations with the county superintendent—Lowth, p. 51; Eells, Moeller, and Swain, pp. 87-89
6. Business and financial consideration—Lowth, pp. 52-60
7. Applying for a school—Lowth, p. 57; Colegrove, pp. 158-159; Eells, Moeller, and Swain, p. 84
8. Teacher's certificate and scholarship—Colegrove, pp. 14-21
9. Compulsory attendance—Colegrove, pp. 86-87
10. Contract—signing and keeping—Colegrove, p. 160; Lowth, p. 59; Eells, Moeller, and Swain, p. 85
11. Records—Colegrove, pp. 182-183 and 162-163; Eells, Moeller, and Swain, pp. 82, 100-108; Record blanks required by school officers should be secured from the county superintendent and studied.
12. Insurance—Lowth, p. 60

V. Problems of Management

A. *Management, order, discipline*

1. Field of management—Lowth, pp. 62-64
2. Physical condition—Lowth, p. 64; Eells, Moeller, and Swain, p. 347
3. Seating pupils—Lowth, p. 64; Eells, Moeller, and Swain, p. 347
4. Rules—Lowth, p. 66; Eells, Moeller, and Swain, p. 351
5. Order—Lowth, pp. 66-70; Colegrove, pp. 414-427
6. Discipline—Lowth, pp. 70-72; Eells, Moeller, and Swain, pp. 346-353
7. Attitude of parents—Eells, Moeller, and Swain, p. 348
8. Distracting influence—Eells, Moeller, and Swain, p. 349
9. Why and when to punish—Lowth, p. 72
10. Forms of punishment—Lowth, pp. 72-77; Eells, Moeller, and Swain, p. 353
11. Proper incentives—Eells, Moeller, and Swain, p. 352; Colegrove, pp. 420-429

B. *Some controlling elements of management*—Lowth, Chapter VI, pp. 79-92

C. *The school beautiful*—Lowth, pp. 93-94

1. Scrubbing, sweeping, dusting—Lowth, p. 94; Eells, Moeller, and Swain, pp. 151-153
2. The floors, walls, ceiling, color scheme, desks, window shades, blackboards, and bulletin boards—Lowth, pp. 95-107; Colegrove, pp. 230-235
3. Selection of pictures—Lowth, pp. 107-111, 530-534
4. Plants and flowers—Lowth, p. 111
5. Care of yard—Lowth, p. 112
6. What you can do to make your school more beautiful—Lowth, pp. 113-115
7. Standardization of rural schools (See Standard School Bulletin for Iowa and score card, department of public instruction, or county superintendent.)

VI. Physical Problems

A. *Heating and ventilating the rural schoolhouse*

1. Ventilation—Lowth, pp. 136-140; Eells, Moeller, and Swain, pp. 122-126; Colegrove, p. 227
2. Jacketed-stove system—Lowth, pp. 140-145
3. Starting a fire—Lowth, pp. 145-147
4. Window ventilation—Lowth, p. 146
5. Need for moisture—Lowth, p. 149; Eells, Moeller, and Swain, pp. 126-127

B. *Health of the pupil*

1. Defects of rural children—Lowth, p. 155; Colegrove, pp. 222-226
2. Correction of defects—Lowth, p. 156
3. Need of a public health nurse—Lowth, p. 157
4. Tests of hearing and sight—Lowth, p. 159
5. Suspicious symptoms—Lowth, p. 161
6. Keeping clean—Lowth, pp. 162-165
7. Contagious disease chart—Lowth, pp. 166-170
8. The lighting problem—Lowth, p. 170; Eells, Moeller, and Swain, pp. 127-129
9. Undernourished children—Lowth, p. 171
10. Health rules—Lowth, p. 174
11. Posture and health—seats and desks—Lowth, p. 175; Eells, Moeller, and Swain, pp. 129-136; Colegrove, pp. 225-227
12. Children's teeth—Lowth, p. 175
13. Adenoids and tonsils—Lowth, pp. 177-179
14. Value of milk—Lowth, p. 180
15. Need for sleep—Lowth, p. 180

C. *Play and playground*

1. Significance of play—Lowth, pp. 184-192
2. Analysis of moral development—Lowth, pp. 192-194
3. Teacher's part in play and supervised play—Lowth, pp. 194-196
4. Playgrounds and apparatus—Lowth, pp. 196-205; Eells, Moeller, and Swain, pp. 114-116
5. How to get equipment—Lowth, pp. 205-207
6. Ball—Lowth, pp. 207-211
7. Playdays—Lowth, pp. 211-216
8. Legal holidays—Lowth, pp. 537-538

D. *Equipment for instruction*

1. Maps and globes—Eells, Moeller, and Swain, p. 139
2. Journals and newspapers—Lowth, pp. 541-542
3. Sand table—Eells, Moeller, and Swain, p. 139
4. Phonograph records—Lowth, pp. 528-530
5. Seat work—Eells, Moeller, and Swain, pp. 140-143; Lowth, pp. 8-9, 499-500, 546-547
6. Equipment in general—Lowth, p. 527
7. Textbooks—Eells, Moeller, and Swain, pp. 143-144

8. Pictures—Lowth, pp. 530-534
9. Reference books—Eells, Moeller, and Swain, p. 144
10. Sample programs for special occasions—Lowth, p. 539
11. Equipment for community meetings—Eells, Moeller, and Swain, p. 144
12. Bulletins for rural teachers—Lowth, pp. 542-544
13. Other equipment—Eells, Moeller, and Swain, pp. 145-148
14. Library—Course of Study, pp. 313-321

E. *Equipment for health and sanitation*

1. Toilets—Eells, Moeller, and Swain, pp. 148-150
2. Water supply—Eells, Moeller, and Swain, pp. 150-151

F. *The hot lunch*

1. Advantages—Lowth, p. 217
2. Supervised lunch—Eells, Moeller, and Swain, pp. 271-281
3. Equipment needed—Lowth, pp. 219-222
4. Pint-jar equipment and method—Lowth, p. 223
5. Practical suggestions—Lowth, pp. 223-226
6. The balanced meal—Lowth, p. 226
7. Recipes—Lowth, pp. 227-230
8. The lunch from home—Lowth, pp. 230-231
9. Teaching proper eating and table manners—Lowth, pp. 231-232; Eells, Moeller, and Swain, p. 278

VII. Classroom Procedure

A. *The weekly teaching program*—Course of Study, pp. 12-22

1. Considerations—Course of Study, p. 12
2. Questions for the teacher—Course of Study, p. 12
3. Important facts to consider—Course of Study, p. 12
4. Independent work of pupils—Course of Study, p. 12
5. The week as a unit of time—Course of Study, p. 13
6. Modern conception of school—Course of Study, p. 13
7. Learning—Course of Study, p. 13
8. Practice—Course of Study, p. 13
9. Allotment and grade placement—Course of Study, pp. 14-16
10. Program—Course of Study, pp. 17-18
11. Notes on the program—Course of Study, pp. 19-21
12. Adjusting the program to schools of less than eight grades—Course of Study, pp. 21-22

B. *Lesson planning*—Fitzpatrick, pp. 161-195

C. *Types of teaching and learning procedure*

1. The lesson assignment
 - a. Purpose—Lowth, p. 366; Eells, Moeller, and Swain, pp. 379-380; Fitzpatrick, p. 111
 - b. When?—Lowth, p. 367; Colegrove, p. 334
 - c. Nature—Lowth, p. 367; Eells, Moeller, and Swain, p. 380; Colegrove, pp. 330-335; Fitzpatrick, pp. 112-114
 - d. Types of assignment—Wilson, Kyte, Lull, pp. 204-217

- e. Illustrations of assignment—Fitzpatrick, pp. 114-118
 - f. Individual differences—Lowth, pp. 344-347; Wilson, Kyte, Lull, pp. 173-187
2. Study
- a. What study means—Lowth, pp. 474-476; Colegrove, pp. 337-341
 - b. Study in the rural school—Lowth, p. 476
 - c. Right conditions for study—Lowth, p. 477; Wilson, Kyte, Lull, pp. 222-224; Colegrove, pp. 352-354
 - d. Objectives in study—Lowth, p. 477
 - e. Basic principles of study—Lowth, pp. 479-480
 - f. Study habits—Lowth, p. 480; Fitzpatrick, pp. 123-133
 - g. Outlines and questions—Lowth, p. 483
 - h. Study recitations or open book method—Lowth, pp. 484-487
 - i. Individual supervised study—Lowth, pp. 487-489
 - j. General suggestions for study—Lowth, pp. 489-494; Colegrove, pp. 346-348, 354-360; Eells, Moeller, and Swain, pp. 376-378; Wilson, Kyte, Lull, pp. 224-227
 - k. Study and silent reading—Lowth, pp. 501-503
3. Problem method
- a. Nature and attributes—Lowth, pp. 425-430; Wilson, Kyte, Lull, pp. 92-110
 - b. Advantages of the problem method—Lowth, pp. 430-439
 - c. Examples of problems—Fitzpatrick, p. 115; Lowth, pp. 380-381
4. Project method
- a. Definitions—Lowth, pp. 439-441; Wilson, Kyte, Lull, pp. 111-112
 - b. Advantages and limitations of projects—Lowth, pp. 443-445; Colegrove, pp. 305-308
 - c. Kinds of projects—Lowth, pp. 445-452; Eells, Moeller, and Swain, pp. 326-333; Wilson, Kyte, Lull, pp. 114-121; Colegrove, p. 303
 - d. Steps in the execution of a project—Wilson, Kyte, Lull, pp. 112-114
 - e. Examples of projects—Fitzpatrick, pp. 29, 50, 52, 54, 119, 130
5. Appreciation lesson—Lowth, p. 370; Eells, Moeller, and Swain, p. 373; Wilson, Kyte, Lull, pp. 122-138
6. Drill lesson—Lowth, pp. 373, 513-514; Wilson, Kyte, Lull, pp. 139-156
7. The telling method—Eells, Moeller, and Swain, p. 361; Lowth, p. 375
8. Object lesson—Eells, Moeller, and Swain, p. 362
9. The inductive lesson—Eells, Moeller, and Swain, p. 365
10. The review lesson—Lowth, p. 369; Wilson, Kyte, Lull, pp. 253-259
11. The recitation
- a. Hearing lessons vs. teaching—Lowth, pp. 459-460
 - b. Meaning of recitation—Lowth, p. 460; Eells, Moeller, and Swain, p. 381
 - c. The study recitation—Lowth, p. 461
 - d. Recitation objectives—Lowth, p. 462; Eells, Moeller, and Swain, pp. 381-382; Colegrove, p. 294

- e. Recitation processes—Lowth, p. 463
 - (1) Topical recitation—Eells, Moeller, and Swain, p. 382
 - (2) Questions and answer—Eells, Moeller, and Swain, p. 382
 - (3) Socialized recitation—Eells, Moeller, and Swain, p. 383
 - f. Need of mental diagnosis—Lowth, p. 466
 - g. Aims of the recitation—Lowth, pp. 467-468
 - h. Art of questioning—Lowth, pp. 468-472; Eells, Moeller, and Swain, pp. 382-383; Colegrove, pp. 330-331; Wilson, Kyte, Lull, pp. 239-252
12. Tests—Lowth, pp. 383-423, 515-523; Eells, Moeller, and Swain, pp. 335-345; Wilson, Kyte, Lull, pp. 260-273; Fitzpatrick, pp. 13, 14, 21, 82, 92, 93, 98
- D. *Opening exercise, assembly, and special days*—Course of Study, pp. 382-393; Lowth, pp. 305-307
- E. *Miscellaneous*—Lowth, pp. 525-553

SECTION THREE

METHODS

I. Introductory Statement

The high school normal training methods course extends throughout the senior year. It is expected that students will through the course receive training not only in how to teach the various subjects offered in rural schools, but also gain some knowledge of subject matter available. It is vastly important that normal training students know how and where to obtain materials to use in connection with their work.

Through practice teaching it is expected that students will learn how to prepare lessons for teaching and also learn how to get results in teaching.

II. Administration of the High School Normal Training Methods Course

A. *Time budget in using outline*

1. First semester—reading—language unit
 - a. Introduction and spelling.....1 week
 - b. Reading
 - (1) Primary8 weeks
 - (2) Intermediate1 week
 - (3) Upper grade1 week
 - (4) Literature3 weeks
 - c. Language and grammar.....3 weeks
 - d. Writing1 week
2. Second semester
 - a. Numbers and arithmetic3 weeks
 - b. Social studies unit
 - (1) History3 weeks
 - (2) Citizenship1 week
 - (3) Geography4 weeks
 - c. Science—health—safety unit
 - (1) Nature study, elementary science and agriculture....2 weeks
 - (2) Health and physiology and safety education.....2 weeks
 - (3) Physical training may be taught by the teacher of physical training during the regular physical training periods.
 - (4) Home economics and manual training.....1 week
 - d. Music and art—1 week
 - (1) Music may be taught by the teacher of music during the regular normal training music periods
 - (2) Art may be given attention during the course by the normal training teacher. If a special art teacher is employed by the school it may be desirable to give the normal training students some help under her direction.
 - e. Classroom tests—1 week

B. *Working library*

1. Textbook materials

- a. Copy of the normal training outline
- b. Copy of the Elementary State Course of Study for Iowa

2. Reference books listed in outline made accessible to students

C. *Laboratory period*—It is important that there be a period at least twice a week and more frequently if possible for special work in learning how to make seat work based on the lessons being taught, and a limited amount of handwork. This time may also be used very profitably for demonstration teaching by the normal training teacher, observation of room teaching by the normal training pupils, and for some practice teaching.

D. *The normal training room and equipment should be adequate for carrying on concrete work in normal training.*

E. *Cooperation with county superintendent, city superintendent, grade and high school teachers*—It is of the utmost importance that there be hearty cooperation between county superintendent and normal training department, and between grade teachers and normal training department if observation and practice teaching are to be successful and accomplish their purpose.

F. *Suggestions for observation and practice teaching*

Each school and community has its own particular problems to meet in relation to observation and practice teaching. The plan which operates successfully in one school or county may not be the plan which will work best in your particular school or county. Some schools will be able to offer much more work in observation and practice teaching than others, but all should do some of this work in the high school normal training course.

1. *Observation*—Some time should be spent in observation in the grade and rural schools at various times throughout the school year. The observation done in the rural schools should be made under the direction of the county superintendent.

Several periods should be spent in observation in the grades during the first eight weeks of school as this is the time when beginners are having their first work in reading and as the seniors are having methods for teaching reading at this time, observation should be directed along the line of reading. Students should always be delegated to look for certain things. What these things are should be brought out in the methods course from day to day.

2. *Practice teaching*

a. *In the grades*

- (1) Some normal training students are made assistants, a period each day, to the grade teachers for six weeks. This gives the students contact with the children, gives them some responsibility, lets them see school as it really is, and may be of much help to the grade teachers. It gives the students a chance to get suggestions for seat work and other helps.

- (2) Group teaching—An excellent plan for practice teaching is that of group teaching. This plan does less to disarrange high school schedules and also grade schedules than perhaps any other plan. In brief, it is as follows:
 - (a) Students secure assignment from grade teacher
 - (b) Students prepare assignment, e. g., first grade reading
 - (c) Arrangements made with the teacher for using her room during one period the next day
 - (d) Supposing there are 8 seniors and 32 first graders, the teacher divides the children into 8 groups of 4 each
 - (e) Each normal training student has charge of 4 children to whom she teaches the lesson which is the regular reading lesson
 - (f) The normal training teacher goes about among the groups as does also the regular room teacher. The normal training teacher is then ready to make criticisms and suggestions to her group
 - (g) The group of three, four, or five children is more typical of the rural school class than a larger group or the entire room
 - (h) The period of 45 minutes or the 60-minute period ordinarily gives time for the students to reach the grade room, teach 20 minutes and return to the high school building and to their next classes without loss of time
 - (i) At least one period each six weeks should be given over to practice teaching in the various subjects in which the students are having methods.
 - (3) Taking charge of grade rooms—If normal training students take charge of the grade rooms the regular teachers should be in the rooms and should give constructive criticism to the student teachers. If the regular room teacher is absent and student teachers have charge of the room, they should have partial supervision by normal training teacher, building principal, or superintendent.
- b. In rural schools—It is not always possible to have a chance to do rural practice teaching, although many are able to do it very successfully.
- (1) Arrangements as to the schools where the teaching is to be done, etc., should be made with the county superintendent.
 - (2) Someone, preferably the county superintendent, should supervise the rural teaching at least partially. That is, she may see several student teachers at work during the day.
 - (3) Each senior student might have at least one day of practice teaching and more if possible.

(4) In some schools students spend a week in teaching in the rural schools.

(5) Some schools arrange to have their students teach during the holiday season or spring vacation.

G. *Suggestions for the first day in the methods course*

Normal training teacher should:

1. Tell students what is included in the methods course (See budget of time for various subjects in this bulletin.)
2. Explain to class
 - a. Use of the normal training outline
 - b. Use of Elementary State Course of Study as a basic text in methods
 - c. Use of references in methods course
 - d. Laboratory or activities period
3. List with students the materials needed for activities period. Check through the sections marked "laboratory suggestions" for these materials.
4. Arrange with students for caring for their laboratory materials.
5. Discuss with students such terms as: objectives, standards of achievement, aims, problems of teaching, illustrative lesson, measuring results, checking results, outcomes, etc.

III. Methods for Teaching Spelling

A. *General statement*

1. Four days should be given to METHODS FOR TEACHING SPELLING. If the work as outlined here seems too much for four lessons it is advised that at least one of the laboratory periods of the week be given to regular class work. Special attention should be given to the time allotted to spelling in the weekly program. (See Course of Study, pp. 17 and 18.) Normal training libraries contain most of the books listed herewith. Suggestions for laboratory periods are found at the close of this syllabus.

B. *Reference materials*

1. *Iowa State Course of Study for Elementary Schools*, pp. 17-18, 503-511, The Derry and Williams Press, Waterloo, 1928
2. Anderson, *A New Study of English Words*, American Book Co., Chicago, 1929
3. Breed, *The Words That Children Should Learn to Spell*, Fourth Year-book of the Department of Superintendence, pp. 133-135, National Education Association of the United States, 1201 16th St., N. W., Washington, D. C.
4. Burton, *The Supervision of Elementary Subjects*, D. Appleton-Century Co., Chicago, 1929
5. Charters, *Teaching the Common Branches*, pp. 1-33, Houghton Mifflin Co., Chicago, 1924
6. *Classroom Teacher*, Vols. II and VII

7. Horn, *Commonwealth List*, Fourth Yearbook of the Department of Superintendence, National Education Association of the United States, 1201 16th St., N. W., Washington, D. C.
8. Phillips, *Modern Methods and the Elementary Curriculum*, pp. 62, 88, D. Appleton-Century Co., Chicago, 1926
9. Ritter and Wilmarth, *Rural School Methods*, pp. 1-18, Chas. Scribner's Sons, Chicago, 1925
10. Strong, *Use of the Dictionary*, American Book Co., Chicago, 1928
11. Tidyman, *The Teaching of Spelling*, World Book Co., Chicago
12. Wheat, *The Psychology of the Elementary School*, Silver-Burdett and Co., Chicago, 1931

C. *Topical references*

1. General introductory statement
 - a. Importance of correct spelling
 - b. Aims in teaching spelling—Course of Study, p. 503; Phillips, p. 65
2. Equipment—Course of Study, p. 503
 - a. Word list
 - (1) Spelling book
 - (2) Personal word lists—Betts, p. 178
 - (3) Class word list—Betts, p. 181; Ritter and Wilmarth, pp. 14, 15; Tidyman, pp. 2-5
 - b. Spelling and notebooks—Course of Study, p. 506; Ritter and Wilmarth, pp. 9, 13
 - c. Class charts—Ritter and Wilmarth, p. 15
3. Suggestions for teaching spelling
 - a. Using the day as a unit
 - b. Using the week as a unit—Course of Study, p. 504; Ritter and Wilmarth, pp. 6-12
 - c. Teaching pupils how to study alone—Course of Study, p. 504; Ritter and Wilmarth, pp. 2-4; Charters, pp. 25-28; Wheat, p. 290
 - d. Correcting papers
 - e. Some essentials of method—Course of Study, p. 506
 - f. Oral and written spelling—Betts, p. 184; Tidyman, pp. 63-70
4. Spelling in the primary grades
 - a. Materials
 - b. Methods—Course of Study, p. 506
5. Spelling in grades four to eight
 - a. Materials
 - b. Methods
 - c. Suggested activities
 - d. Tests—Course of Study, p. 509
6. Spelling in relation to other subjects—Course of Study, p. 509
7. Special helps for rural teachers—Course of Study, p. 509
8. Remedial work—Course of Study, p. 510
9. Prevention and treatment of errors in spelling—Tidyman, pp. 89-110
10. Standards of achievement—Course of Study, p. 510; Betts, p. 167; Burton, p. 116

11. Tests—Course of Study, p. 509; Tidyman, pp. 111-130
12. Spelling scales with which students should become acquainted
 - a. Ashbaugh, *The Iowa Spelling Scales*, Public School Publishing Co., Bloomington, Ill.
 - b. Ayres, *Measurement of Ability in Spelling*, Russell Sage Foundation, New York City
 - c. Ayres, *Ayres Spelling Scale*, Public School Publishing Co., Bloomington, Ill.

D. *Suggestions for laboratory periods*

1. Make some spelling booklet covers.
2. Learn how to make progressive spelling charts.
3. Send for some of the spelling scales listed in this bulletin.
4. Have students examine the spelling book used in your county. Let them study the introductory material in this speller, and learn how to make use of the book.
5. Have students make tests over spelling. (Course of Study, p. 500)
 - a. Tests over previous year's work
 - b. Initial test over words to be studied the present term
 - c. Final test over words studied
6. Have students make self appraisal chart for teaching spelling. A few items are given here. Students may complete the chart.
 - a. Do pupils have individual record books to keep a check on their progress? Yes..... No.....
 - b. Do you post work with incorrectly spelled words?
Yes..... No.....
 - c. Do you underline misspelled words in composition?
Yes..... No.....

To be continued by students

E. *Tests*

Tests covering methods for teaching spelling should be both of the objective and essay types. It is suggested that the following points be covered:

1. Aims in teaching spelling
2. Equipment needed for teaching spelling
3. Directions for teaching pupils to study a word
4. A weekly study and test method
5. Types of tests to give in spelling and the purpose of each
6. List of materials to be used for teaching spelling to primary grades
7. List of materials for use in teaching spelling to grades four to eight
8. Standards of achievement which should come as a result of teaching spelling
9. Difficulties which pupils have in learning to spell and remedial treatment for such difficulties
10. Place for spelling in the weekly teaching program and time allotment

IV. Methods for Teaching Reading and Literature in the Pre-primer and Primer Periods

A. General statement

Thirteen weeks of the first semester are allotted to METHODS FOR TEACHING READING. More time has been given to the reading unit than any other because it is the basic subject of the curriculum. If the students in their normal training course learn how to teach reading effectively, better outcomes of instruction can be expected of them in all subjects in their rural teaching.

The books listed in this outline are the ones used in the normal training high schools of the state. The list is neither official nor final; it does not place or displace books in the schools. There are many other splendid texts and reference materials. When other books are selected by the local boards the teacher can easily substitute or adapt them to the course. Those starred are included for seat work. Many references are given but it is not required that your students read them all. You will find that some classes are able to do more than others.

B. Reference materials

1. *Iowa State Course of Study for Elementary Schools*, The Derry and Williams Press, Waterloo, 1928
2. Anderson and Davidson, *Reading Objectives*, Laurel Book Co., Chicago, 1925
3. Betts, *Classroom Methods and Management*, pp. 132-164, Bobbs-Merrill Co., Indianapolis, Ind., 1917
4. Charters, *Teaching the Common Branches*, pp. 126-181, Houghton Mifflin Co., Chicago, 1924
5. Cram, *Silent Reading Bulletin*, Iowa State Teachers College, Cedar Falls, Iowa, 1927
6. Cram, *A Course of Study in the Use of the Dictionary*, Follett Publishing Company, Chicago
7. Dolch, *The Psychology and Teaching of Reading*, Ginn and Co., Chicago, 1931
- *8. Eells, *Seat Work Suggestions and Helps for Busy Teachers*, Hovey Book Store, Cedar Falls, Iowa, 1926
9. Gist and King, *The Teaching and Supervision of Reading*, Chas. Scribner's Sons, Chicago, 1927
10. Harris, Donovan, and Alexander, *Supervision and Teaching of Reading*, Johnson Publishing Co., Chicago, 1927
11. Horn and McBroom, *Reading Survey Bulletin*, State University of Iowa, Iowa City, Iowa, 1927
12. McKee, *Reading and Literature in the School*, Houghton Mifflin Co., Chicago, 1934
13. Moore, *The Primary School*, pp. 193-275, Houghton Mifflin Co., Chicago, 1925
14. Patterson, *Teaching the Child to Read*, Doubleday, Doran and Company, Garden City, N. Y., 1930
15. Pennell and Cusack, *How to Teach Reading*, Houghton Mifflin Co., Chicago, 1924

16. Phillips, *Modern Methods and the Elementary Curriculum*, pp. 35-61, D. Appleton-Century Co., Chicago, 1926
17. Ritter and Wilmarth, *Rural School Methods*, pp. 104-180, Chas. Scribner's Sons, Chicago, 1925
18. Sloman, *Some Primary Methods*, Macmillan Co., Chicago, 1927
- *19. Smith, *One Hundred Ways of Teaching Silent Reading*, World Book Co., Chicago, 1925
20. Snedaker and Garnett, *Poems to Memorize and Books to Read*, Department of Public Instruction, State House, Des Moines, Iowa, 1931
21. Stone, *Silent and Oral Reading*, Houghton Mifflin Co., Chicago, 1922
22. Storm and Smith, *Reading Activities*, Ginn and Co., Chicago, 1930
23. Stormzand and McKee, *The Progressive Primary Teacher*, pp. 199-257, Houghton Mifflin Co., Chicago, 1928
24. Wallace, *Questions Teachers Ask About Primary Reading*, Department of Public Instruction, State House, Des Moines, Iowa, 1931
25. Wallace, *Questions Teachers Ask About Reading and Study in Intermediate and Upper Grades*, Department of Public Instruction, State House, Des Moines, Iowa, 1931
- *26. Watkins, *How to Teach Silent Reading to Beginners*, J. B. Lippincott & Co., Chicago, 1924
27. Yoakam, *Reading and Study*, Macmillan Co., Chicago, 1928

C. Laboratory suggestions

It is best to have a laboratory period two or three days a week for methods. This is in addition to the regular period for methods each day. Many schools alternate the laboratory period for methods with that for science usually allowing two periods for science and three for methods.

The greatest number of laboratory periods, during the time given over to the study of METHODS FOR TEACHING READING, should be used for preparation of silent reading seat work and helps. Each student should have a place for storing her materials and they should be prepared with a view to putting them into use when teaching next year.

D. Seat work suggestions

1. Students should learn how to make seat work based on the lessons taught. Each reading period in the primary grades should be followed by at least ten minutes of effective seat work based directly upon the lesson which has been taught. For example, matching pictures and words, writing yes and no to questions based on the lesson read, illustrating by drawing what has been read, building stories with sentences provided by the teacher, and so on. (See *Questions Teachers Ask About Primary Reading*, pp. 10, 26, 47 and *Elementary State Course of Study*, pp. 442-444) Normal training students should learn how to build this type of seat work.
2. Criteria for determining the value of seat work
 - a. Is it interesting?
 - b. Is it valuable from the standpoint of instruction?
 - (1) Does it increase speed in reading?
 - (2) Does it train in accuracy?
 - (3) Does it keep the child employed a reasonable length of time?

- (4) Does it test comprehension?
- (5) Is it related to the class work?
- c. Is it suited to the age and grade of child?
- d. Is it progressive? Lead to future values?
- e. Is it easily checked?

3. Between classes activities

This type of seat work, although not based directly on the lesson taught, should have educational value. Some interesting and instructive between class seat work may be made and put into folders. Two sheets of cardboard fastened together with gummed cloth mending tape $\frac{3}{4}$ inches wide and with an attractive picture pasted on front will make a good seat work booklet. The whole inside then of the two pieces may be used for the seat work. The small cards or pictures used for completion work may be placed in an envelope and clipped to the inside. This arrangement keeps the seat work clean.

4. Equipment and materials needed for making reading seat work

- a. Oak or walnut tag
- b. Mimeograph or hectograph paper
- c. Hectograph—Each rural teacher should supply herself with a hectograph
- d. Rubber stamp printer
- e. Colored paper
- f. Paste
- g. Scissors
- h. Envelopes for pictures and words
- i. Selected pictures from magazines and various sources — Many small pictures will be needed.

E. *Suggestive helps for carrying out the reading program in the primary grades*

1. Having a primer grade—Children should have a reading readiness before trying to read. This involves age. As a rule, children do not have a reading readiness before a mental age of six. To care for this situation some counties have been able to start a primer grade. During this year the children read only pre-primers and primers until the work of the primer unit is completed.
2. Using easy reading materials and securing them—As much suitable reading material as possible should be provided for each of the primary grades. Children need to have much practice in using the newly acquired vocabulary before going to more difficult material. From five to twelve primers should be read before going to first grade. The content of the materials for reading should be modern and interesting to the children. Ways of securing supplementary materials will suggest themselves. The following sources are listed:
 - a. Library fund, Section 4323, School Laws
 - b. State aid in case of standardized rural schools
 - c. School boards and cooperative agencies

- d. Circulating library from county superintendent's office
 - e. City and traveling libraries
 - f. Contract for use of library, Section 4391, School Laws
3. Using the blackboard—Good use should be made of the blackboard. Teachers should avoid pasting the blackboard full of cut-outs and so on.
- a. The blackboard should be used for word and sentence drill.
 - (1) Drill should be short and snappy.
 - (2) Students might be supplied with a half-dozen suggestions for drill and asked to submit others to the class. (See Questions Teachers Ask About Primary Reading, p. 11)
 - b. The blackboard should be used for giving directions to pupils.
 - c. The blackboard should be used for taking down the experiences of the children from dictation. This material may be read and preserved for further reading through placing it on a chart.
4. Using manuals and other teaching aids—The students should be supplied with the manuals and all other teaching materials which go with the basic reading system.
5. Using bulletin boards—Cornstalk board makes good material for a bulletin board. Each school should be supplied with this piece of equipment and teachers instructed as to how to use it. County superintendents or teachers might give students at least a half-dozen suggestions for use of the bulletin board; for example, posting the daily news, directions for room duties (involving reading), and so on. Students should learn how to arrange the bulletin board. (See Questions Teachers Ask About Primary Reading, pp. 78-80 and Elementary State Course of Study, p. 449)
6. Making a library corner—A library corner is easily made.
- a. Reading table—Two orange crates with a board across and painted makes an attractive library table.
 - b. Chairs—There should be a small chair of some kind for every primary child. These may be made by cutting out the upper parts of an orange crate and then painting. Covers and cushions may be made of cretonne.
- It is suggested that normal training teachers make students responsible for arranging a model library corner including library table, chairs, book shelves, and so on. This may be placed in the normal training room. It will furnish suggestions as to how it may be done in the schoolroom.
7. Teaching oral and silent reading from the beginning—Pupils should be taught to read both orally and silently from the beginning. To make the silent reading most effective there should be other responses to it rather than oral reading only. These may be:
- a. Telling
 - b. Answering questions
 - c. Acting out the response
- The teacher should furnish students with suggestions for various effective ways of conducting combined silent and oral reading lessons. (See Questions Teachers Ask About Primary Reading, pp. 49, 51, 52, 71, 73, 75)

8. Encouraging good reading habits—Good reading habits should be encouraged. This may better be explained by stating some poor reading habits to be overcome. The most important of these are:
 - a. Reading one word at a time when the child is giving all attention to pronouncing the word rather than getting the thought from phrases and sentences
 - b. Finger pointing
 - c. Lip movement
 - d. Head movement

(See Questions Teachers Ask About Primary Reading, p. 13)

9. Making literature materials available—Some good poetry books and stories appropriate for teachers to read to the children should be made available to the students. Some choice books may be added to the library each year through the library fund, and also the superintendent may have some of these books in the office which students may use.

Teachers may encourage children to become acquainted with and learn poems through having them keep a record of poems learned. This may be in the form of a chart or record booklet. Normal training students may illustrate how such charts and booklets may be made.

F. *Department bulletins to which all normal training students should have access when studying methods for teaching primary reading*

1. Course of Study for Elementary Schools of Iowa. Copies available from the Derry and Williams Press, Waterloo, Iowa, \$1.12 per copy.
2. Reading bulletins
 - a. Questions Teachers Ask About Primary Reading
 - b. Poems to Memorize and Books to Read
 - c. A Course of Study in the Use of the Dictionary, Follett Publishing Company, Chicago, Ill.

G. *Topical references on pre-primer reading*

1. Objectives—Course of Study, p. 416 (primary); Ritter and Wilmarth, p. 104; Charters, pp. 131-134; Betts, pp. 132-133; Phillips, pp. 39-42; Anderson and Davidson, pp. 217-220; Harris, Donovan, and Alexander, pp. 203-204 and 205-207; Sloman, pp. 160-166 (It is suggested that each student read a reference, comparisons be made in class, and a list of objectives placed on the board.)
2. Minimum equipment needed (for primary)—Course of Study, p. 417; Anderson and Davidson, pp. 46-50; Harris, Donovan, and Alexander, pp. 435-455
3. Suggestions for teaching—Course of Study, pp. 417-418; Dolch, p. 41; McKee, pp. 145-149
4. Suggestions for adapting the course of study to the rural schools—Course of Study, p. 418
5. Standards of achievement in pre-primer period—Course of Study, p. 416; Ritter and Wilmarth, pp. 106-107; Harris, Donovan, and Alexander, p. 180; Patterson, p. 40; McKee, p. 235

6. Essential subject matter for kindergarten preparation of reading—Course of Study, p. 410; Harris, Donovan, and Alexander, pp. 181-188; Anderson and Davidson, pp. 26-35
7. Essential subject matter for pre-primer period—Course of Study, p. 420; Ritter and Wilmarth, pp. 107-110; Harris, Donovan, and Alexander, pp. 193-200; Patterson, p. 103
8. Problems of teaching—Course of Study, pp. 420-424
 - a. Interesting experiences as a basis for reading lessons—Course of Study, p. 420
 - b. How to keep a group interested during a blackboard lesson—Course of Study, p. 420; Harris, Donovan, and Alexander, pp. 209-214
 - c. How to develop proper eye movements—Course of Study, p. 420; Harris, Donovan, and Alexander, pp. 92-114
 - d. How to teach words—Course of Study, p. 420; Charters, pp. 166-168; Harris, Donovan, and Alexander, pp. 63, 91, 226, 249-252
 - e. How to fix word meanings—Course of Study, p. 420
 - f. What words should be taught—Course of Study, p. 420; Anderson and Davidson, pp. 52-53
 - g. Suitable exercises for beginning reading—Course of Study, p. 423; Sloman, pp. 225-231
9. Types of reading illustrated—Course of Study, p. 424

H. *Suggestive program for pre-primer reading*

There may be three types of reading lesson presented daily. Some teachers give the same type of reading lesson three times a day. At least three types of reading lessons should be carried along each day in the pre-primer grade in order to vary the program. These may be visiting about experiences and experience blackboard and chart lessons (Illustrative blackboard and chart lessons are given in this bulletin on page 47. In building these lessons it will be necessary for you to use the interesting experiences suggested by your children, such as things they bring to school, their pets, places they go, and what they like to do.); reading and following directions; preparing for use of primer—follow manual closely, and develop on the blackboard at least the first ten lessons in the primer during the pre-primer period.

1. Visiting about experiences and experience blackboard and chart lessons
 - a. Interesting the children, and what to do with them the first week of school

It is difficult to get some children to talk, so rather than start out with experience blackboard and chart lessons the first week of school, visit with the children about their interesting experiences. Some of the children's experiences will no doubt be with regard to:

Members of their families	What they like to play
Their pets (If possible, have some pets brought to school.)	Going to town
	Going to the show

Their toys (Have some brought to school.)	Threshing oats
Things they like to do	Going rabbit hunting
Making a playhouse	Helping mother and daddy
Making ice cream	Places they visited over the week-end
Helping mother get dinner	Where they went for their vacations

If the children are very backward and refuse to talk at all they may respond to stories told by the teacher.

- b. Seat work following these talks with the children
- (1) Children should be provided with magazines or large mail order house catalogs. Let them cut out, e. g.

Pictures of pets	Things found in the bed-room
Members of the family	
Things with which daddy works	Things found in the kitchen
Things with which mother works	Things found in the barn
	Things with which children like to play
 - (2) Have envelopes of pictures for the children to arrange in groups such as animals, people, plants and trees, foods, fruits, etc.
 - (3) Children may draw pictures and color:

Members of family	Fruits and vegetables
Pets	The park they saw
Toys	A train

They may illustrate a story which the teacher tells.
 - (4) Have the children make scrapbooks by pasting their cut-outs and drawings into a scrapbook made of newspapers or brown wrapping paper. Have children explain their pictures to each other. This will help them to talk.
 - (5) Give children as many interesting experiences as possible.
- c. Enriching the children's experiences for getting ready to read
- It is important that the primary child be given as many experiences as possible for the purpose of getting ready to read. Some simple experiences which may be carried out by pre-primer children in rural schools and about which teachers can get children to talk and make lessons are:
- (1) Churning butter—Have a quart jar with a cup of cream ready for churning brought to school. Let it be passed from one child to another each giving it a number of shakes. After the butter comes, put salt in it and permit the children to eat it for lunch. Words which may come from such lesson are cheese, butter, cream, whey, factory, creamery.
 - (2) Making jell—Rural schools with equipment for hot lunch furnish easy facilities for making jell by the primary class.
 - (3) Planting garden seeds, oats, and corn—Perhaps these children may have a small school garden.

- (4) Washing clothes—Children may wash the doll's clothes with soap, rinse, and hang on the line. In nice weather such may be carried on out of doors.
- (5) Ironing—The doll's clothes may be ironed.
- (6) Making hay—Grass in the corner of the yard may be mowed, dried, shocked, and stacked for winter feed for farm animals.
- (7) Breakfast may be prepared and served by the primary children.
- (8) Making the bed—The children may have some experience in learning the correct way to make the doll's bed.
- (9) Washing the dishes—The children may wash, wipe, and put away the hot lunch dishes.
- (10) Setting the table for lunch—The children may pass out the napkins and serve the hot lunch to the other children
- (11) Caring for a pet—Children may bring a pet dog, cat, or pony to school and care for it.
- (12) Making jack-o-lanterns for decorating a Christmas tree.
- (13) If possible, take your pupils to see some things which they have never seen before. This might be done on Saturday. Perhaps you could take them to see:

A tile or brick factory	The city or town library
A market	The county fair
A poultry house	The fire house
A canning factory	Post office
An ice cream factory	Large stores
A telephone office	Flower shop

These experiences may be used later for experience chart lessons.

d. Making use of children's experiences as material for reading lessons

After the children have been encouraged for a week or so to talk freely to the group and teacher about things which interest them, the teacher may begin to make use of their experiences for blackboard and chart lessons. The following lesson is a sample lesson only, and is to be used as such. Teachers should use the actual experiences of their children for these lessons. The children should be encouraged to talk, for example, about what they feel about dogs. The object is to keep these sentences rather short and the kind that the children say themselves. They should not be many in number so that there may be as much repetition as possible.

Blackboard Lesson Based on Group Experience
Number in Class—Three

Teacher: Do any of you have any pets at home?

George: I have a dog.

Teacher: We'll put on the board then where all may see it
 "George has a dog."

Have you ever seen George's dog, Mary?

Mary: Yes.

Teacher: What color is it?

Mary: Black.

Teacher: We'll put on the board then "It is black."

Can you tell us anything George's dog can do, Ray?

Ray: It can run fast.

Teacher: Can you tell us anything more about your dog, George?

George: It has a short tail.

Teacher: That's fine. Now you've told us a whole story about George's dog. Writes on board

George has a dog.

It is black.

It can run fast.

It has a short tail.

To Give Exercise in Finding the Sentences

Children should find sentences by framing with their hands or fingers, by placing the pointer under the entire sentence, or by a sweep of the pointer.

Children do not know these sentences. They can't find a single word. They only remember the sentences they gave.

Teacher: Can you find the sentence that tells us what kind of a pet you have, George?

George: Finds "George has a dog." (If child forgets, teacher shows sentence and says "George has a dog.")

Teacher: Now Mary, can you find the sentence that tells how the dog can run? (If Mary doesn't find the sentence the teacher find it and says "It can run fast.")

Can you find the sentence that tells us that the dog is black, George?

George: Finds the sentence.

Teacher: Can you find the sentence that tells us that the dog has a short tail, Ray?

Ray: Finds the sentence.

Teacher: Who can find what the dog does?

Ray: Finds the wrong sentence.

Teacher: That sentence says "George has a dog."

Teacher: See if you can find the sentence that tells what George has, Mary.

Mary: Finds "George has a dog."

Teacher: Fine. Now I wonder if anyone can find the sentence that tells the kind of tail the dog has?

- e. Tying up the seat work with the lesson taught—This example of seat work is based on the lesson previously taught.

Teacher: We are going to make pictures of George's dog. What color is your dog, George?

George: Black.

Teacher: We are going to make a picture of George's black dog and we'll use the best pictures for our chart tomorrow. Keep trying until you each have made a very good picture of George's dog.

(Teacher places "black dog" on board as she talks about it. Have a mounted picture of a dog before the children.)

Teacher: Here is a picture of a black dog for you to look at while you make your dogs. First you may draw the dog, then color it and cut it out with your scissors. Now George, which color will you use? Teacher should have George point out the black color.

Chart: Teacher prepares chart after school for next day.

- f. Drilling on the lesson taught—The chart used is based on the blackboard lesson presented Monday. Teacher has chart made up. She hangs it over a portion of the board and low enough for the children to see it well. The children choose the best dog each has made and working together paste them to the chart.

George has a dog.

It is black.

It can run and bark.

It has a short tail.

(Teacher also has the sentences of the chart on strips of paper for matching.)

Teacher: What did we make at our seats, Ray?

Ray: A dog.

Teacher: Whose dog was it?

Ray: George's dog.

Teacher: What color is your dog, George?

George: Black.

Teacher: We'll put on the board "It is black." It looks like this. George, can you find the sentence on the chart that looks like this one?

George: Finds (It is black.)

Teacher: Now, Mary, see if you can find the sentence on the chart that tells us George has a dog.

Mary: Teacher helps Mary frame (George has a dog).

Teacher: Puts (George has a dog) on board.

Teacher: I wonder if you can find the sentence that tells us what George's dog does, Ray?

Ray: Finds sentence.

Teacher: Hands strip to George and says: "This sentence tells us what kind of tail George's dog has. Can you put it under the sentence on the chart that tells us the same thing?"

Teacher: This strip tells us what George has. Can you find the one like it on the chart, Mary?

More drill should be given. Have the children place the strips in order of the story.

- g. Seat work based on the lesson taught—Talk about what dogs can do (bark, jump, run, etc.). Have children make pictures of George's dog doing various things to put into scrapbooks. Have a number of words in an envelope with "dog" among them many times. Have the children pick out "dog" and paste under their pictures of dog.
- h. Making pre-primer charts—Pre-primer experience charts are not difficult to make. Seventh or eighth grade children who have finished their work might be allowed to make some of the charts as a special privilege for doing good work.

Directions and Suggestions for Making

(1) Mechanical make-up

Use brown wrapping paper for making. (If not too expensive it is well to hang it double)

Size recommended—30"x30"

Fasten paper at the top to a strip of soft wood by thumb tacks. (Window shade sticks are good) Fasten a cord to each end of the stick and suspend the chart from two nails so that the pages may be turned.

(2) Content of charts

Correct manuscript form should be observed throughout in making the chart. (See Elementary State Course of Study, page 279—Multiply dimensions x 3)

(a) A margin of 6 inches at the top and three inches at each side

(b) Material arranged on the chart as in a good reader

(c) Spacing between letters and between words should be uniform

(d) Letters uniform in size and as large as those found on commercial charts for beginning reading. Lettering may be done either with black crayon or speed pen. The Esterbrook speed ball pen may be purchased at a stationery store for ten cents. Black writing fluid may be used. Some teachers find the rubber stamp printing press convenient to use for making charts. Others make use of paste letters (letters ready to paste) if an especially good chart is needed.

Incorrect form

Correct form

Geo rge h as a
dog
It i s b l a c k
it c a n r u n a n d
bark
it h a s a sh-
ort t a i l

George's Dog .
George has a dog.
It is black.
It can run and bark.
It has a short tail.

What is wrong?

- No margin
- Incorrect paragraphing
- Incorrect spacing of words and letters

What makes it correct?

- Proper margin
- Proper paragraphing
- Proper spacing of words and letters

2. Work type reading and following directions

- First week—teach color, cut, and draw
- Second week—teach red, blue, and paste
- Third week—One (1), Two (2), and Three (3)
- Fourth week—teach black, yellow, and green
- Fifth week—teach Four (4), Five (5), and Six (6)
- Sixth week—teach skip, walk, and run

a. Make the children able to follow directions independently. If children are to learn to follow directions with pencil, scissors, paste, etc., it is important that they be taught to draw, color, cut, and paste as soon as possible. Spend two days in teaching *color* and *cut*. The following are suggestions for teaching:

Put the word "*color*" on the board and say to the children: "This means color. You may take your box of colors and show me how you color." Then put "*cut*" on the board. Say to the children: "This word means cut. Take your scissors and show me how you can cut."

Drill on these words. Say to the children: "When I write *cut* on the board take your scissors, or when I write *color* on the board take your colors." You may also use flash cards to show differences, e. g., you may say: "When you see the word that means *cut*, show me how to cut. When you see the word that means *color*, show me how to color." Give more drill as needed.

The teacher may then put the following directions on the board and ask the children to do what they say:

- Color the Color the
Cut the Cut the

After working with color and cut for two days, teach *draw* and *paste*.

- b. Materials for teaching children to follow directions according to the Elementary State Course of Study

One should teach during the pre-primer period:

- (1) The children's names
- (2) Seven action words—run, hop, jump, skip, sit, stand, and find
- (3) Seven color words—red, blue, green, yellow, orange, black, and brown
- (4) Number words and figures to nine

This permits the teaching of about four or five new words a week.

- c. Suggestions for teaching action words and sentences

Have the children respond to the words when flashed on cards or placed on board by performing the action. Say to the children: "Hop when you see *hop*." The teacher then turns the cards until she comes to *hop*, when the children hop, etc. After the children know the words, put their names in the chart or on the blackboard ledge in front of the actions. They perform as directed,

e. g., after the children know to hop when they see

hop

 put

Mary

hop

 before the class to see if Mary responds.

Others may be

George

stand

 and

Ray

run

 etc.

Gradually add such as "to your seats," "to the door," etc.

- d. Teaching the children's names

Have children's names on cards. Put cards on blackboard ledge and let each child find his own name. Play a game by writing names on board a number of times and let child respond by standing, sitting, etc., when his name is erased. Let the child respond in a similar fashion when his name is flashed on a card. After some action words are learned let the children respond with appropriate actions when names and actions are put before them.

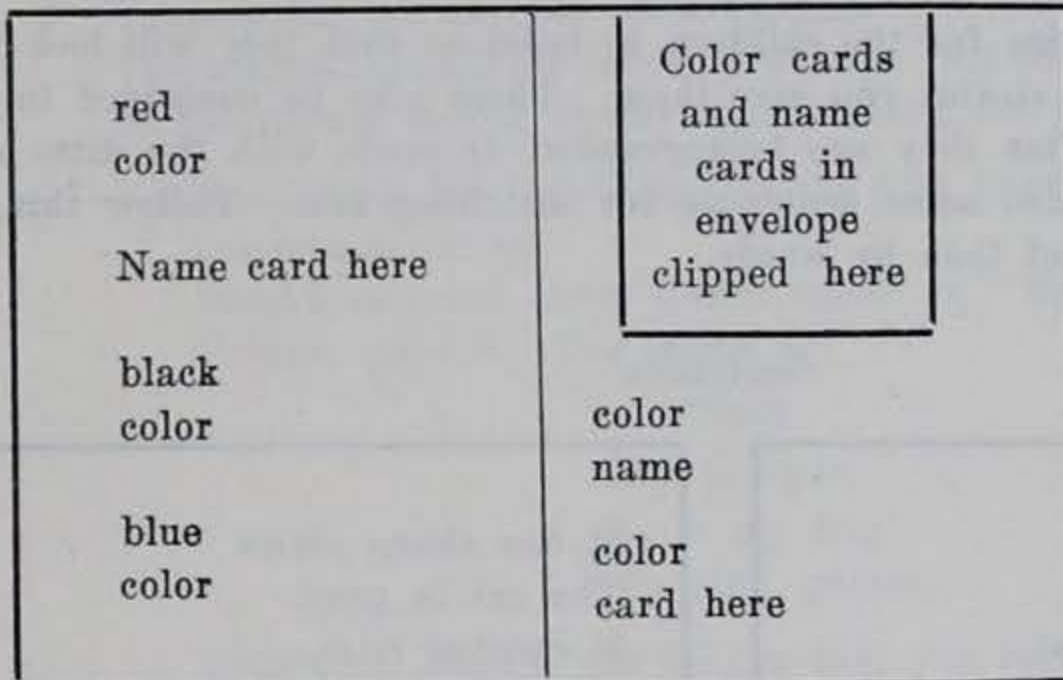
- e. Teaching the colors needed in giving directions

Prepare color cards and also color name cards for matching on chart and on board ledge. Have color material for matching preparing for seat work. Have children match color cards with colored objects in room. Use color words in sentences in giving directions, e. g.,

Cut a red ball.

Color a black cat.

The following is suggestive of a color seat work booklet which may be made and used:

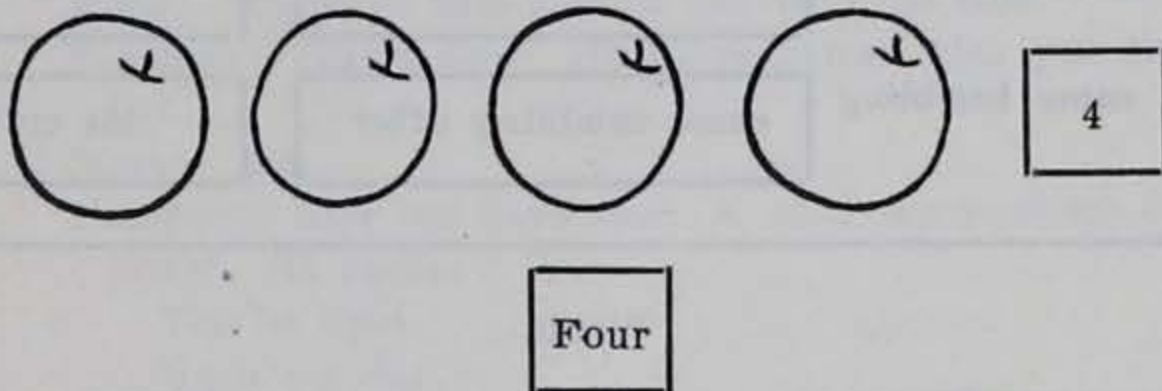


Fasten by
gummed tape
3/4 inch wide

- f. Teaching the names of numbers and their figures to nine
Early number lessons should be definitely tied up with concrete objective experiences. A toy store is helpful. The teacher may say: "Mary, bring me four boxes of matches. Bring me some boxes of raisins, Ray. How many did you bring?" To teach numbers in connection with the figures:

Match number names with pictures
Match figures with pictures
Match number names with figures

For example:



Flash cards with number names or figures on them and have the children respond with actions, e. g., let them clap or tap four times when number four appears. After the words color, cut, draw, and paste have been taught and also the names of colors and numbers, such seat work as the following may be given for drill and review.

- Draw an apple.
- Color the apple red.
- Cut the apple.
- Paste the apple.
- Draw two balls.
- Cut three cats.
- Color two balls red, etc.

g. Building and matching stories

Have stories for the children to build so that they will look like the entire stories you give them. These may be contained in envelopes after they are hectographed or made with the ditto machine. Have some sentences for matching first. Follow this by phrases and then by words.

Sentences

<p>The cat is gray. It catches mice. It has sharp claws.</p>	<p>It has sharp claws. The cat is gray. It catches mice.</p>
--	--

Phrases

Jack and Jill went up the hill	Jack fell down and broke	a pail of water
To get a pail of water	And Jill	went up the hill
Jack fell down and broke his crown	Jack and Jill	to get
And Jill came tumbling after	came tumbling after	his crown

Words

John goes to school.	school	play	to	goes
He likes to play.	likes	read	to	John
He likes to read.	likes	to	He	He

Write sentences, phrases, and words on cards a number of times. Place in an envelope and have children choose and group all of each kind. Have them pasted into the scrapbook.

Mount pictures and then cut them first simply in strips and then irregularly. Have the children put them together and label them.

3. Preparation for the use of the primer

The manual should be followed closely. At least the first ten lessons of the primer should be developed during the pre-primer period.

a. Developing the vocabulary of the first pages of the primer during pre-primer period

Blackboard and chart lesson based on "Spot" in Do and Learn Primer, page 8. The lesson is:

*Spot

This is Spot.

He is my dog.

We play games.

Teacher: Didn't you tell us that you have a dog, George?

George: Yes.

Teacher: What is your dog's name, George?

George: Dick.

Teacher: Can you tell us that in a sentence, George?

George: My dog is Dick.

Teacher: That's fine. There is a story about a dog in our book.

He is called Spot. (Show the picture in the book and say "This is Spot." Write it on the board.)

Teacher: Who is Spot, Ray?

Ray: A dog.

Teacher: Yes—our book says "He is my dog." We'll write it on the board.

Teacher: Does your dog play, Mary?

Mary: He plays with a stick and with the ball.

Teacher: That's fine. He plays games with you then, doesn't he?

Mary: Yes.

Teacher: Now we have such a nice story about Spot on the board. It reads:

This is Spot.

He is my dog.

We play games.

Continue procedure in teaching as in other blackboard lessons.

Have children find the dog's name.

Have children find whose dog he is.

Have children find what we do, etc.

Drill on word phrases.

b. Phonics—Each county and graded school has its own adopted textbooks for primary reading, and with these books, no doubt, there is a method for teaching phonics. The teacher should follow her manual closely in teaching phonics. This is the best help that she can be given.

*Taken from *Do and Learn Primer*. Permission for use granted by American Book Company.

GUIDES FOR TEACHING

(1) General rules for teaching phonics

The following general rules for teaching phonics should apply in all cases no matter what method is adopted:

Follow closely the manual used in your school. Phonics should be considered as a means and not as an end in itself. That is, phonics should be used as a tool when needed. Phonics should not be emphasized with those who do not need it. For illustration, the child who does not have difficulty in getting new words should not waste time with phonics.

Over emphasis on phonic analysis encourages and develops "word callers" rather than "thought getters."

Teachers should not attempt to give all the phonics the first year. Such should be given as needed.

Do not waste time on phonics when it is not needed. Leave the most difficult phonics for the second year.

Do not use phonics until the children have had about two months of word study by sight; that is, until the children are able to read at least sixty words by sight.

At the beginning, especially, keep the period for reading and phonics separated.

(2) Phonics to teach in the pre-primer period (first 6-9 weeks in the first grade)

Very little is done with phonics in this period. The elementary state course of study on page 420 recommends:

Ear-training exercises—recognizing sounds, and oral similarities and differences between words.

Eye training—to see similarities and differences in words

(3) Phonics to teach in the primer period (next 12-14 weeks in first grade)

The elementary state course of study recommends as follows:

Continue ear and eye training exercise

Teach consonant sounds as t, s, b, l, m, etc.

Teach short vowel keys or endings as can, hop, run

(4) Phonics to teach in the first reader period (remaining weeks in first grade)

The elementary state course of study recommends that the manual of method adopted in the county or school be followed. In addition it recommends that the child in this period know:

The initial consonant sounds found most frequently in children's reading vocabularies: l, b, h, s, m, r, p, c, d, t, f, n, w, sh

The "short" and "long" vowel sounds which occur most frequently blended with their accompanying consonants either initially or finally

Initial "short" vowel blends: le, la, lo
 be, ba, bi
 ha, hu
 si, sa, se
 ma, ra, ri
 pa, pi, pe, etc.

Initial "long" vowel blends: dee, see, wee, etc.

Final "short" vowel blends: at, ot; ill, ell;
 an, in, en, un;
 am, im, um

Final "long" vowel blends: each, eam, ean, eat,
 ain, aid, ate, etc.

- (5) Suggestions in regard to the teaching of phonics (prepared by Miss Maude McBroom, Principal of the Elementary Experimental School, State University of Iowa)

(a) Why teach phonics

Many children need a way of getting new words by themselves.

Leading experimenters in the field of reading advise it.

Many primary supervisors and primary teachers claim its necessity.

There is no acknowledged substitute for it.

(b) When to teach phonics

Not until children realize that reading is a thought-getting process, that is, after they have read many lessons for thought

Not until the child has mastered a sight vocabulary of sixty or a hundred words; some schools advocate two hundred

Not over ten or fifteen minutes daily in the first grade

In other grades not over ten minutes daily and then only in cases where the need has been demonstrated

In the beginning teach phonics at a period apart from the reading period.

(c) How to teach phonics

Children should first hear sounds.

They should then see similarities and differences in words.

Then analysis of words should follow.

Always begin with a whole word.

Of the two methods, final or initial blend, the final blend is used more widely: the initial blend has more points in its favor.

Do not use diacritical marks. They are a crutch for the child. This does not mean to omit teaching them in connection with the dictionary in later grades. In all phonic analysis word recognition should be subordinated to thought-getting.

(d) What phonics to teach

All consonant and vowel sounds found most frequently in reading vocabularies.

Consonant or vowel combinations found in only a low percentage of the words should be taught only in sight words.

Unphonetic words should be taught by sight. A few common phonetic rules may be taught.

(6) References to materials on the teaching of phonics which are valuable to teachers

(a) Cordts and McBroom, "Phonics," *The Classroom Teacher*, Vol. II, pp. 389-420, 1927

Miss Cordts and Miss McBroom have considered the subject of phonics from the following standpoints:

Why teach phonics?

Definition of terms used in the teaching of phonics

What phonics to teach

How to teach phonics (Many actual exercises)

When to teach phonics

Pitfalls or dangers to avoid in the teaching of phonics

Research in the field of phonics

Many suggestions and games are given for use in teaching children to hear and see similarities in words and for teaching them to analyze words to the degree that they make out new words unaided

(b) Cordts, Anna, *The Word Method of Teaching Phonics*, Ginn and Co., Chicago, 1929

The aim of this method is to give the child power to identify words independently. After he has mastered the Primer and has learned to read from other sources this method gives him some means of working out for himself new words which he encounters and also helps him to identify words which he has forgotten. This book gives helpful sound and sight exercises, lessons in phonics for each half year of the first two grades and seat work suggestions in phonics with each lesson.

(c) Dougherty, Mary, *How to Teach Phonics*, Houghton Mifflin Co., Chicago, 1923

This book takes up the following:

General survey of the subject of phonics

Phonics in the first grade

Phonics in the second grade

Phonics in the third grade

Games and other drill devices

A word list from ten primers and ten first readers

c. Observation—Students should observe in the primary grade and note especially how the following problems are handled:

(1) How words are taught

(2) How children keep the place when reading

- (3) How word meanings are fixed
- (4) Types of reading exercises used

d. Seat work and activity suggestions for pre-primer work

- (1) Students should make a list of interesting experiences as a basis for the reading lesson from course of study, pp. 123, 359, and 419.
- (2) Each student should have practice in working out blackboard and large chart lessons based on the interesting experiences which the children may have. There should be one or two blackboard and chart lessons, prepared for each of the six weeks. Not all the words on these charts should be stressed but students should check with Mrs. Horn's list to see which words should receive drill. See Mrs. Horn's list, course of study, pp. 421-423.
- (3) One of the first lessons a child should have is to teach him to recognize, cut, draw, color, paste. Do this through seat work.
- (4) Children's names—Suggestions might be taken from "How to Teach Silent Reading to Beginners" by Watkins.
- (5) Action words and sentences—Child responds to the action on the flash cards by actually performing the action. Students should secure the vocabulary and suggestions for these lessons from Watkins, "How to Teach Silent Reading to Beginners." Concentrate on from 10 to 12 of the main action words during the six weeks.
- (6) Animal matching game—For suggestions see course of study, p. 424. Students should make up some seat work on the calls of animals. Go through the primer which you will use and find the animals mentioned and their calls.
- (7) Color matching game—Students should make up a variety of color matching games in order to teach colors and their names. See course of study, p. 425
- (8) Make up questions for envelopes or to be hectographed and have pictures to answer them. See course of study, p. 235
- (9) Make flash cards of simple directions. See course of study, p. 425 for sample.
- (10) Make a quantity of independent seat work to teach children to follow directions. See course of study, p. 426
- (11) Make a few picture scrap books for your pre-primer reading table.

e. Topical reference on the primer period reading

- (1) Essentials of subject matter—Course of Study, p. 426; Ritter and Wilmarth, p. 118
- (2) Problems of teaching—See Reading and Study Bulletin No. I; Course of Study, p. 426; McKee, p. 78
 - (a) What words to teach—Course of Study, p. 426; Harris, Donovan, and Alexander, pp. 249-258

- (b) How to make the beginning use of primer easy—Course of Study, p. 426; Ritter and Wilmarth, pp. 110-113; Harris, Donovan, and Alexander, pp. 214-216; McKee, pp. 170-180
- (c) Teaching children to keep place when reading—Course of Study, p. 427
- (d) Stimulate interest in learning the alphabet—Course of Study, p. 427; Harris, Donovan, and Alexander, pp. 258-259
- (e) Fix word meanings—Course of Study, p. 427; Watkins; Ritter and Wilmarth, pp. 124-125
- (3) Types of reading exercises illustrated—Course of Study, p. 427; Watkins—"parts of the body" lesson; Patterson, p. 131
- (4) Illustration of informal tests—Course of Study, pp. 433-435; McKee, p. 15
- (5) Dramatization—Ritter and Wilmarth, p. 118; McKee, p. 560
- f. Suggestive program for reading in the primer grade
Check with weekly teaching program, Course of Study, pp. 17, 18
- (1) Two experience blackboard and chart lessons and three lessons for developing comprehension may be given each week. The experience blackboard and chart lessons should be carried out in same way as in the pre-primer work but with increasing length. Follow experience chart lessons with seat work based on the charts as in pre-primer work.
- (a) Continuation of the use of experience blackboard and chart lessons—The following is a sample blackboard lesson and is based on "making our handkerchiefs" a project used for reading readiness. (Teachers should not expect their children to know every word of this lesson after it has been taught.)
- Teacher:* What did you do yesterday, Mary?
- Mary:* We made handkerchiefs.
- Teacher:* That's a good way to start our story. (Writes it on board) Can you tell us anything more about the handkerchiefs, Ray?
- Ray:* We sewed our handkerchiefs.
- Teacher:* You told us a nice story, Ray. (Writes the sentence on the board) Have you anything to add, Mary?
- Mary:* I made two handkerchiefs. I have two more to make.
- Teacher:* Mary gave us two sentences for our story. (Writes "Mary made two handkerchiefs. She has two more to sew.")
- How many do you have to sew, George?
- George:* Two more.
- Teacher:* We'll write "George has two handkerchiefs to sew."

How many do you have left to sew, Ray?

Ray: I have one to sew.

Teacher: We'll put on the board "Ray has one handkerchief to sew."

The lesson on the blackboard now is:

We made handkerchiefs.

We sewed our handkerchiefs.

Mary made two handkerchiefs.

She has two more to sew.

George has two handkerchiefs to sew.

Ray has one handkerchief to sew.

Teacher says such things as:

Find how many handkerchiefs you made, Mary.

Find what all of you made.

Find how many handkerchiefs Mary has to make.

Find how many handkerchiefs George has to sew.

Find how many handkerchiefs Ray has to sew.

Find the sentences you gave, George.

Find the sentences you gave, Mary.

Find the sentences you gave, Ray.

(If the children can't do this, the teacher should give such help as is necessary.)

Drill again on names. Have children find own and each other's names. Have children use pointer to find:

handkerchiefs	made two handkerchiefs
one handkerchief	sewed our handkerchiefs
two handkerchiefs	to sew

- (b) For the seat work following this lesson have the children finish making the handkerchiefs started the day before. These handkerchiefs may very well be carried by the children. They may be led to take pride in carrying the handkerchief which they have made themselves.

- (c) Chart lesson based on blackboard lesson of previous day
The teacher has the chart made ready for the lesson.
(See directions in pre-primer section for making chart.)
This may be made quickly on brown wrapping paper with black crayon or speed pen.

Have strips made for matching the chart. Have enough made for seat work also. Have these sentences of the chart on strips:

We made handkerchiefs.

We sewed our handkerchiefs.

Mary made two handkerchiefs.

She has two more to sew.

George has two handkerchiefs to sew.

Ray has one handkerchief to sew.

Drill first on the sentences by matching the strips with sentences on the chart. Place the strips on board ledge and call for them to be brought to you. Let the children call for the strips from each other. When the strips are flashed let George, e. g., stand up and read when he sees a certain sentence. See which child will be able to read first when the sentences are flashed.

Drill in the same way on such word phrases as:

our handkerchiefs	one handkerchief to sew
sewed our handkerchiefs	has two handkerchiefs
to sew	has one handkerchief to sew

It is suggested that the teacher check the words used in the experience chart lessons with Mrs. Horn's list on pages 421-423 of the Elementary State Course of Study. Drill especially on those words found in Mrs. Horn's list. The words in this lesson not found in Mrs. Horn's list and upon which it will not be necessary to drill are: handkerchief, sew, sewed.

Words which might have drill are: we, made, our, two, it, has, one.

Have strips cut into word phrases and words and drill as with the sentences.

- (d) For seat work following the chart lesson keep the chart before the children. Let them build up the story on the chart from sentences, phrases, and words which have been prepared. Have these small enough to be pasted into scrapbooks when the story has been correctly built. It is very easy to prepare such sentences, phrases, and words on small strips of paper.

Have the children make pictures of their handkerchiefs to be pasted on the chart and into their scrapbooks. Have them paste a label under each picture.

- (e) Suggestive material for comprehension lessons for primer grade (See Reading and Study Bulletin No. I)
- (1) Seventh week—teach jump, hop, stand, come, fly, go
 - (2) Eighth week—teach parts of body, such as head, nose, foot, hand, eyes, ears, hair, teeth
 - (3) Ninth week—teach brown, purple, orange, white, gray, and four, five, six, seven, eight
 - (4) Tenth week—teach up, down, in, out, behind, before, right, left
 - (5) Eleventh week—teach top, bottom, outside, on, inside, across, around
 - (6) Twelfth week—teach scissors, pencil, telephone, chair, table, floor, picture, bell
 - (7) Thirteenth week—teach doll, ball, bat, wagon, car, bicycle, sled, dishes

- (8) Fourteenth week—teach name, age, state, town, school, teacher, father's name
- (9) Fifteenth week—teach grass, orange, apple, snow, cherries
- (10) Sixteenth week—teach one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock
- (11) Seventeenth week—teach wren, swallow, bluejay, thrush, robin, bluebird, lark, cardinal
- (12) Eighteenth week — teach pansies, roses, tulips, daisies, violets, johnny-jump-ups, bluebells

Suggestions for Teaching

The above should be made on drill cards.

Teach three new words a day.

Use these vocabularies in as many ways as possible. For example, after the children have learned jump, stand, go, etc., combine into sentences with their names which they learned in the first six weeks.

Make use of blackboard and strips with entire sentences such as "Skip to the door."

See elementary state course of study and Watkins for further suggestions as to methods for presenting work type primer lessons.

- (2) Three lessons in phonics and two word drill lessons each week
 - (a) See suggestions for phonics following pre-primer work. The phonics lesson should be continued in primer and first grade.
 - (b) Suggestive word drill lessons. Students should study point 6. How to fix word meanings, course of study, p. 427. Note especially the various types suggested under Types 1, 2, 3, etc. and materials on pp. 427-429, course of study.
- (3) Three reading lessons from primers and two language and literature lessons each week
 - (a) For reading lessons from primers follow manual closely.
 - (b) Illustrative language and literature lesson (Combine 1st, 2nd, and 3d grades for this lesson) Also see the section on literature in this syllabus.

Teacher: Have you ever fooled anyone? How? Has anyone ever thought you were fooling when you were in earnest? What happened? I am going to tell you a story about a little shepherd boy who had great fun fooling folks. Listen and see what happened.

The Boy Who Cried Wolf

There was once a shepherd boy who kept his flock at a little distance from the village. Once he thought he would play a trick on the villagers and have some

fun at their expense. So he ran toward the village crying out, with all his might: "Wolf! Wolf! Come and help! The wolves are at my lambs!"

The kind villagers left their work and ran to the field to help him. But when they got there the boy laughed at them for their pains; there was no wolf there.

Still another day the boy tried the same trick, and the villagers came running to help and got laughed at again.

Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help. "Wolf! Wolf!" he screamed. "There is a wolf in the flock! Help!"

The villagers heard him, but they thought it was another mean trick; no one paid the least attention or went near him. And the shepherd boy lost all his sheep.

Teacher: Whose fault was it that the wolf ate the sheep? Why?

Teacher: You may go to your seats and illustrate the part of the story you like best. Use crayons.

Next Lesson

Children bring pictures to class. Child tells part of story his picture illustrates while showing picture.

Teacher: What else might we do with this story?

Pupils: Play it.

Teacher: What must we do in order to be able to play it?

Pupils: Must know the story well.

Teacher: Yes, something else.

Pupils: Must know who is going to take part. Must know where everything is—woods, village, etc.

Teacher: I will tell the story to you again. Listen carefully so you will be able to play the part of the story for which you are chosen.

Teacher retells story, children listen, in order to be able to play it.

Teacher: I'll write the characters in the story on the board as you name them.

Children name characters

Shepherd boy

Villagers

Wolf

Sheep

Teacher: We'll let Tom try out as the shepherd boy. Different children may try out. Group decides which one will be best.

(Same procedure for other characters)

Teacher: You may show us a nice arrangement for our stage, Jack.

(Jack shows place for village, woods, etc.)

Teacher: Now before we try to play it we'll see if we know it well enough.

Children may retell the story. One child may tell what happened the first time the boy cried "Wolf." Another child may tell what happened the second time, etc.

Children then play the story.

Teacher: You may make a picture of three different scenes in the story. You may use crayons or pencil.

Notations: Do not expect exact wording of the story by the children in playing the story.

Teacher does not tell children what to say and should not expect a finished production.

It is essential that careful preparation for playing the story always be made.

Make believe properties will readily satisfy the child.

g. Laboratory activity suggestions

- (1) It is absolutely essential that normal training students have access to copies of the primers and first readers used in the county.
- (2) Work out from three to six experience charts following the sample charts given for pre-primer. (See Bulletin No. I Reading and Study)
- (3) Prepare drill cards and phrase card combinations for work type primer lessons using the vocabularies illustrated. Each week's lessons should be grouped and secured by a rubber band.
- (4) Prepare exercises for ear and eye training in phonics as suggested. (See Classroom Teacher, Vol. II, pp. 389-420)
- (5) Work out six language and literature lessons for the primer grade using the illustrative lesson given on "The Boy Who Cried Wolf" as a sample. The stories should be chosen from the primers used in your county.
- (6) From the basic primer make up a list of words and word phrase cards on which you will drill your pupils. Group these cards according to stories or pages. Rubber bands may be used to keep in place.
- (7) Make up seat work on the lessons in the basic primer used in your county. Use the following suggestions:

Course of Study, pp. 432-433, numbers 1 to 12 inclusive

For riddles see Dootson, Lily Lee, *A Riddle Book for Silent Reading*, Rand McNally Co., Chicago, 1927

Ritter and Wilmarth, p. 113

Stormzand and McKee, pp. 225-227

Reading and Study Bulletin No. I

V. Methods for Teaching Reading in First and Second Grades

A. *Topical references on first and second grade reading*

1. Standards of achievement—Compare standards of achievement for first and second grades; Course of Study, p. 416; Ritter and Wilmarth, p. 125; Harris, Donovan, and Alexander, pp. 204-205
2. Essential subject matter—Course of Study, pp. 436, 444, 445; Anderson and Davidson, pp. 126 and 149; Stormzand and McKee, pp. 204-205, 218-220; Sloman, pp. 231-240
3. Problems of teaching—Course of Study, pp. 436-438 and 445; Anderson and Davidson, pp. 124-126 and 21-22; Sloman, pp. 190-225; Reading and Study Bulletin No. I; McKee, pp. 126 and 239
4. Division between oral and silent reading—Course of Study, p. 436; Sloman, pp. 244-247; Patterson, pp. 288, 311; Dolch, p. 180
5. How to make oral reading effective—Course of Study, p. 445; Harris, Donovan, and Alexander, p. 244; Patterson, p. 288; Sloman, p. 242; Moore, p. 247
6. How to use first and second readers—Course of Study, pp. 436 and 446; Anderson and Davidson, pp. 133-136
7. Difficult words—Course of Study, pp. 436, 445; Stormzand and McKee, pp. 211-213
8. Phrases common to first and second readers—Course of Study, pp. 437, 446; Stormzand and McKee, pp. 220-221
9. Development of wide recognition space—Course of Study, p. 436; Harris, Donovan, and Alexander, p. 371
10. Prevention of finger pointing and lip movement—Course of Study, p. 437; Harris, Donovan, and Alexander, pp. 114-117
11. Time allotment for work and recreatory type reading—Course of Study, p. 446
12. How to stimulate a desire to read—Course of Study, p. 437; Phillips, pp. 44-45; Anderson and Davidson, pp. 136-140; Harris, Donovan, and Alexander, pp. 188-192, 348-355
13. Making remedial work effective—Course of Study, p. 438
14. How to use reference books—Course of Study, pp. 446, 447
15. How to use informal tests—Course of Study, p. 447; Dolch, p. 210; Harris, Donovan, and Alexander, pp. 79-81, 409-434; Standardized tests
16. How to provide for individual differences—Course of Study, p. 447; Harris, Donovan, and Alexander, p. 248
17. Simple record for charting undesirable reading habits—Course of Study, p. 448
18. Good plan for memorizing poems—Course of Study, p. 449
19. Measuring results—Phillips, pp. 45-47; Anderson and Davidson, pp. 142-144; Dolch, p. 210; Harris, Donovan, and Alexander, p. 203
20. Suggestions for use of silent reading material—Anderson and Davidson, pp. 127-128; Harris, Donovan, and Alexander, pp. 240-241; Stormzand and McKee, p. 221; Moore, pp. 236-347

B. *Observation*—Students should observe first and second grade reading and note specifically how the following are handled:

1. Amount of oral and silent reading

2. Difficult words
3. Prevention of finger pointing and lip movement
4. Recreatory reading
5. How the desire to read is stimulated

C. *Suggestive program for first and second grade reading with illustrative lessons*

1. Suggestive program for reading in the first reader grade—Check with weekly teaching program, Course of Study, pp. 17-18

- a. Two experience blackboard and chart lessons and three work type lessons a week

- (1) Experience blackboard and chart lessons should be carried out in same way as in pre-primer and primer work but with increasing length. Follow experience chart lessons with seat work based on the charts as in pre-primer work.

- (2) Children should now have work type readers and directions should be followed. In work type readers for this grade you will find such directions as:

- (a) Matching pictures and words
- (b) Do what the sentences tell you to do
- (c) Questions based on the stories read
- (d) Short completion sentences
- (e) Directions for playing games
- (f) Questions based on the pictures
- (g) How you can use certain things
- (h) Can you do these things?
- (i) Riddles
- (j) Ask questions about certain words
- (k) Tell what certain animals or things can do
- (l) Questions based on pictures or stories answered by yes or no

(See Course of Study, p. 436, point 6, top of page)

- b. Two lessons in phonics and three word and phrase drill lessons each week

- (1) See directions for phonics following the pre-primer work and primer work. This type of phonics lesson should be continued in primer and first grade. Also see: Harris, Donovan, and Alexander, pp. 141-175; Course of Study, pp. 436-437; Charters, pp. 170-171; Anderson and Davidson, pp. 60-62; Ritter and Wilmarth, pp. 119-125

- (a) Selection of subject matter—Anderson and Davidson, p. 78; Harris, Donovan, and Alexander, pp. 166-174

- (b) Devices for phonics and word drill—Ritter and Wilmarth, pp. 123-125; Harris, Donovan, and Alexander, pp. 164-166

- (2) Suggestive word and phrase drill lessons—Students should become familiar with word and phrase drill materials in Course of Study, pp. 441-444

- c. Three reading lessons from first readers and two language and literature lessons each week
- (1) For reading lessons from first readers follow manual closely
 - (2) For these lessons see suggestions in section on literature in this syllabus. Note the illustrative lesson on teaching poetry and also the illustrative dramatization lesson which was worked out for the primer grade

Notation—Free reading periods should be provided for each day.

2. Suggestive program for reading in the second reader grade—Check with weekly teaching program, Course of Study, pp. 17-18
- a. One experience blackboard and chart lesson, one lesson based on news items about school and pictures brought by the children, and three work type lessons each week
- (1) Chart lessons have already been illustrated
 - (2) Illustrative lesson based on a picture which a child brought to school and which was placed on the bulletin board. (See Reading and Study Bulletin, No. I)

Bulletin

June 3, 1931

John brought a picture to school today.

It is a picture of a farm.

The farmer is plowing in the picture.

Two white horses pull the plow.

The ground must be plowed before the farmer plants corn.

We see some birds in the picture.

The birds look for worms when the plow turns over the ground.

Notation—This lesson may be conducted as the experience chart lessons were conducted.

- b. One lesson in phonics, one in word and phrase drill, and three language and literature lessons each week. (See bulletin entitled, Questions Teachers Ask About Primary Reading and Literature)
- (1) Continue the drill in phonics—Course of Study, p. 446, point 4
 - (a) Important factors in the development of phonics—Anderson and Davidson, pp. 78-79; Harris, Donovan, and Alexander, pp. 141-145
 - (b) Suggested procedures in teaching phonics—Anderson and Davidson, pp. 79-84; Ritter and Wilmarth, pp. 121-123; Harris, Donovan, and Alexander, pp. 159-164
 - (c) Time devoted to phonics—Course of Study, pp. 17-18; Harris, Donovan, and Alexander, pp. 158-159
 - (2) Word and phrase drill—Give children drill on the new words and phrases in their books.
 - (3) Language and literature lessons
 - (a) See illustrative dramatization lesson in primer material in this syllabus

(b) See illustrative poem lesson in material on literature in this syllabus

(c) See Course of Study, p. 455 under "Second Year"

3. Five reading lessons from first and second readers each day. Follow the manual closely in teaching these lessons. Free reading periods should be provided each day.

D. *Suggestive check sheet for primary reading*

TEACHER'S CHECK SHEET IN PRIMARY READING

Do I	Yes	No
1. Keep the reading material easy enough for the primary children		
2. Place first emphasis upon comprehension.....		
3. See to it that the primary children master the basic vocabulary		
4. Train in good reading habits.....		
5. Get in some way the necessary reading materials.....		
6. Have the primary children read from five to a dozen primers and as many first readers.....		
7. Keep the blackboard free from cut outs and so on and ready for good use.....		
8. Make good use of the blackboard.....		
9. Put the difficult or new words or phrases on the blackboard for drill.....		
10. Make drill work snappy and not over three or four minutes in length.....		
11. Study the manual of the basic system and follow it....		
12. Have all the materials which go with the basic reading system		
13. Follow each primary reading lesson with ten minutes of good seat work based upon the lesson taught.....		
14. Make the children acquainted with the literature suited to their ages and grades		
15. Do all possible to build up the library.....		
16. Have a reading table regardless of how simple it is....		
17. Appoint a child to keep the library and reading table or shelves in good condition.....		
18. Motivate independent reading.....		
19. Make use of all available materials.....		
20. Provide for audience reading.....		
21. Make the children responsible, in audience reading, for getting the thought across to their listeners.....		
22. Encourage the making of interpretations and drawing conclusions from reading.....		
23. Lead children to choose interesting appropriate selections of proper difficulty.....		
24. Develop ability in children to make themselves heard and understood when reading orally.....		

TEACHER'S CHECK SHEET IN PRIMARY READING—Continued

Do I	Yes	No
25. Provide motives for maintaining a keen interest in improvement in reading such as progress charts.....		
26. Give frequent informal tests for improving speed and comprehension in reading.....		
27. Teach phonics as a means to an end and not as an end in themselves.....		
28. Develop a desire to read.....		

E. *Laboratory and activity suggestions*

1. Work out two experience blackboard and chart lessons which first grade children would be apt to work out with you. See pre-primer materials for suggestions. (See Primary Bulletin on Reading and Study)
2. Work out two experience blackboard and chart lessons which second grade children would be apt to work out with you.
3. Secure copies of work type readers for first and second grades and from them make lists of work type suggestions for these grades.
4. Work out several literature lessons for these grades.
5. Work out some of the independent seat work illustrated in the Course of Study, pp. 441-444 and base it on materials in the first readers used in your county.
6. Additional first and second grade seat work should be based on the lessons in the first reader used in your county.
 - a. Ritter and Wilmarth
 - Matching, p. 131
 - Directions, p. 132
 - Putting story together, p. 133
 - Matching phrases, p. 135
 - Matching pictures and sentences, p. 139
 - b. Stormzand and McKee
 - Reading word drill stories, p. 229
 - Coloring balloons, p. 231
 - Things I like, p. 231
 - Story questions, p. 233
 - Color questions, pp. 233-234
 - Picture pockets, p. 246
 - Picture completion, p. 247
 - c. First and second grades
 - Number of rhymes, p. 235
 - How many? p. 236
 - Classifying object words, p. 237
 - Mother Goose characters, p. 238
 - Which is it? p. 242
 - Completion test, p. 251
 - National holidays, p. 253
 - Furnishing a house, p. 253
 - Answering question cards, p. 257

- d. Work out some of the independent seat work illustrated in the Course of Study, pp. 451-454, basing it on materials in the second reader used in your county.

Directions

Questions based on project to be answered by yes and no

Questions prepared by the children

Exercises based on pictures

Alphabet

Social science seat work

Word meaning

General comprehension and rate

- e. Additional second grade seat work should be based on the lessons in the second reader used in your county.

- (1) Ritter and Wilmarth, *Rural School Methods*

Make rhymes, p. 134—number (8)

Correct and incorrect statements, p. 134—numbers (9) and (11)

Illustrate story, p. 135—number (12)

Page 137—number (16)

Matching sentences and words, p. 137—numbers (17) and (18)

Yes and no questions, p. 139—number (21)

Page 140—number (24)

- (2) Smith, *One Hundred Ways of Teaching Silent Reading*,

Exercises to increase speed in reading, pp. 25-45

Exercises to increase comprehension, pp. 46-99

Exercises in organization, pp. 124-139

Exercises in selection, pp. 101-122

Exercises in retention, pp. 140-145

Exercises in skimming, pp. 147-149

(Students should choose from above some seat work which they have not made previously.)

- (3) Eells, *Seat Work Suggestions and Helps for Beginning Teachers*, pp. 4-19—Suggestions for 47 different pieces of seat work

- (4) Watkins, *How to Teach Silent Reading to Beginners*—Students should make up as many sets of flash cards using the vocabularies given here as possible. Directions for use of vocabularies should be put into notebooks. Vocabularies especially good to use for rural schools: pp. 38, 43, 47, 51, 53, 58, 62, 66, 69, 70, 71, 74, 77, 81, 84, 88, 91, 94, 96, 98

- (5) Other books which give suggestions for silent reading seat work

Metcalf, *Motivated Primary Activities for Rural Teachers*, pp. 71-100, Beckley-Cardy Co., Chicago, 1925

Smith, *Primary Seat Work, Sense Training, and Games*, pp. 81-97, Beckley-Cardy Co., Chicago, 1919

Students may become acquainted with good commercialized seat work, work books, and other practice materials, and learn to evaluate them for use in the rural schools.

VI. Methods for Teaching Reading in Grades Three and Four

A. *Topical references on third and fourth grade reading*

1. Objectives—Course of Study, pp. 462, 469; Harris, Donovan, and Alexander, p. 205; Ritter and Wilmarth, pp. 144-146; Anderson and Davidson, pp. 217-218
How do objectives set up for the third grade differ from those for the fourth grade?
2. Materials, methods, and exercises to be used for reaching objectives—Course of Study, pp. 462, 469; Phillips, pp. 47-49; Ritter and Wilmarth, p. 145; Charters, pp. 50-51
 - a. Materials to be used—Course of Study, p. 462; Anderson and Davidson, pp. 158-159, 149; Ritter and Wilmarth, p. 147
 - b. Attitudes—Course of Study, pp. 462, 469
 - c. Habits and skills—Course of Study, pp. 463-473
Students should list and compare habits and skills in third and fourth grades
3. Lesson procedure—Course of Study, pp. 466-468; Anderson and Davidson, pp. 158-162
Students should list the steps in a silent reading lesson.
4. Means for testing and measuring results—Course of Study, pp. 468-469; Phillips, pp. 49-50
5. Standards of attainment—Course of Study, pp. 469, 473-474; Phillips, pp. 51-52
 - a. Outlines for attacking different types of lesson materials—Course of Study, pp. 474-477; Anderson and Davidson, pp. 202-211
6. Summarize and compare for the two grades
 - Objectives
 - Materials for reaching objectives
 - Habits and skills
 - Standards for attainment

B. *Observation*—Students should observe third and fourth grade reading and note specifically how the following problems are handled:

1. Work type lessons
2. The literature period
3. Plans for study
4. How assignments are made

C. *Suggestive program for reading in the third and fourth grades*—Check with weekly teaching program, Course of Study, pp. 17-18 (See Reading and Study Bulletins Numbers I and II)

1. Literary type reading lesson once a day. Two of these lessons should be given over especially to literature appreciation. (See literature suggestions in this syllabus.)

2. Four work type lessons and one word and phrase drill lesson a week for slow pupils
 - a. The word and phrase drill should be given separately from the reading situation (See Course of Study, p. 462)
 - (1) For helpful materials see Smith, *One Hundred Ways of Teaching Silent Reading*
 - b. May use work type reader for one lesson a week and history geography, and science material for the other three work type lessons
 - (1) Should be purposeful reading so the reading should include such specific purposes as reading to:
 - (a) Get the main thought
 - (b) Get the important details
 - (c) Decide upon the value of the material
 - (d) Solve a problem or answer a question
 - (2) Suggestive work type lesson in connection with some history material to help the pupils know how to study it

The Landing of the Pilgrims

Teacher to pupils:

Read the story through carefully once.

Decide as to the important things you want to remember.

See if you can say these important things over with your eyes closed.

Look at your story to see if you have left out any items.

Do this until you can say them all.

We'll act out in class the important things you learn.

D. *Laboratory and activity suggestions*

1. Choose a lesson for the third or fourth grade reader used in your county and write out a few definite things which pupils should do when studying the lesson.
2. From Smith, *One Hundred Ways of Teaching Silent Reading*, choose and put into your notebook at least five flash card exercises for third grade pupils.
3. Read a story from a fourth grade reader and make a simple outline such as you think your fourth grade pupils should make, e. g.

Outline for "Cinderella"

1. Cinderella was a poor girl.
2. Cinderella had two haughty sisters.
They were not nice to poor Cinderella.
3. Cinderella sat in the ashes.
4. Cinderella had a chance to go to the ball.
 - a. She danced with the prince.
 - b. She wore the glass slipper.
 - c. She surprised her sisters.

4. Decide upon the informational vocabulary which you expect to help your pupils in the third and fourth grade acquire, e. g.
 - List of things in grocery store
 - List of things in hardware store
 - List of things in a garage, etc.
5. Arrange some exercises for teaching your pupils to follow directions. See Smith, *One Hundred Ways of Teaching Silent Reading*
6. From the material on books in the Course of Study, p. 465, write a few paragraphs on the use and care of books and from it make up a good work type reading lesson for your third grade.
7. See suggestions in Course of Study, pp. 474-477. Then from the book used in your county for fourth grade arithmetic write out an assignment. In like manner write out assignments for work type reading lessons in geography, history, and science.
8. See Reading and Study Bulletins Numbers I and II

VII. Methods for Teaching Reading in Grades Five, Six, Seven, and Eight

A. Topical references

1. Objectives—Course of Study, pp. 477, 479, 480; Ritter and Wilmarth, pp. 148, 159-172
 2. Attitudes—Course of Study, pp. 477, 479
 3. Knowledge, skills, and habits—Course of Study, pp. 477, 479-480
 4. Methods—Course of Study, pp. 477-479
 5. Materials—Course of Study, p. 477
 6. Devices—Course of Study, pp. 477-478; Ritter and Wilmarth, pp. 149-159; See Reading and Study Bulletin No. 2
 7. Slow readers (How to train to read more rapidly)—Course of Study, pp. 480-483
 8. Skills which should be developed in work type reading—Course of Study, p. 483
 9. Exercises to develop comprehension with speed—Course of Study, pp. 483-486
 10. Lessons on the use of books—Course of Study, pp. 486-487; Anderson and Davidson, pp. 280-292
 11. Exercises to develop ability to organize—Course of Study, pp. 487-490; Harris, Donovan, and Alexander, pp. 329-332
 12. Important things to remember in planning and teaching a work type reading lesson—Course of Study, pp. 490-491
 13. Summarize and compare for these four grades
 - Objectives
 - Methods for teaching
 - Diagnosing reading defects
 - Procedure in teaching a work type lesson
 - Skills which should be developed
- B. *Observation*—Students should observe classes in the upper grades and note especially how the following are handled:
1. Correlation of reading and other subjects
 2. How reference material is used

3. Assignments
 4. Methods of study
- C. *Suggestive program for reading in the upper grades*—Check with weekly teaching program, Course of Study, pp. 17-18 (See Reading and Study Bulletin No. 2)
1. Three times a week from basic or supplementary literary type readers
 2. Two times a week work type materials from work type tests or other subjects
 3. Each lesson in other subjects a work type reading lesson
 4. Use of various kinds of reference materials, newspapers, and magazines
- D. *Suggestions for reading and study in fifth, sixth, seventh, and eighth grades*
1. Students should give special attention to the following in Course of Study, pp. 472-473
 - a. Using books effectively
 - b. The dictionary
(See Reading and Study Bulletin No. 2)
 2. Purposeful reading is important to reading and study
 - a. Example of a poor assignment—No specific problem
Tomorrow read the next five pages in your history about George Washington. Be ready to discuss the lesson to Virginia in your book.
 - b. Example of the same material but with specific problems
How many of you studied about George Washington in the lower grades? What sort of a man was he—a seaman, tailor, preacher, farmer? Do you remember of reading or hearing anything about his early life? Was he mischievous? What makes you think so? What do you think we might like to find out about him tomorrow? (With the children's help the teacher draws from them and puts on the board)
Who was George Washington?
Where was his home?
What kind of person was he?
What are some of the things he did?
Why do you think we should study about George Washington?
 - c. Continue having children make simple outlines as in the third and fourth grades
 - d. Drill on summarizing paragraphs
 - e. Drill on getting facts definitely and accurately from factual material read
 - f. Teach rapid skimming of material
 - g. Teach pupils to review materials covered
- E. *Suggestive helps for carrying out the reading program in the intermediate and upper grades*
1. Providing independent recreative reading—As good a library as possible should be built up for recreational reading or reading for pleas-

ure. Independent reading should be motivated. One means is to let pupils give brief reports on favorite books. Valuable suggestions may be found in Chapter X of *Reading for Fun* by Jennie Lind Green entitled "How to Teach Reading for Fun."

Children should be encouraged to make lists of the stories and books which they have read. These may be reported to the county superintendent on charts or in booklets. Normal training students may work out types of charts and booklets to be used.

2. Providing group reading and discussion of literary selection—The selection should be of the proper level of difficulty for the group. Do the children comprehend the selection or is it mere verbalism to them? Can normal training students decide how this may be determined?
3. Providing audience reading—This may be secured by having a group of listeners dependent upon the reader for the thought of the material read. The reader should be reading something new to the listeners, something which he desires to "get across" to them. Types of audience reading follow.
 - a. Miscellaneous audience reading
 - (1) Have each pupil bring in a short unit to read to the class. It may be a clipping, a selection from a library book, a birthday book, a Sunday School paper, a child's periodical, or a letter received. Riddles and jokes from unquestionable sources may also be used.
 - (2) The interest of the audience will be increased through such problems as the following:
 - Be ready to give the most interesting point when the reader has finished.
 - Be ready to name the characters, the chief character, and the highest point of interest.
 - Be ready toward the end of the recitation to tell whose selection you liked best and why.
 - Tell what you think will happen next in the story.
 - (3) Suggestions for successful miscellaneous audience reading
 - Try to have all the pupils read during one recitation. In the rural school this should not be difficult.
 - Have each reading short.
 - Have a definite time, such as a certain day each week, or every other week, for this type of oral reading.
 - b. Group-to-group audience reading—Have the fourth grade as a group prepare to read to the fifth grade as a group or the seventh grade as a group may prepare to read to the eighth grade, or vice versa. Let the audience group carry on most of the discussion, the reading group coming into the discussion occasionally. Problems to provoke discussion may be set by the teacher.
4. Using silent reading—Check on the silent reading being done in school in the intermediate and upper grades. Authorities tell us that not more than from 25 to 40 per cent of the reading done in these grades should be oral. The following are some of the items to check:

- a. Comprehension
- b. Speed
- c. Extensiveness
- d. Vocabulary problems
- e. Interpretation

5. Improving speed and comprehension in reading—Children need training for improving speed and comprehension. If given informal reading tests and shown how to chart the results, they will become interested in improving their speed and comprehension. Normal training students should work out speed and comprehension charts.
6. Making use of word study—Word study should be continued in the intermediate and upper grades. The difficult or unusual words in the selection should be put on the blackboard and attention given to meaning and how they are used in the lesson. (For helps see, A Course of Study in the Use of the Dictionary, Encyclopedia, Indexes, Tables of Contents, Maps, Charts, Graphs, Diagrams, Tables, and Vocabulary Building by Fred D. Cram)

F. *Suggestive check sheet for intermediate and upper grade reading*

TEACHER'S CHECK SHEET IN INTERMEDIATE AND UPPER GRADE READING

Do I	Yes	No
1. Continue phonics as word study or word analysis.....		
2. Lead children to set up the purpose for which they read and study		
3. Give training in selecting the main points in reading and study		
4. Give exercises for improving comprehension.....		
5. Teach children to organize materials.....		
6. Teach children to summarize materials.....		
7. Develop the ability to remember what is read.....		
8. Teach the children to outline.....		
9. Give training in the use of the dictionary, index, and table of contents.....		
10. Provide exercises in skimming.....		
11. Give some practice in oral reading.....		
12. Make children acquainted with the best literature available for their ages and grades.....		
13. Use effective methods in teaching poetry.....		
14. Lead the children to apply good reading technique in the study of other subjects.....		
15. Diagnose the children's difficulties in reading and give them the needed help.....		
16. Interest the children in keeping achievement records in speed and comprehension of reading.....		

G. *Laboratory suggestions and activities*

1. Choose a lesson from a fifth grade history or geography and summarize the paragraphs in it as you think fifth grade pupils should do it.
2. After reading over the material in the above lesson make a list of things for which you would suggest the children skim the material.
3. Choose a textbook used in your county and work out a lesson which you will give to your seventh grade pupils on using a book effectively.
4. Work out a lesson to give to your eighth grade pupils on using the index.
5. Assign a lesson in geography to your fifth grade pupils.
6. Assign a lesson in history to your seventh grade pupils.
7. Assign a lesson in health and physiology to your sixth grade pupils.

VIII. *Methods for Teaching Literature in All Grades*A. *Purposes dominating the reading program of children and adults*

1. To gain or give information
2. To find enjoyment

B. *Typical situations which lead children and adults to read for recreation*

1. To relive common everyday experiences, e. g., such as Tom Sawyer, Little Women, Old-fashioned Girl, etc.
2. For fun or sheer enjoyment during leisure time, e. g., jokes, nonsense rhymes, etc.
3. To get away from real life, e. g., Sir Galahad
4. To satisfy natural and valuable curiosities about human nature and motives—character portrayals in fiction, plays, and verse
5. To give pleasure to others; reading aloud, as among friends
6. Dramatization
7. To satisfy curiosity about animals, regions and times, and current events and happenings away from one's own environment—nature and travel books
8. To enjoy sensory imagery

C. *Equipment needed*

1. Reading table or book shelves—orderly and attractive
2. Books
 - a. For class exercises in oral reading
 - (1) Two or three complete sets of literary readers
 - (2) Duplicate copies of several titles
 - b. For entertainment of class by one pupil
 - (1) One book of a kind for the audience situation
One child reads to the group.
 - c. For independent or free silent reading
 - (1) Single copies of a number of books suitable for the interests of the pupil
 - d. For singing poems to which good music has been written

D. *Suggestions for selecting the library list* (See the Twenty-fourth Yearbook of the National Society for the Study of Education, Part I, pp. 173-226, Public School Publishing Co., Bloomington, Ill.)

1. Should contain books of undoubted value
2. Only such materials as are within reach of the child's imagination in each grade
3. Must appeal to interests of the child
4. Should be a wide range of selections
 - a. As to experiences
 - b. As to moods to which selection appeals
 - c. As to difficulty
5. Good illustrations
6. Attractive mechanical make-up

E. *The teaching of poetry*

1. Poetry appreciation—the enjoyment of poetry

Real literature makes its best contribution when approached in a recreational mood of curiosity, and not in the way of study and work. Dougherty says "The school can do nothing more important or more essential to the happiness of the individual, than to develop the power to imagine which lies in every soul, albeit sleeping in some."

Charles Elliot says "Education for efficiency must not be materialistic, prosaic, or utilitarian; it must be idealistic, humane, and passionate, or it will not win its goal."

"Periods and quotation marks are important, but not more important and vital than the capacity to enjoy a good book."

F. *Some reasons why children dislike poetry*

1. Dougherty says that the unintelligent teaching of poetry is far worse than no teaching at all, because it creates a profound dislike for the whole realm of poetry which often lasts throughout life.
2. The use of beautiful poetry for parsing or analyzing in grammar forms a dislike for poetry forever after, sometimes.
3. The teaching of too many details as to when the author was born, where he was born, when he died, where he was buried, etc.
4. The methods employed in teaching arithmetic will not serve for the teaching of literature.
5. The arbitrary fixing of certain lines or poems by the teacher to be memorized as a task
6. Vivisection

G. *How children may be led to love poetry*

1. The teacher's attitude—that of aiming to awaken souls to the beautiful, and to cultivate an endearing love for good books
2. Letting the primary children hear good poetry over and over again begin with Mother Goose rhymes
3. Read nonsense jingles to them.
4. Read with the child and lend the beauty of your voice and the intelligence of your interpretation.

5. Have the committing of poetry done in these earliest days in the only natural way, that is, unconsciously.
6. Encourage children to read any part of the poems which they especially like.
7. Do not ask children why they like a certain poem. They cannot tell.
8. Look for the beautiful pictures in the poem.
9. Which parts sound musical?
10. No limit placed on the amount to be memorized.

H. *Memorization of poems*

Not all children should memorize the same poems. After the poems have been read over and over to them, they may decide unconsciously to memorize them or be filled with a desire to memorize certain poems.

I. *Essential conditions which bring about a good "audience" attitude on the part of both reader and listeners (See Reading and Study Bulletin No. 1)*

1. On part of reader
 - a. Clear enunciation
 - b. Accurate pronunciation
 - c. Pleasing appropriate voice
 - d. Must know thought of what is to be read
 - e. Must have interesting material
 - (1) Must come within the experience of the audience
2. On part of audience or class
 - a. An advance report will stimulate interest
 - b. An appeal to the courtesy of the class
 - e. Have them feel a responsibility for later telling the story, or a part of it

J. *Chart for checking oral reading*

1. Enunciation	clear	_____	not clear	_____
2. Expression	good	_____	poor	_____
3. Posture	good	_____	poor	_____
4. Understanding	good	_____	poor	_____
5. Speaks clearly	clearly	_____	not clearly	_____
6. Position of book	correct	_____	incorrect	_____
7. Pointing to words	points	_____	doesn't point	_____
8. Phrasing	good	_____	poor	_____
9. Audience	remembers	_____	forgets	_____
10. Repeat when mistake is made	repeats	_____	doesn't repeat	_____
	careful	_____	careless	_____
11. Small words	knows	_____	doesn't know	_____
12. Hard words	is interested	_____	isn't interested	_____
13. Class interest	appropriate	_____	inappropriate	_____
14. Selection				

Put a mark (X) after the word which is descriptive of each quality of the pupil's oral reading.

K. *Plans for methods of securing a good audience situation in the literature class*

1. Make group assignments which create an audience of ready listeners among the groups which were not assigned the material being read.
2. Cut-up-story method in which each pupil reads a section to the entire class who are all listeners
3. Reading club which serves as an excellent incentive through developing in the group the necessary elements to good reading (See Reading and Study Bulletin No. 2)

L. *Free reading and outside reading*

1. Book reports

- a. May be a great bore to children
- b. May be one of the good types recommended in the Twenty-fourth Yearbook of the National Society for the Study of Education, Part I, p. 156, Public Schools Publishing Co., Bloomington, Ill.
 - (1) Pupil's personal reaction to the book, what it made him think about, what he particularly liked in it
 - (a) Definite, brief, and individual
 - (b) Given to the teacher privately
 - (2) Promotive book report
 - (a) Pupil gives in three or four sentences his statement of what kind of book he read
 - (b) Pupil tells what he likes about it
 - (c) Pupil illustrates by a quotation or example before the class

2. Device for checking outside reading

- a. Some effective means needed
- b. Device which is interesting to children—progress chart

M. *Some of the points to which the teacher must be alert in the administration of a free reading period*

1. Guidance is important.
2. The pupils' interests should be the basis for much if not all of the guidance.
 - a. According to studies made boys are more interested in books of travel than girls.
 - b. Girls seem to read more biography than boys.
 - c. Girls read more fiction than boys.
 - d. Boys are more interested in history.
3. The pupils should rarely, if ever, be condemned by the teacher for the kind of material selected.
4. The teacher needs to keep the confidence of the pupils along the line of reading.
5. Class discussions with the helpful teacher in the background are helpful in pointing out wholesome material.
6. Children should not be forced in their reading.

N. *Tests in literature*—(See Reading and Study Bulletin No. 2)

1. Qualifications of a good test in literature
 - a. Must not be inquisitorial

- b. The best questions are probably those which may be answered with books open.
 - c. Should center on understanding and not on memory
 - d. Should be on central ideas and not on minutiae
 - e. Gives pupils a chance to show that they know where to look for information and how to apply it
- O. *Providing for individual differences*
1. Extent to which we should recognize and provide for individual differences
 - a. Provide for the wide range of reading abilities and interests in:
 - (1) Single class
 - (2) The grade
 - (3) The age group
 - b. Do away with waste of time in traditional reading recitations.
 - c. Give suitable materials to individual children for meeting their needs.
 - d. Permit each child to go his own pace in silent reading.
 2. How to provide for individual differences in selection of materials
 - a. In work type reading
 - (1) An abundance of easy material for drill
 - (2) Sets of books given to groups which are suited to the reading abilities of the groups
 - (3) Types of exercises used in the reading drill should be adapted so far as possible to the pupils' needs.
 - b. In recreational reading
 - (1) Provide for free reading of supplementary or library books.
 - (2) One or two copies of a number of books will be better than whole sets of supplementary books.
 - (3) Provide a great deal of easy ready material and encourage all to read as much as possible.
- P. *Providing for individual differences in planning and administering* (See Reading and Study Bulletin No. 2)
1. In work type reading lessons
 - a. When the same lesson is given to a group to be completed in a set time, it should be so planned that the child will be able to accomplish something which can be checked. The check upon the accuracy of comprehension may be so planned that it has several parts. The slow child may finish one of these, the average child two, the bright child three, etc.
 - b. Two or three assignments may be based on books of similar content, but varying difficulty. This requires small sets or groups of books. Abler pupils use the more difficult material and work on the assignment which enlists real effort. The same plan may be adapted to provide for varied interests.
 - c. Pupils who need various types of training are selected by informal or standardized tests. For those who do not need this training other reading opportunities or responsibilities are provided.

2. In the literature lesson

- a. Provide for group or individual assignments and self-checking scheme. Suit material to the needs of the children; pupils who read and learn quickly should be given more difficult material and a chance to do independent reading in other books; pupils who learn slowly should have more simple material and more guidance from the teacher.
- b. During the free reading period the teacher has occasion to study pupil interests and to aid in the selection of reading materials which will broaden interests, elevate tastes, and contribute to permanent attitudes toward reading as a leisure activity.

Q. *Some of the points to keep in mind in grouping children for reading work*

1. Careful attention must be given to the organization and supervision of the groups.
 - a. Group work should not be permitted until standards in reading have been developed and partially fixed.
 - b. Standards and habits of order should be well formed before children are allowed to work in small groups.
 - c. Careful attention should be paid to the formation of groups.
 - (1) At first the teacher should select the children for the group.
 - (2) Teacher should select the reader.
 - d. Opportunity to develop leadership should be given to every child.
 - e. The accomplishment of the group should be carefully checked by the teacher.
2. To get the best results from such an exercise it would be necessary for:
 - a. Groups to be carefully formed as to individual differences
 - b. Groups to cooperate and share their responsibilities

R. *Helpful book lists*

1. *A Shelf of Books for a One-room School*, Chicago, American Library Association, 1922
2. American Library Association Book List, Chicago
3. Baker, "Bibliography of Children's Reading," *Teachers College Record*, Vol. 9, (1908) numbers 1 and 2
4. "Books to Grow On," Graded List of 25 books each month in *Journal of N. E. A.* (Beginning in Feb., 1924)
5. Certain, "Classified List of Readings for Pupils," *Fourth Yearbook, Department of Elementary School Principals*, N. E. A.
6. De La Mare, "Books for Children," *Literary Review, New York Evening Post*, Nov. 10, 1923
7. Terman and Lima, *Children's Reading*, D. Appleton-Century Co., Chicago, 1926
8. Washburne and Vogel, "Winnetka Graded Book List," *American Library Association*
9. One Thousand Good Books for Children, Washington, D. C., *U. S. Office of Education*
10. Reading List for First and Second Grades, Iowa Library Commission, Des Moines, Iowa

S. *Books suggesting stories for the grades and how to tell stories*

1. Gardner and Ramsey, *A Handbook of Children's Literature*, Scott Foresman & Co., Chicago, 1927
2. Forbes, *Good Citizenship Through Story-Telling*, Macmillan Company, Chicago, 1926
3. Terman and Lima, *Children's Reading*, D. Appleton-Century Co., Chicago, 1926

T. *Laboratory suggestions*

1. Have students look up and put into notebooks at least one good poem to be taught each month to: first and second grades; third and fourth grades; fifth and sixth grades; seventh and eighth grades.

The list of poems to memorize selected by Miss Mebel Snedaker should furnish suggestions for poems to be memorized by the various grades.

2. Have students learn how to teach a poem.
3. Have each student teach a poem to the other members of the class. Limit the time.
4. Have students become acquainted with a good list of stories to be taught to the first and second grades and where these stories may be found. The list of stories selected by Miss Wilma Garnett should furnish suggestions for stories suitable for the various grades.

U. *Tests covering reading and literature*

It is suggested that the instructor make up tests covering reading and literature from the following materials:

1. Equipment needed for teaching primary reading
2. Blackboard and printed charts in primary reading
3. Use of interesting experiences for primary lessons
4. Manuscript writing
5. Training in use of books
6. Silent and oral reading
7. Motivation for reading
8. Use of standard tests in reading
9. Use of informal tests
10. Daily time allotment for reading
11. Finger pointing and lip movement in reading
12. Beginning phonics
13. Word study and phonics
14. Purposeful reading
15. Suggestions for adopting the course of study to the rural schools
16. Objections for work type reading in grades three to eight
17. Kinds of work type reading
18. Audience situations in silent reading
19. Audience situations in oral reading
20. Causes of failure in reading
21. Reading habits which need to be improved to remedy failure in reading
22. Objectives of recreational reading or literature
23. Extent of pre-primer period

24. Extent of primer period
25. Pre-primer problems in teaching
26. Teaching of words in pre-primer period
27. Suitable exercises for beginning period
28. Standards of achievement for pre-primer pupils
29. Standards of achievement for primer grade pupils
30. Beginning use of the primer
31. Procedure for teaching primer grade pupils
32. Achievement of first grade pupils
33. Things to do to make oral reading effective
34. Standards for studying seat work values
35. Suitable seat work for first grade children
36. Teaching the alphabet
37. Blackboard and chart lessons in first grade
38. Abilities children should have by end of second grade
39. Sources of subject material for second grade
40. Ways of making second grade oral reading effective
41. Ways of providing for individual differences in second grade
42. Seat work for second grade
43. Silent and oral reading in second grade
44. Increasing rate in second grade reading
45. Memorization of poems
46. Second grade dramatization
47. Group reading in second grade
48. Standards of achievement in literature for first year in school
49. Standards of achievement in literature for second year in school.
50. Book table materials
51. Phonics in primer period
52. Phonics in first and second grades
53. Objectives for third grade work type reading
54. Objectives for fourth grade work type reading
55. Increasing the eye span
56. Increasing speed and comprehension
57. Correct posture in reading
58. Correct handling of books in reading
59. Development of pronunciation and enunciation
60. Develop proper phrasing
61. Improvement of selection and organization of main points in material
62. Improvement of use of table of contents, index, and illustrations in the book
63. Improve habit of reading for a purpose
64. Procedure in a third grade silent reading lesson
65. Habits or skills which need improvement in fourth grade reading
66. Teaching fourth grade to organize and summarize
67. Drilling on following directions
68. Posture and handling of books in four grade
69. Objectives for fifth and sixth grade reading
70. Objectives for seventh and eighth grade reading
71. Materials needed for fifth and sixth grade reading

72. Devices for:
 - a. Analysis of thought
 - b. Organization
 - c. Increasing vocabulary
 - d. Drill in skimming
73. Increasing of speed in reading
74. Causes of failure in upper grade reading
75. Ways for improving upper grade reading
76. Things to keep in mind in planning and teaching an upper grade work type reading lesson
77. Plans for teaching fifth and sixth grade reading
78. Plans for teaching seventh and eighth grade reading
79. Lists of stories suitable for the various grades

IX. Methods for Teaching Primary Literature

A. *Topical references*

1. Introduction—Course of Study, p. 455
2. Standards of achievement—Course of Study, p. 455
 - a. First year—Course of Study, p. 455; Betts, pp. 140-142
 - b. Second year—Course of Study, p. 455; Betts, pp. 143-145
3. Materials for the book table—Course of Study, p. 455
4. Suggestions for the literature hour—Course of Study, pp. 455-456; Anderson and Davidson, pp. 140-142, 173-178
5. Ways of stimulating interest in library reading—Course of Study, pp. 456-457; Harris, Donovan, and Alexander, pp. 364-366
6. Selection and use of literature—Moore, pp. 255-275
7. Poems—Ritter and Wilmarth, pp. 53-56; Betts, pp. 197-199; See Miss Mabel Snedaker's list of poems in *Poems to Memorize and Books to Read*
8. Memorizing—Ritter and Wilmarth, p. 56
9. Stories and story telling—Phillips, pp. 102-106; Betts, pp. 197-199; Wohlfarth, pp. 20-33; Stormzand and McKee, p. 342; See list of stories by Miss Wilma Leslie Garnett

B. *An illustrative lesson*—procedure in teaching poetry

1. "The Swing" by R. L. Stevenson
 - a. Objectives—Have children enjoy the poem. Help create a good attitude toward poetry.
 - b. Procedure in detail
 - (1) Show attractive picture of a child in a swing.
 - (2) How many have ever gone up in a swing?
 - (3) Ask the children if they would like to hear a poem about the picture.
 - (4) Tell them the name of the poem and who wrote it.
 - (5) Read the poem to the children.
 - (6) Ask what pictures they saw in the poem.
 - (7) Did any one see pictures other than the child in the swing?
 - (8) May have other pictures to show, e. g., the illustration by

Marjorie Hartwell in the Poetry Book I, "Up in the air and over the wall."

- (9) Read the poem again.
 - (10) Hand out copies of the poem for the poetry books.
 - (11) Have children look at their copies while you read the poem.
 - (12) Have all read the poem once together.
 - (13) Encourage some of the children to come up to the front of the room to read the poem for themselves.
 - (14) For seat work have children paste the copies of the poem in their poetry books and then draw pictures to illustrate the parts of the poem which they like.
- c. No preliminary assignment should be made in such a lesson, then the material will be new to the children.
- d. Attitude which you may expect of the pupils—that they will enjoy the poem, be enthusiastic over it, and wish to memorize it

X. Methods for Teaching Language

A. General statement

Three weeks should be given to METHODS FOR TEACHING LANGUAGE. This outline is expected to cover work which follows the thirteen weeks devoted to reading.

Special attention should be given to oral English. Because of the limited amount of time for it, oral English is one of the most neglected subjects in the rural schools. The pupils from the country schools sometimes enter high school without having had adequate experience in expressing themselves before others. Practice in oral English should begin in the first grade.

Students should become acquainted with the textbooks in language and grammar used in the rural schools of the county. From pages 17 and 18 of the elementary state course of study have students determine the place and time allotment for language and grammar in the weekly teaching program. It is exceedingly important for each student to become familiar with the outcomes to be mastered by the pupils in the various grades.

As in the other subjects this bibliography is neither final nor official. It is made up of the materials most commonly used in the normal training high schools and is subject to revision at all times by the local school authorities. It does not exclude the use of other helpful sources.

B. Reference Books

1. *Iowa State Course of Study for Elementary Schools*, pp. 261-312, Derry and Williams Press, Waterloo, 1928
2. Betts, *Classroom Methods and Management*, pp. 188-216, Bobbs-Merrill Co., Indianapolis, Indiana, 1917
3. Blaisdell, *Ways to Teach English*, Doubleday, Doran and Co., Garden City, New York, 1930
4. Bryce, *Language Training*, Newson and Co., Chicago, 1924
5. Charters, *Teaching the Common Branches*, pp. 61-125, Houghton, Mifflin Co., Chicago, 1924

6. Clouser, Robinson-Neely, *Educative Experiences Through Activity Units*, Lyons & Carnahan, Chicago, 1932
7. Deming, *Devices and Diversions for Vitalizing Teaching in the Intermediate and Grammar Grades*, pp. 67-107, Beckley-Cardy Co., Chicago, 1924
8. Eells, *Seat Work Suggestions and Helps for Beginning Teachers*, pp. 21-23, Hovey Book Store, Cedar Falls, Iowa, 1926
9. McKee, *Language in the Elementary School*, Houghton Mifflin Co., Chicago, 1934
10. Metcalf, *Motivated Primary Activities for Rural Teachers*, pp. 101-124, Beckley-Cardy Co., Chicago, 1925
11. Phillips, *Modern Methods and the Elementary Curriculum*, pp. 98-133, D. Appleton-Century Co., Chicago, 1926
12. Ritter and Wilmarth, *Rural School Methods*, pp. 45-103, Chas. Scribner's Sons, Chicago, 1925.
13. Seely, *On Teaching English*, American Book Co., Chicago, 1933
14. Shepherd, *A Plan for Teaching Language and Literature*, Follett Publishing Co., Chicago, Illinois
15. Sloman, *Some Primary Methods*, Macmillan Co., Chicago, 1927
16. Smith, *Primary Seat Work, Sense Training, and Games*, pp. 81-99, Beckley-Cardy Co., Chicago
17. Stormzand and McKee, *The Progressive Primary Teacher*, Houghton Mifflin Co., Chicago, 1928
18. Wallace et al, *Primary Language Bulletin*, Crescent Printing Company, Mason City, Iowa, 1932
19. Wallace et al, *Intermediate Grade Language Bulletin*, Crescent Printing Company, Mason City, Iowa, 1932
20. Wohlfarth, *Self Help Methods for Teaching English*, World Book Co., Chicago, 1925
21. Worst and Keith, *Educative Seat Work*, pp. 20-59, Thomas Charles Co., Chicago, 1924

(Laboratory suggestions for the methods course in language and grammar are to be found at the close of this section.)

C. Topical references

1. Introductory statement—Course of Study, p. 261
2. Opportunities for purposeful language work similar to those which occur in every classroom—Course of Study, p. 262
3. General aims in teaching language—Ritter and Wilmarth, p. 45; Phillips, p. 101; Charters, pp. 63-66; Betts, p. 188
4. General life situations in which language is used
 - a. Spoken English—Course of Study, p. 263; McKee, pp. 163-165
 - b. Written English—Course of Study, p. 263; Charters, pp. 76-86; Betts, p. 193
5. Importance of providing standards—Course of Study, p. 264; Charters, pp. 72-76; McKee, p. 172; Wohlfarth, p. 70
6. Importance of constructive criticism by the group—Course of Study, p. 264; Wohlfarth, pp. 68-70
7. Importance of individual aid—Course of Study, p. 264
8. Importance of careful preparation—Course of Study, p. 264

9. Importance of recognizing a child's best work—Course of Study, p. 265
10. Methods of securing interest—Course of Study, pp. 265-268 (See Course of Study, pp. 382-393 for suggestions for opening exercises, assemblies, and special days)
11. Skills, knowledges, and attitudes belonging to spoken English—Course of Study, pp. 285-291
12. Outcomes to be attained in pronunciation, enunciation, and articulation—Course of Study, pp. 295-298; Betts, pp. 195-196; Wohlfarth, pp. 89-99
13. Self-help activities—Wohlfarth, pp. 66-68

XI. Methods for Teaching Language in the Primary Grades

A. *Language in the first and second grades—topical references*

1. Oral composition—Ritter and Wilmarth, p. 48; Betts, pp. 196-197; McKee, pp. 166, 182; Wohlfarth, pp. 12-20
 - a. Aims—Ritter and Wilmarth, p. 49; Phillips, p. 101; Wohlfarth, p. 280
 - b. Exercises for testing achievements—Shepherd, pp. 7-20, 43-47 (See chart of objectives)
 - c. Activities for improving language ability—Shepherd, pp. 20-28, 48-53
 - d. Suggestions for a daily language program—Shepherd, pp. 29-38, 54-57
 - e. Seat work—Ritter and Wilmarth, p. 56 (See laboratory suggestions in this syllabus)
 - f. Dramatization—Ritter and Wilmarth, p. 57
 - g. Errors in oral work of first two years to eliminate—Course of Study, pp. 291-292; Ritter and Wilmarth, p. 59; Charters, p. 68; Betts, pp. 198-200; Stormzand and McKee, pp. 341-342
2. Written work
 - a. Preparation for written work—Betts, pp. 200-201; McKee, p. 166; Wohlfarth, pp. 33-42
 - b. Outcomes to be attained in:
 - (1) Skills and knowledges peculiar to the writing of letters, notes, invitations, and exercises
 - (2) Filling in forms—Course of Study, p. 276
 - (3) Manuscript form—Course of Study, pp. 279-280; McKee, p. 412
 - (4) Punctuation—Course of Study, p. 281
 - (5) Capitalization—Course of Study, p. 283
 - c. Group compositions—Ritter and Wilmarth, pp. 60-62
 - d. Games and projects—Course of Study, p. 298; Phillips, pp. 104 and 109; Charters, pp. 92-93; Wohlfarth, p. 95
 - e. Standards in written work for the first two years—Ritter and Wilmarth, pp. 62-63; Phillips, pp. 105-109

B. *Nature of language in the primary grades*

The material offered for the kindergarten, first, second, and third grades in this bulletin is conditioned by the section Language and Grammar in the Course of Study for the elementary schools and is to be used in conjunction with the work given there.

The amount of time which may be allowed daily for language teaching varies according to the grade and differs in rural and graded schools. In rural schools where there are eight grades, twenty minutes twice a week are allotted for the first and second grades combined, and fifteen minutes for the third. If there are six grades or less, ten to twenty minutes daily should be given to each of the above classes. This is supplemented with the general lessons period of fifteen minutes, since conversation or discussion is the most common way of conducting that class. In graded schools where there is only one grade in a room, twenty-five to thirty minutes daily may be given in each grade to this subject. If there are two or three grades in one grade room, combination of classes makes it possible to have the same amount of time.

It is recommended by authorities that the language in grade one be oral and in grades two and three it be four-fifths oral and one-fifth written. Combination of some language classes is necessary in many rural schools, and in graded schools where the first three grades are in one room. Ideally it is better to have the first grade alone. This can be done if the third grade is not using a textbook, since, in that case, the second and third grades may be combined for their oral work. However, if a textbook is used with the third grade, then that class should be separate and the first and second grades should be combined. Each class should be by itself for the written work.

If the grades are combined, the list of activities for the first or third grade may be used in the odd years and the one for second grade in the even years.

Since many schools do not have a kindergarten, the work during the first half year in language in such schools is very similar to that done in a kindergarten. Perhaps not so much would be expected of the kindergarten children. If there are arrangements for a full year preceding the first grade, either as a kindergarten or pre-primary, the type of work which is suggested in this section should be continued throughout that year.

C. *Topics considered important in teaching language*

1. Amount of time to be given to language in graded and rural schools
2. Combination of classes
3. Some activities which may be used as the bases of language lessons
4. Purpose of activities
5. Equipment for developing and directing language expression
6. Suggestive lessons based on activities
7. How to help children to speak correctly
8. How to help children who do not speak English readily
9. How to help children to overcome speech and voice difficulties
10. Measures of accomplishment

D *Some activities which may be used as the bases of language lessons*

1. Making a play corner
2. Dressing dolls for a play corner
3. Making and giving a movie
4. Bringing pets from home
5. Getting acquainted with one another
6. Sending a message to one who is absent from school
7. Guessing and giving riddles
8. Visiting the home of a playmate to see his pets
9. Taking an excursion to the railroad station
10. Celebrating the children's birthdays
11. Giving a party
12. Caring for things in the schoolroom
13. Studying the farm
14. Making toys (beads, marbles, etc.)
15. Making a garden
16. Making a leaf house
17. Making gifts for an orphanage
18. Going to visit a building being constructed
19. Going to see a bridge being constructed
20. Taking an excursion through the school building
21. Going to the fair with parents
22. Going shopping
23. Going to a circus with parents
24. Taking a trip
25. Giving news items
 - a. Listening to the radio
 - b. Having company
 - c. Telling about new clothes
 - d. Telling how I help at home

(For additional activities see primary section of Safety Education Bulletin issued by the department of public instruction for Iowa.)

E. *Purpose of language activities*—The purpose of these activities is to provide occasions for:

1. Informal conversation lessons where the children are all encouraged to take part in the conversation
2. Oral composition lessons in which a few short sentences are given such as, for example, "Rover is my dog. He is a black dog."
3. The recorded composition lesson which is dictated to the teacher by the children, and which she then places on the blackboard or a chart for future use
4. The correction of language errors and getting correct written form, capitalization, and punctuation before the children

F. *Equipment for developing and directing language expression*

The following list of equipment answers children's interest in materials: A playhouse, dolls, sand table, blocks, toys, workbench, sewing and drawing materials. Playing with these is a means of developing and

directing their oral expression. In case funds are not available for procuring the ready made equipment, the following substitutes are suggested:

1. A play corner—Use (unless other material is more easily obtained), corrugated cardboard for walls, and orange crates for furniture.
2. Dolls—Let children make them from stockings, corn cobs, corn husks etc. Provide material from which children can make clothing.
3. Sand table—Line a box with oilcloth. Then have children keep the sand dampened. Provide blocks and dishes for molds. Furnish fresh sand once or twice a year. Use chiefly for the children's daily unsupervised play.
4. Blocks—Cut blocks from boards. Use cornstalks cut in 2 foot or 3 foot lengths, cardboard or wooden boxes, and empty kodak spools.
5. Toys—Ask for those which other children have outgrown, such as balls, wagons, small autos, etc. Have children make bean bags. Set of tinker toys is always valuable.
6. Workbench—Place a heavy board across boxes. Use hammers of regulation size. Secure soft wood from crates if it is not otherwise available.
7. Sewing material—Ask children to bring pieces of cloth from home. Keep threaded needles where they can easily get them.
8. Drawing material—Easels. Make an easel high enough for children to stand before when they are painting or drawing.
9. Paper—Plain print paper, wrapping paper or sheets from a sample wall paper book. Use large sheets for easel work. (9 inches by 12 inches is a good size for seatwork.)
10. Paints and crayons—Ask each child to provide himself with a box of waxed crayons. For the easel painting, pound packages of alabastine may be procured locally or from the Alabastine Co., Grand Rapids, Michigan.
 Directions for preparing the paint—Two heaping tablespoons of paint powder. Mix with a little water. Two heaping teaspoonfuls of paste mixed in a little water. Mix the two. Add enough water to make a pint in all. Mix in empty jelly or pickle glasses which can be covered. Have several brushes for the different colors.
11. Clay—See if there is clay in the school yard which can be used. Clay may be procured from brick and tile plants.
12. Live pets—In the fall or spring ask the children to bring a rabbit, guinea pig, or bird for which they can care for a time. Other pets may be enjoyed for a day. Turtles, frogs, toads, and white rats make nice pets.
13. Plants—Plan that the children be responsible for their care. Help the children to make the flower pots attractive
14. Games—Let the children bring them from home or make some. Keep in mind safety in their use. Many games may be a means of stressing numbers.
15. Materials from home—Spools, milk bottle tops, boxes, string, wire, rubber from inner tubes, magazines, empty cartons, empty bags. Place these in boxes in accessible places so that children can find and adapt them to their needs in different activities.

16. Reading table (See Reading and Study Bulletin No. 1, page 38.)—Use orange crates for the support. Place a board on top and paint or cover with paper or oilcloth. The boxes make good shelves for books. Make this an inviting feature of the room.

Provision should be made for at least five articles of this equipment one of which should be the reading table. More may be added later.

Sample review lesson used as drill for correcting language errors

After such lessons as the above a review lesson for correcting language errors should be planned. If the teacher had taken time to explain and drill on the corrected forms at the time the errors were made the children's interest in planning for the play corner might have been lost.

Lesson aim: To give practice in correct usage of the following forms: Mary and I, have seen, nothing.

Teacher: Yesterday we talked about places where we keep our dolls and other toys. Where do you keep yours, Mary?

Mary: Me an' Joan keep our toys upstairs.

Teacher: When we talk about someone else and ourselves whose name do we put first, Mary? (Get the children to understand that the other person's name comes first, as Mary and I.) We'll see how many can always be polite and put the other person's name first when speaking about her. I wonder if you can tell all the boys and girls so that they understand just where you keep your doll, Jane? (Work until Jane can tell in a sentence where she keeps her doll. Work for a complete sentence.) Let each child give at least one sentence naming a friend and self.

Teacher: Yesterday someone told us about a play corner at North School. How many of you have seen it?

Children: I seen it. I seen it last Saturday. I have saw it.

Teacher: Yes, I'm glad so many of you have seen it. Whenever we use the word "seen" we must use the helper with it. I notice that some of us forgot to do this when talking about the play corner. If we try saying it right this time perhaps next time we can remember to say it right. (Let each child think of something that he has seen during the day and tell it.)

Teacher: When we were talking about our play corner I noticed that several of us used the word "nothing." A few of us did not say it distinctly or clearly. (Let children practice saying it together and individually. Different ones may be permitted to use the word in sentences.)

Sample lesson on making and giving riddles

Aim: To help the child make a riddle of his own, thus stimulating effective organization and statement of facts

1. Planning—The teacher may ask the children if they have ever given riddles for others to guess. If some child wishes to give one allow him to do so. The teacher may give some riddles and let the children guess. These might be:

I am white.	I am yellow.
I come from a cow.	I am made from cream.
I am good to drink.	I am put on bread and eaten.
What am I?	What am I?

If the children are to tell, for example, riddles on things we eat, they may set up certain definite things to tell in the riddle. These may be:

What I look like
Where I come from
How I am used

The teacher may read the first two lines of each riddle given above and let the children see that it is the third line in each case that enabled them to guess the riddle. Explain to the children that in giving riddles the most important statement is made last and that this is done in order to make it more interesting. If it seems too difficult reserve this part of riddle making until later.

Different children may retell the three things they are going to tell in their riddle and how they will make the riddle interesting (putting most important fact last).

2. Executing—Give children a little time to think about the riddle they are making. Different children may then give their riddles.
3. Judging and recording—Let the children decide whether or not the riddles were clearly told. Standards for judging may be:
 - Did I tell the three things we decided upon in giving my riddle?
 - Did I give the most important fact last?
 - Did I talk so all could hear?
 The teacher may record the riddles as children give them. A riddle book may be made for the reading table.
4. Questions teachers should ask themselves at the close of this lesson
 - a. Did the children grow in power to organize? (Putting most important point last.)
 - b. Did the children stick to the point decided upon?
 - c. Did the children talk so all could understand?
 - d. Did the children talk to the entire group?
 - e. Did the children use well-a and why-a in beginning sentences?
 - f. Did the children run sentences together with and-a?
 - g. Could improvement be noted in language in which special drill has been given?

5. Suggestions for other lessons

Since children enjoy giving riddles and so much language is involved in doing so, a lesson on giving riddles may profitably be given once every three or four weeks through the primary grades.

Some subjects which may be used for giving riddles are:

Stories We Like	Poems We Like
Months We Like	Days We Like
Games We Like to Play	Mother Goose Characters
Things at Home	Things at School
Things People Do	Animals We Know
Things We Wear	Birds We Know
Flowers We Know	Songs We Sing
Books We Like	Things We Can Do
Playthings	Miscellaneous

Measures of accomplishment

1. Pupil check

- a. Do you often have something of interest to tell the other children?
- b. Are you trying to remember to take your turn when working in a group?
- c. Are you a good listener?
- d. Do you use the following expressions when talking:

I saw	I have done
I have seen	It isn't
Betty and I	Get
We have nothing	Bring
Them	I ate
I did	Our street
- e. Can you tell two or three things about a pet and not use well-a, and-a, and why-a?
- f. Can you tell clearly how you made something?
- g. Do you speak so that all can hear and understand you?
- h. Can you take and make use of criticism?
- i. Can you give worth while criticism in a sensible manner?
- j. Can you describe a pet in two or three clear sentences?
- k. Can you carry a message correctly to another room and bring the reply?
- l. Can you give your:

First and last name	Father's name
Address	Teacher's name
Telephone number	Name of school
Age	
- m. Can you sound your r's, your s's and your th? (This should be made to fit individual cases and should be used only where possible for the child to make the correction himself, without help of a specialist.)
- n. Can you carry home a message and bring back a reply?
- o. Can you tell a riddle and make it interesting to the group?
- p. Do you tell the important points that have been set up when talking to your group?
- q. Do you ask good questions of the one who has talked?

- r. Do you know the period and question mark when you see them?
- s. Can you tell two places where capital letters are always used?
- t. Do you know what a margin is?
- u. Do you know where the title of a story is always found?

2. Teacher check

- a. Do the children enjoy taking part in the informal conversation lessons?
- b. Do all children take part in the informal conversation lessons?
- c. Do I encourage the shy children to talk by giving them something easy or especially interesting to talk about?
- d. Have I been able to keep the aggressive children from doing the talking?
- e. Do my children use correctly these language forms on which drill has been given:

Saw for seen

Betty and I for Betty
and meWe have nothing for
we haven't got
nuthin'Elimination of "loose"
and

Them for 'em

Elimination of well-a and why-a

Did for done

Isn't for aint

Have done for have did

Get for git

Bring for brung

Ate for et

Our for are

- f. Have the children added new words to their vocabularies?
- g. Are the children able to tell their stories in two or three clear sentences?
- h. Are the children able to tell briefly and clearly how they made something?
- i. Have the children the ability to take in the entire group when talking?
- j. Do the children take and give criticism in a pleasant and sensible manner?
- k. Can the children give two or three clear sentences in describing some pet?
- l. Are children able to carry a message to or from another room?
- m. Is each child able to give clearly his first and last name, address, telephone number, age, father's name, teacher's name, and the name of his school?
- n. Have children's enunciations improved?
- o. Are children able to carry a message home and bring back the answer?
- p. Do children realize that a note is a means of communication with others?
- q. Do children realize that there are different parts to a note or letter?
- r. Have children been made sensitive to the neat appearance of written material?

- s. Can the children point out the margin, capital letters at beginning of sentences, and periods or question marks at the close of sentences on manuscripts?
- t. Are children able to effect simple organizations? (See lesson on riddles.)
- u. Are the children able to stick to the point when talking?
- v. Do the children talk so all can understand?
- w. Do children assume responsibility for setting up standards to be observed in various situations?
- x. Can children ask intelligent questions?
- y. Am I increasing play materials in our room?
- z. Have children grown in ability to plan, to carry out, and to judge an activity?
- aa. Do children dictate good sentences for blackboard group lessons?

Topics to consider in teaching language in first grade

1. Amount of time to be given to language in graded and rural schools
2. Combination of classes
3. Some activities which may be used as the bases of language lessons
4. Purpose of language activities
5. Suggestive lessons based on activities
6. Language games
7. Measures of accomplishment

Some activities which may be used as the bases of language lessons

1. Making riddles
2. Giving a party
3. Sending a letter of "thanks"
4. Carrying on a telephone conversation
5. Making a chart of "Our Family"
6. Sending invitations
7. Describing an article which has been lost or found
8. Making a snowman
9. Weaving a simple rag rug
10. Constructing a box for toys in a play corner
11. Carrying on (a hen-chicken) project for Easter
12. Making a booklet for mother (Mother's day)
13. Making a list of courtesy rules to be observed by the class
14. Taking an excursion to the bakery
15. Making ice cream
16. Planting a tree
17. Making a playhouse in a corner of the school yard
18. Studying birds
19. Blowing soap bubbles
20. Making aprons
21. Bringing favorite toys to school and explaining how they work
22. Visiting a creamery
23. Dyeing Easter eggs
24. Making candy
25. Giving a reading party (for parents)

26. Making butter
27. Making labels for things in the room

L. *Purpose of language activities in first grade*—The purpose of the activities is to furnish occasions for:

1. Informal conversation lessons where the children are all encouraged to take part in the conversation. (See the preceding section.)
2. Oral composition lessons in which a few short sentences are given. (See the preceding section.)
3. The recorded composition lesson which is dictated to the teacher by the children and which she then places on the blackboard or a chart for future use
4. The correction of language errors and getting correct written forms of capitalization, and punctuation before the children
5. Dictating and copying a simple note which contains a salutation, body, and signature
6. Finding the date on a calendar
7. Writing own name and the letter "I" with capital letters
8. Telling about or pointing out:
 - Margin at left
 - Margin at right
 - Spacing at bottom of page
 - Indentation of first word of a paragraph
9. Spelling of a few words in connection with letter writing, such as first grade and dear
10. Giving personal history knowledge
11. Writing a few simple sentences, such as:
 - I like to play I like to read. I like you.
12. Taking a message or reporting to another room on something done or made.
13. Standing quietly before the rest of the group and talking without playing with hands, pencil, or clothing
14. Describing to the rest of the group in clear sentences how something is made or describing something which has been lost
15. Introducing a child's mother or friend to his teacher

M. *Sample lesson on making a chart of "Our Family"*

1. Aim—To get the children to have a knowledge of their personal histories, viz., first and last names, age, grade, name of school, parents' names, and names of members of their families
 - To give the children practice in carrying home a message bringing back a reply
 - To call attention to the capitalization and placement of a title
 - To get the children to dictate clear sentences for the history chart
2. Planning
 - Talk to the children about making a personal history chart "Our Family" for room use. In order to do this it will be necessary for each child to give his personal history and the names of members of his family. The personal history will include such

formation as: Name, first and last; age; grade; school; teacher's name; father's name; mother's name; and names of brothers and sisters.

If the children do not have a knowledge of all the information needed, let them carry messages home requesting it, and expect them to bring back the replies.

After the children have the necessary information good sentences may be dictated by each for his personal history chart. Call attention to the name of the story. Let children suggest it. It is called a title. Each word in it begins with a capital letter but there is no period after it. The title to these stories may be "Our Family." A sample of the personal history for a child which would occupy one page of the chart may be:

Our Family

My name is Jean Brown.

I am six years old.

I am in the first grade.

I go to the Stone school.

My teacher's name is Miss Mason.

My father's name is Ted Brown.

My mother's name is Mary Brown.

I have two sisters.

Their names are Sue and Betty.

I have two brothers.

Their names are John and Roy.

Executing

The necessary information concerning each child's history is obtained from home through carrying a message and bringing back the reply. The personal history chart for each child is dictated to the teacher and his chart made.

Each child may cut from catalogs and magazines pictures of each member of the family. He may then paste these pictures at the bottom of his chart. These pictures may be labeled.

Judging and recording

Let the children judge whether or not they knew most of the personal history called for. Were they able to carry home a message and bring back the reply successfully?

The teacher records each child's history for the chart and lets him supply and paste the pictures on it.

The family histories should be well and correctly arranged on the chart by the teacher. Close attention should be given to appearance, neatness, spacing, margins, capitals, title, and spacing of letters. (See Reading and Study Bulletin No. 1, page 12, for directions for making such a chart.)

Questions teachers should ask themselves at the close of this lesson

Did the children know the personal data called for?

2. Were they able to carry a message home and bring back the report successfully?
3. Were they able to name the story, e. g. "Our Family"?
4. Was attention called to the form and placement of the title?
5. Was attention called to the capital letters and periods?
6. Were the sentences for the charts clearly dictated?
7. Were there any errors in verb forms which call for elimination? Such might be: Are for our, mine for my.

O. *Measures of accomplishment at close of year*

1. Pupil check

- a. Do you often have something of interest to tell the other children?
- b. Are you trying to remember to take your turn when working in a group?
- c. Are you a good listener?
- d. Do you use a conversational tone when talking in a group?
- e. Can you tell something interesting to the group in two or three clear sentences?
- f. Do you use the following expressions when talking?

I saw	Bring
Betty and I	Get
We have nothing	I ate
Them	Our books
I did	He and I
It isn't	Himself
I have done	I ran
Has gone	I came
Themselves	My hat

- g. Can you ask for things politely?
- h. Do you know when to say excuse me, thank you, you are welcome, pardon me, and please?
- i. Can you stand quietly and talk to the other children without playing with your hands or clothing?
- j. Can you introduce your mother or friend to your teacher?
- k. Can you write your name?
- l. Do you know when to use a period?
- m. Do you always leave a margin at the right and left of your paper?
- n. Do you always leave a space at the top and bottom of your paper?

2. Teacher check

- a. Do the children assume responsibility for the planning and carrying out of an activity?
- b. Do the children use a conversational tone when talking to one another?
- c. Have the children added new words to their vocabularies?
- d. Do your children use correctly these language forms on which drill has been given?

Saw for seen	Get for git
Betty and I for Betty and me	Bring for brung
We have nothing for we haven't got nuthin'	Ate for et
Elimination of "loose" and Them for 'em	Our for are
Elimination of well-a and why-a	He and I for him and I
Did for done	Himself for hisself
Isn't for ain't	Ran for run
Have done for have did	Has gone for has went
My for mine	Themselves for theirselves
	Came for come

- e. Can the children give directions, so that all understand, for playing a game?
- f. Are children able to ask for a thing in a polite manner?
- g. Do children know when to use pardon me, excuse me, thank you, you are welcome, and please?
- h. Are the children able to carry home a message and bring back the reply?
- i. Are the children able to dictate and copy a simple letter or note containing a salutation, a body, and a signature?
- j. Do the children know what is meant by the greeting and signature of a letter or note?
- k. Can the children check their own work with the teacher on such points as:
 - Have you a margin at the left?
 - Have you begun each sentence with a capital letter?
- l. Do the children know their telephone numbers?
- m. Do the children use the telephone correctly?
- n. Do the children make clear sentences and enunciate distinctly?
- o. Can the children give personal data?
- p. Can the children choose an appropriate title for a story?
- q. Has attention been called to the form and placement of a title?
- r. Are the children able to stand quietly before the rest of the group and talk without playing with the hands, a pencil, or clothing?
- s. Are they able to describe clearly an article which has been lost or something which has been made?
- t. Are the children able to introduce their mothers or friends to their teacher?
- u. Do the children know what should be included in an invitation?
- v. Are the children able to write their names correctly?
- w. Are the children able to spell a few words common to letter writing such as dear and first grade?
- x. Are the children able to write a few simple sentences, such as:
 - I like to play. I like you. I like to read.
- y. Do the children always capitalize "I"?
- z. Do they capitalize their own names?
- aa. Can they use periods and question marks correctly?

bb. Do the children always leave a margin at right and left and a space at the top of the paper?

*cc. What score do your pupils make on this informal test?

P. *A sentence test with score sheet for grade one*

The teacher should ask the children to put their names on the first line.

Then dictate the sentences of the test, one at a time.

Spell upon the board in writing any words which the children cannot spell, but do not indicate capitals.

Give a reasonable amount of time to the writing of each sentence.

Do not give time for the very slowest to finish.

I like to go to school.

This is a rainy day.

Spring is here.

Correct each paper on the following points:

All of the first and last name written.....	2 points
Name written on first line.....	1 point
Line skipped after name.....	1 point
A capital at the beginning of each sentence, one point for each	3 points
Period at the end of each sentence, one point for each.....	3 points
Uniformity of space between sentences.....	2 points
Each sentence on a line and completed, one for each.....	3 points
Margin at left of paper.....	1 point
Margin at right of paper.....	1 point
One of the first to finish.....	1 point
Neat appearing paper.....	1 point

Total 19 points

This test may be given at least once a year near the end of the semester. Children have been able to make a median score of 14 on this test in May. Many children should make perfect scores. No normal child, who has been in school regularly during the year, should score less than 9.

Q. *Some activities which may be used as the bases of language lessons in second grade*

1. Making a weather vane and noting from it the direction of the wind
2. Making a sun dial and telling time by it
3. Telling time by watching shadows
4. Bringing material and arranging a museum table
5. Studying birds under such headings as: Studying birds' nests; keeping a bird calendar; helping winter birds; giving special study to two most common birds in the neighborhood; and making a bird feeding table
6. Making an aquarium
7. Planning and making an insect cage
8. Studying caterpillars under such headings as: Reporting where found; feeding caterpillars and watching them make cocoons and chrysolids

*McBroom, Maude, *The Course of Study in Written Composition for the Elementary School*, and *Iowa State Course of Study for Elementary Schools*, page 302.

9. Finding spiders and their webs
10. Studying turtles
11. Finding out about how the wind and insects help the flowers
12. Studying milk and making cottage cheese
13. Taking a trip to see wild flowers
14. Taking a trip to see fall garden flowers
15. Arranging flowers for schoolroom decoration
16. Making an egg-shell garden
17. Studying squirrels
18. Taking a trip to see signs of autumn, spring, or winter
19. Gathering seeds for next year's garden. (This may include drying the seeds and putting them up in packages.)
20. Planting a bulb and keeping a record in the form of sketches of the development of the plant from the bulb
21. Studying about special days
22. Studying about Indian life
23. Collecting tested recipes for a book for Mother's Christmas present
24. Bringing books from home for a reading table and recommending them to other children
25. Making signs or labels
26. Taking an excursion to the library to learn about books and how to use them
27. Planning rules for the use of slides, swings, and other playground equipment
28. Keeping a diary in regard to some project carried on
29. Finding and making riddles
30. Celebrating the children's birthdays
31. Telling jokes
32. Telling about something which has been made, for example, a jack-o-lantern
33. Studying the calendar page
34. Writing to classmates who are ill
35. Writing to children who are in the second grade and live in another town
36. Writing to children who have moved to another town

R. *Purpose of language activities in second grade*

The purpose of these activities is to furnish occasion for:

1. Oral language

- a. Informal conversation lessons where the children are all encouraged to take part in the conversation. (See the first grade section, page 5.)
- b. Oral composition lessons in which some connected description is given. The child's mind should be centered on some thing of interest to be told rather than on the length of the composition, e. g., the teacher should say, "Harold may tell us how he cared for his dog." rather than "Harold, give four sentences telling how you care for your dog." Three or four sentences may now be used. (See the first grade section.)

- c. The recorded composition lesson which is dictated to the teacher by the children and which she places on the blackboard or a chart for future use. Children may now rearrange their sentences for making them sound better and for arranging them in sequence. A good exercise is for the teacher to take down the sentences as they are given. Then hand hectographed copies to the children and let them arrange the sentences by numbering them 1, 2, 3, etc., in order of the way they should come to make the story.
- d. The correction of language errors. This means a continual drive on the correct usage stressed in the kindergarten and grade one sections, and in addition special stress on correction of additional errors which may be noted.

Right

Has gone
 He and I
 With Tom and me
 Worst
 Haven't any

Wrong

Has went
 Him and I
 With Tom and I
 Badder
 Haven't got none

Unnecessary capitalization to be avoided

Incomplete sentences

- e. Increasing vocabulary
 - f. For training the child to go to another room or to another group in the room to make an announcement
 - g. Posting signs or notices on the bulletin board or about the room
 - h. Keeping correct written form, capitalization, and punctuation before the children
2. Written language
- a. Copying simple letters containing a heading, salutation, body, ending, and signature
 - b. Neatness in writing a given space
 - c. Writing own name correctly
 - d. Filling in blanks on a card with first and last name, grade, age, sex, street address, telephone number, father's occupation, teacher's name, and name of school
 - e. Capitalizing the letter I
 - f. Capitalizing the name of school
 - g. Capitalizing titles of compositions but using no period after
 - h. Leaving space between the title and body of a composition
 - i. Indenting the first word of a paragraph
 - j. Placing the name and date correctly on all written work, for example:
 Opal Jones July 8, 1932
 - k. Putting a period at the end of a sentence
 - l. Putting a question mark at the end of a question
 - m. Finding the date on the calendar and writing it
 - n. Capitalizing the name of own city and state
 - o. Putting a comma between the day of the month and the year as
 October 16, 1931

- p. Putting a comma between the name of the city or town and the state, as Des Moines, Iowa
- q. Learning to spell the following words and abbreviations: Name of town, state, and grade
- r. Introducing and partly mastering:
The heading—what is included, the punctuation, capitalization, and date; for example,

1101 University Avenue
Des Moines, Iowa
July 9, 1932

The salutation—for a friendly letter, for example,

Dear Mary,

The ending—position, punctuation, capitalization for a friendly letter, for example,

Your friend,

Opal Jones

The spacing—at the top of paper, the end of the letter and the location of the first word of the body of the letter

S. *Measures of accomplishment at close of second grade*

1. Pupil check

- a. Do you often have something of interest to tell the other children?
- b. Are you trying to remember to take your turn when working in a group?
- c. Are you a good listener?
- d. Do you use a conversational tone when talking in a group?
- e. Can you tell something interesting to the group in two or three clear sentences?
- f. Do you use the following expressions when talking?

I saw	Get
Betty and I	Bring
We have nothing	I ate
Them	Our books
I did	He and I
It isn't	Himself
I have done	I ran
Has gone	I came
Themselves	My hat
With Tom and me	Haven't any
Just	They are

- g. Can you ask for things politely?
- h. Do you know when to say excuse me, thank you, you are welcome, pardon me, and please?
- i. Can you stand quietly and talk to the other children without playing with your hands or clothing?
- j. Can you introduce your mother or friend to your teacher?
- k. Can you write your name?

- l. Do you know when to use a period?
 - m. Do you know when to use a question mark?
 - n. Do you always have a margin at the right and left of your paper?
 - o. Do you always leave space at the top and bottom of your paper?
 - p. Can you copy a simple letter containing a heading, salutation, body, ending, and signature?
 - q. Do you always capitalize the letter "I"?
 - r. Do you write the name of your school with a capital letter?
 - s. Do you always leave a space between the title and body of your story?
 - t. Can you write a title of a story correctly?
 - u. Do you always indent the first word of a paragraph?
 - v. Do you place your name and the date correctly on all written work?
 - w. Can you find the date on the calendar and write it?
 - x. Can you spell the name of your town, state, and grade?
2. Teacher check
- a. Do the children assume responsibility for the planning and the carrying out of an activity?
 - b. Do the children use a conversational tone when talking to one another?
 - c. Have the children added new words to their vocabularies?
 - d. Do your children use correctly these language forms on which drill has been given:

Right	Wrong
Saw	Seen
Betty and I	Betty and me
Them	'Em
Did	Done
Isn't	Ain't
Have done	Have did
Get	Git
Bring	Brung
Ate	Et
Our	Are
He and I	Him and I
Himself	Hisself
Ran	Run
Has gone	Has went
Themselves	Theirselves
Came	Come
My	Mine

Elimination of "loose" and, well-a, and why-a

- e. Can the children give directions, so that all understand, for playing a game?
- f. Are children able to ask for a thing in a polite manner?

- g. Do children know when to use pardon me, excuse me, thank you, you are welcome, and please?
- h. Are the children able to carry home a message and bring back the reply?
- i. Are the children able to dictate and copy a simple letter or note containing a salutation, a body, and a signature?
- j. Do the children know what is meant by the greeting and signature of a letter or note?
- k. Can the children check their own work with the teacher on such points as:
 - Have you a margin at the left?
 - Have you begun each sentence with a capital letter?
- l. Do the children know their telephone numbers?
- m. Do the children use the telephone correctly?
- n. Do the children make clear sentences and enunciate distinctly?
- o. Can the children give personal history data?
- p. Can the children choose an appropriate title for a story?
- q. Has attention been called to the form and placement of a title?
- r. Are the children able to stand quietly before the rest of the group and talk without playing with the hands, a pencil, or clothing?
- s. Are they able to describe clearly an article which has been lost or something which has been made?
- t. Are the children able to introduce their mothers or friends to their teacher?
- u. Do the children know what should be included in an invitation?
- v. Are the children able to write their names correctly?
- w. Do the children always capitalize "I"?
- x. Do they capitalize their own names?
- y. Can they use periods and question marks correctly?
- z. Do the children always leave a margin at the left and a space at the top of the paper?
- aa. Do the children enjoy writing letters?
- bb. Are the children able to determine their own mistakes in judging the letters they write?
- cc. Have I provided for drill lessons?
- dd. Do children read the signs on the bulletin board?
- ee. Can the children copy their stories of a few sentences?
- ff. Can the children record personal history information in a given space?
- gg. Can the children write brief summaries on topics in science, social science, safety, or health?
- *hh. What score do your pupils make on this test?

T. *Sentence test with score sheet for grade two*

1. Ask the children to write the title, "Composition Test," on the first line.
2. Ask them to skip the second line.

*McBroom, M., *The Course of Study in Written Composition for Elementary School*, and *Iowa State Course of Study*, page 302.

3. Ask each child to write his name and the date on the third line. Put the name at the left hand side and the date at the right hand side.
4. Ask each child to write a sentence telling the name of the city and state in which he lives.
5. Ask each child to write one sentence telling the name of the school he attends.
6. Ask each child to write one sentence asking a question about the Indians, Eskimo, Chinese, or any other peoples about which they have studied.
7. The teacher may spell on the board any words for which the children ask. Do not indicate capitals.
8. Do not tell the children the date but refer them to the calendar.
9. Allow a reasonable amount of time on each sentence.
10. Do not give time for the very slowest to finish.
11. Score the following points:

Title approximately at middle of first line.....	1 point
No period after title.....	1 point
Both words of title capitalized.....	2 points
Second line skipped.....	1 point
First and last name correctly written.....	2 points
Name at left on third line.....	1 point
Date at right on third line.....	1 point
Name of month capitalized.....	1 point
Comma between day of month and year.....	1 point
Each sentence begun with capital letter (one for each)....	3 points
Year correctly given.....	1 point
Each of first two sentences ended with period (one each)...	2 points
Third sentence ended with a question mark.....	1 point
Each sentence indented (at least three spaces—one each)..	3 points
Each sentence complete (one each).....	3 points
Name of city capitalized	1 point
Name of state capitalized	1 point
Comma between city and state.....	1 point
Name of school properly written	1 point
Name of school properly capitalized	1 point
Word Indian or other proper name capitalized.....	1 point
Last sentence a question.....	1 point
No words misspelled (subtract one point for each mis- spelled word up to a total of three).....	3 points
Neat appearing paper.....	1 point
Work not crowded.....	1 point

Total 36 points

U. *Some activities which may be used as the bases of language lessons in third grade*

1. Studying clouds, rain, and storms
2. Making a weather chart
3. Reading a thermometer
4. Studying birds

5. Studying trees
6. Studying the making of flour
7. Learning to identify kinds of cloth (gingham, calico, silk, wool, linen, rayon, fur, cambric)
8. Planning a terrarium
9. Studying frogs
10. Studying the development of tadpoles
11. Collecting and studying leaves
12. Studying bees
13. Studying ants
14. Studying fish worms
15. Studying hibernation of animals
16. Taking a trip to see the fall flowers
17. Taking a trip to see the spring wild flowers
18. Studying snails
19. Making dish gardens
20. Gathering and saving seeds
21. Making a seed chart and appropriate descriptions
22. Studying transportation
23. Studying food
24. Studying clothing
25. Studying shelter
26. Studying the pioneer of Iowa
27. Making scrapbooks:
 - Iowa Scrapbook
 - Pioneers
 - Transportation
 - Current Topics
 - Cartoons
 - History of My Life
28. Studying our world neighbors (Japanese, Chinese, Hollanders, Swiss)
29. Finding out how other nations celebrate Christmas
30. Enjoying pictures—classical and non-classical
31. Making titles for pictures
32. Planning and writing material for the bulletin board—advertisements and announcements
33. Ordering penny seed packages
34. Recommending a book to others giving author, title, and some point of interest
35. Making and giving riddles
36. Making and giving a puppet play
37. Taking a trip to a brick and tile factory
38. Taking a trip to see how sorghum is made
39. Making a bird house
40. Arranging and caring for a plant or flower box in the schoolroom
41. Making valentines, May baskets, or Christmas gifts
42. Planning and carrying out a school picnic or party
43. Giving an assembly program for parents or for another grade
44. Making greetings for birthdays, Mother's Day, Easter, Valentine's Day, Christmas, etc.

V. *Suggestive check sheet for primary language*

TEACHER'S CHECK SHEET IN PRIMARY LANGUAGE		
Do I	Yes	No
1. See that the children have some experiences so that they will have something of interest about which to talk..		
2. Give all children a chance to talk in the informal conversation lesson		
3. Encourage the shy children to talk in the language class.		
4. Keep the aggressive children from doing all the talking..		
5. Plan to have the children put new words into their vocabularies often.....		
6. Give the children a chance to stand before others and tell how they have done or made something.....		
7. Guide the children in oral composition through helping them to make outlines from which they will talk.....		
8. Teach the children to give their personal history.....		
9. Make the beginners and first grade children sensitive to the margins, capital letters, periods, and so on, through having them point them out.....		
10. Train the children in the latter part of the first grade to dictate and copy a simple note or letter containing a salutation, body, and signature.....		
11. Teach the children to write their names correctly.....		
12. Teach the children to introduce their mothers or friends.		
13. Give the children opportunity to plan and carry out an activity		
14. Teach the children to stand quietly and talk to the other children without playing with hands or clothing.....		
15. Teach second and third grade children use of manuscript form through having them use it, i. e., margins, space between title and body, period, question mark, and so on		
16. Teach children to give directions so that all may understand		
17. Let children participate in setting up standards for written work		
18. Keep correct forms posted by which children may check own work before handing it in.....		
19. Teach some form of letter writing in each grade.....		
20. Let children send some letters.....		
21. Have children write to the county superintendent when they feel they have mastered the writing of a friendly letter		
22. Give the children easy, interesting dictation exercises....		
23. Make use of children's own experiences for recording on charts or in booklets to be read.....		
24. Motivate the elimination of glaring language errors....		

XII. Methods for Teaching Language in Grade Four**A. Topical references****1. Oral composition**

- a. Aims—Ritter and Wilmarth, pp. 63-64; Wohlfarth, pp. 120-155, Phillips, p. 101
- b. Story telling
- c. Dramatization—Phillips, p. 110; Wohlfarth, pp. 145-156; Blaisdell, p. 471
- d. Correction of errors in oral composition—Course of Study, pp. 292-293; Ritter and Wilmarth, pp. 65-66; Blaisdell, p. 142; Betts, p. 204

2. Written composition

- a. Aims—Ritter and Wilmarth, p. 67
- b. Plans for—Ritter and Wilmarth, pp. 67-71; Betts, pp. 204-205; Wohlfarth, pp. 127-179
- c. Projects—Phillips, pp. 112-117
- d. Outcomes to be attained in:
 - (1) Skills and knowledges peculiar to the writing of letters, notes, invitations, and excuses—Course of Study, p. 269
 - (2) Filling in forms—Course of Study, pp. 276-277
 - (3) In manuscript form—Course of Study, p. 280
 - (4) In punctuation—Course of Study, p. 281-282
 - (5) In capitalization—Course of Study, pp. 283-284
- e. Standards in written work for third and fourth grades—Ritter and Wilmarth, pp. 71-72; Phillips, pp. 112-118; Blaisdell, p. 166

XIII. Methods for Teaching Language in Grades Five and Six**A. Topical references****1. Oral composition**

- a. Aims—Ritter and Wilmarth, p. 73; Phillips, p. 122; Wohlfarth, p. 180
- b. Better-speech club—Ritter and Wilmarth, pp. 73-78
- c. Errors to be corrected—Course of Study, p. 293; Betts, p. 207; Wohlfarth, p. 185
- d. Oral composition—Course of Study, pp. 285-291 (special attention)

2. Written composition

- a. Aims—Ritter and Wilmarth, p. 84
- b. Motivation of written English—Ritter and Wilmarth, pp. 85-90
- c. Projects—Phillips, pp. 125-127
- d. Outcomes to be attained in:
 - (1) Skills and knowledges peculiar to the writing of letters, notes, invitations, and excuses—Course of Study, pp. 269-270; Blaisdell, p. 239
 - (2) Filling in forms—Course of Study, p. 277
 - (3) In manuscript—Course of Study, p. 280
 - (4) In punctuation—Course of Study, p. 282
 - (5) In capitalization—Course of Study, p. 284

- e. Standards for fifth and sixth grades—Ritter and Wilmarth, pp. 91-93; Phillips, p. 124
- f. Measuring results—Course of Study, pp. 302-307; Blaisdell, p. 181; Phillips, pp. 125-127
- g. Grammar—Course of Study, p. 298; Phillips, pp. 124, 126; Betts, p. 209; Wohlfarth, p. 213

XIV. Methods for Teaching Language and Grammar in Seventh and Eighth Grades

A. *Topical references*

1. Oral and written language and grammar
 - a. Aims—Course of Study, pp. 298-299; Ritter and Wilmarth, p. 95; Phillips, p. 130; Wohlfarth, pp. 218-221, 284-285
 - b. Points to stress and to omit—Ritter and Wilmarth, pp. 95-96
 - c. Self expression—Ritter and Wilmarth, p. 97
 - d. Suggestive lesson—Ritter and Wilmarth, pp. 99-101
 - e. Projects—Phillips, pp. 130-131; Wohlfarth, pp. 217, 225-230
 - f. Correct usage—Course of Study, pp. 294-295; Wohlfarth, pp. 99-118
 - g. Outcomes to be attained in:
 - (1) Skills and knowledges peculiar to the writing of letters, notes, invitations, and excuses—Course of Study, pp. 270-274. Give special attention to:
 - (a) Standard form of envelope
 - (b) Standard form for friendly letter
 - (c) Standard form for business letter
 - (2) Filling in forms—Course of Study, p. 277
 - (3) Manuscript form—Course of Study, pp. 280-281 (Standard outline forms important)
 - (4) Punctuation—Course of Study, pp. 282-283
 - (5) Capitalization—Course of Study, pp. 283-284
 - h. Written work—Course of Study, pp. 277-279; Wohlfarth, p. 252
 - i. Grammar—Course of Study, pp. 298-299; Phillips, pp. 233-260; Charters, pp. 96-122
 - j. Standards and measuring results—Course of Study, pp. 302-307; Ritter and Wilmarth, p. 101; Phillips, pp. 130-131

B. *Suggestive helps for carrying out the language program in the primary grades and intermediate and upper grades*

1. Giving the children experiences—Experiences should be provided for children which will give them something about which to talk and write. By studying the course of study and language bulletins, suggestions may be had for simple experiences which teachers can give the children, e. g., making a play corner, making and giving a movie, bringing pets from home, planting seeds, and so on. The most important part of primary language consists in letting the children dictate their experiences to the teacher. The teacher writes these experiences on the board as the children give them. For example, after the children have looked on the way to and from school for signs of fall, they may dictate some such sentences as the following:

Signs of Fall

The days are getting colder.
 The leaves are changing.
 The leaves are red, yellow, and brown.
 The corn is getting brown.
 Nuts are falling.
 We wear our coats.

This material may then be read by the children. The teacher may put it on a chart and the children may make some illustrations for the chart. The material may be put into a booklet with other lessons for the reading table.

2. Preparing outlines—Children need help in preparing outlines for oral compositions. Otherwise, the result is the run-on type of sentence. After the outline has been worked out with each of the children, let them try giving their own compositions by looking at their outlines. Any necessary corrections in language usage may be made. Then let children face the class and give their compositions. This would be interesting at a program when parents are invited to visit the school. In the upper grades children may be taught to talk from their outlines which have been put on cards.
3. Setting up standards for evaluating oral compositions—These might very profitably be placed where the children can see them so that they may check their oral compositions by them.
 - a. The composition
 - (1) What do I wish to tell?
 - (2) Have I arranged my topics so as to interest my listeners?
 - (3) Are my opening and closing sentences good ones?
 - (4) Will my language be clear to the listener?
 - b. The delivery
 - (1) Do I know my talk so well that I can speak without hesitating?
 - (2) Am I wide awake in giving my talk?
 - (3) Can I be heard easily and understood clearly?
 - (4) Is my language correct and are my words correctly pronounced?
4. Examples of good oral compositions—Examples of how children may be helped to give good oral compositions. Suppose the third grade children have planted a bulb and it is decided to have some compositions about "Planting Bulbs." The teacher may list the names of the children on the board and let each tell her what he thinks others would like to know about planting bulbs, e. g.

a. *John*
 Who gave us our bulbs
 What kinds of bulbs they were
 How we planted them
 Why we used pebbles

b. *Tom*
 When we planted some bulbs
 Where we planted them
 How we will care for them
 What flowers will grow from
 them

c. *Nellie*

Where we got our bulbs
 What they looked like
 Where we planted them
 How we planted them

5. Motivating oral language—Oral language may be encouraged by having children give oral compositions on visitors' day.
6. Correcting language errors—Each school should work on correcting the language errors which the pupils are actually making. Some county superintendents ask each teacher to report to them at the beginning of the term the language errors which he finds prevalent in his school and community and which he will try to correct during the term. Another report follows at the close of the term which in some way denotes the progress made. The list can not be too long. If definite, hard work is done in each school to remove three, four, or five of the glaring errors such as, "I don't have no pencil" or "I seen it" the results will be encouraging.
7. Making use of life situations in letter writing—Most of our written language in everyday life is letter writing. Therefore, children should learn how to write good letters. Teachers should know and teach the 50 items or 92 points in letter writing found in the elementary state course of study and also in the language bulletins. When the teacher feels that the children have mastered letter writing they may write to the county superintendent as proof of this mastery. (See Elementary State Course of Study, pp. 304-305.)
8. Systematizing letter writing—To help the teachers know how to systematize the teaching of letter writing the following form is given them:
 - a. Latter part of first grade—Very simple note writing. By the end of the grade, children should be able to copy such a note as the following:

Dear Mother,
 Please come to school Friday.
 Mary
 - b. Second grade—Continue note writing and begin the friendly letter
 - c. Third grade—Continue teaching the friendly letter
 - d. Fourth grade—Continue the friendly letter and begin the business letter
 - e. Fifth grade—Continue teaching the business letter
 - f. Sixth, seventh, and eighth grades—Work on business, friendly and special kinds of letters such as telegrams, letter of sympathy, congratulation, application, and so on (See Elementary State Course of Study, pp. 268-274.)
9. Considering the content of the letter—If children are to learn how to write good letters, careful attention must be given to the content or body of the letter. Training in correct punctuation and well

stated sentences in letter writing should carry over to other forms of written productions such as compositions, stories, themes, and so on

10. Using dictation

a. In primary grades—Dictation is helpful training in written language. This may be begun in the latter part of the second grade and in the third grade. Some suggestions for dictation work in these grades:

- (1) Children should study the matter to be dictated just as if it were to be copied.
- (2) Sentences should be short so that the children can carry them in mind without difficulty.
- (3) Sentences should be dictated as wholes and as a rule only once.
- (4) Children should correct their own work.

b. In intermediate and upper grades—Some suggestions for dictation work from the fourth grade through the intermediate and upper grades:

- (1) Unstudied dictation may occasionally be given.
- (2) The material used should be simple.
- (3) Any words which the children do not know how to spell may be written on the blackboard.
- (4) Read the unstudied dictation at the outset as a whole, in order that the children may determine whether the material is to be written in separate sentences or in paragraph form.

c. Interesting content—Children become bored with dictation exercises unless the material is something of interest or has some fun in it. Some children were much amused at the following and worked with a zeal in getting it correct from dictation:

A lady and her little daughter were at luncheon. "These little fish are often eaten by larger fish," said the Mother. "But how do the fish open the cans, Mother?" asked Mary.

11. Department bulletins to which all teachers should have access in teaching language

- a. Course of Study for Elementary Schools of Iowa, copies available from the Derry and Williams Press, Waterloo, Iowa, \$1.12 per copy
- b. Language Supplementary Bulletins, Clara M. Wallace et al., 1932 (Copies available from the Crescent Printing Company, Mason City, Iowa, 15c per copy)

12. Suggestive check sheet for intermediate and upper grade language

TEACHER'S CHECK SHEET IN INTERMEDIATE AND UPPER
GRADE LANGUAGE

Do I.	Yes	No
1. Make use of activities which provide for oral language...		
2. Give practice in correct language usage.....		
3. Have more oral than written language.....		
4. Train children to speak distinctly		
5. Train children to stick to the point in oral composition..		
6. Teach children to summarize the main points in a talk..		
7. Encourage vocabulary growth.....		
8. Teach the 50 items and 92 points in letter writing.....		
9. Require a less amount but better quality of written work.		
10. Let children make their own corrections on written work..		
11. Let upper grade pupils write business letters for the school such as ordering a book, sending for seeds, and so on		
12. Improve the quality of written language so that it func- tions in better written eighth grade examination papers		

C. *Laboratory suggestions*

1. First grade

- a. Make up a list of words from the primary reading book which you will have in your school and which you will no doubt need for drill. Hectograph each word four or five times for each child. Let the child then cut up the lists making word cards. Then have him match the words by laying them on the desk as you direct (horizontally or vertically).
- b. Hectograph a list of words on colored paper and the same on white paper. Have children cut the words apart and on the colored paper paste each opposite the same word on white paper. You can make up a great many lists in this way from the first grade book which you will use.
- c. Prepare in booklets pictures and words for matching after the manner described under "C" in this bulletin.
- d. Prepare materials for making alphabet books. Hectograph the alphabet or make it with the printing press. The same should be hectographed in script. The alphabet book should be about 8½x11 inches. Hectograph on one page enough words beginning with "a" from the first grade books to be used to fill a page of the alphabet book, enough with "b" to fill a page, etc. throughout the alphabet. Have children cut these words apart then mix them up and paste them in the book on the page where they belong. A picture of a word beginning with each letter of the alphabet and pasted at the top of the page will also add interest. When finished the first page of the book will look as follows:

a	A	Picture of an apple here	<i>a</i>	<i>a</i>
apple		aunt		
and				
am				
an				
ant				

e. Alphabetize to second letter a new list from readers.

2. Second grade

a. Prepare material for making a composition book. Take the second grade readers to be used in the county and find sentences to make compositions. Let each composition be two sentences in length, e. g., the following would make one composition:

(1) I have a large black dog.

(2) My dog's name is Rover.

Each composition may be headed by a picture (either a cut-out or a drawing made by the child). The normal training students may very profitably make up a great number of such compositions, hectograph them, have the children cut them apart, mix them up, and then have them pick out their compositions and paste them in their books.

b. Prepare material for a noun booklet by hectographing many words of all parts of speech from second readers and then having children cut them apart and paste the names of things in a notebook. These may be alphabetized. Pictures will add interest.

c. Hectograph numerous sentences from readers to be cut apart by pupils, pasted on cards or in notebooks, and illustrated by free-hand drawings.

d. Improvise and make up some seat work to give drill in the "Outcomes to be attained by grade II in capitalization." (See Course of Study, p. 283.)

e. Work out several oral compositions with primary children.

f. Plan the written language standards which you think children in the various grades should help you work out.

3. Third grade

a. Hectograph long lists of words in which there are many action words (verbs). Have children pick out action words and use in short compositions in their notebooks.

b. Hectograph singular and plural nouns and cut up to make word cards. Let the singular and plural be matched.

c. Improvise and make up some seat work for drill on "Outcomes to be attained by grade III in punctuation, manuscript form, and capitalization." (See Course of Study, pp. 280-281 and 283.)

D. *Books giving suggestions for language seat work*

1. Deming, *Devices and Diversions for Vitalizing Teaching in the Intermediate and Grammar Grades*, pp. 67-107, Beckley-Cardy Co., Chicago, 1924
2. Metcalf, *Motivated Primary Activities for Rural Teachers*, pp. 101-124, Beckley-Cardy Co., Chicago, 1925
3. Smith, *Primary Seat Work, Sense Training, and Games*, pp. 81-98, Beckley-Cardy Co., Chicago, 1919
4. Wohlfarth, *Self Help Methods for Teaching English*, pp. 35-36, World Book Co., Chicago, 1925
5. Worst and Keith, *Educative Seat Work*, pp. 20-59, Thomas Charles Co., Chicago, 1924

E. *Books giving language game suggestions*

(See Course of Study, p. 298 for "Criteria for Language Games")

1. Deming, *Language Games*, Beckley-Cardy Co., Chicago, 1927
2. Eells, *Seat Work Suggestions and Helps for Beginning Teachers*, pp. 21-23, Hovey Book Store, Cedar Falls, Iowa, 1926
3. King, *Language Games*, Educational Publishing Co., Chicago, 1927
4. Watkins, *Games to Teach Correct English to Little Ones*, Emma Watkins, 205 S. Linn St., Iowa City, Iowa, 1927

F. *Tests covering methods for teaching language*

Tests in methods for teaching language and grammar should be of both the objective and essay types. It is suggested that normal training teachers make up such tests to cover the following:

1. Life situations in which spoken English is used
2. Life situations in which written English is used
3. Ways in which the teacher may recognize the child's best work in language
4. Ways of securing interest in language in the rural school
5. Types of opening language exercises which may be used in any grade
6. The speaking voice
7. Consonant difficulties to be eliminated in enunciation, pronunciation, and articulation in grades one to six
8. Aims in teaching language
9. Aims for teaching oral composition to first and second grade pupils
10. The distinction between informal conversation and oral composition for first and second grade pupils
11. Explanations or illustrations of pieces of seat work in the first and second grades
12. Language errors to be eliminated in first and second grades
13. Standards which first and second grade pupils should be expected to meet by the end of the year
14. Criteria for judging language games
15. Preparation for written work in first and second grade language
16. Letter writing in first and second grades
17. Standard letter form for first and second grades
18. Punctuation to be mastered by first and second grades
19. Capitalization to be mastered by first and second grades

20. Aims in teaching oral composition to third and fourth, fifth and sixth grades
21. Errors to be eliminated in third, fourth, fifth, and sixth grades
22. Methods for teaching children in the intermediate grades to memorize
23. Oral preparation for written composition in the third and fourth grades
24. Ways for motivating written composition in third, fourth, fifth, and sixth grades
25. Abbreviation in writing
26. Use of apostrophe
27. Capitalization in third and fourth grades
28. Grammar in third and fourth grades
29. Paragraphing in third and fourth grades
30. Aims in having a monthly magazine edited
31. Standards for pupils in oral composition in seventh and eighth grades
32. Grammar which according to course of study pupils should know by the end of the eighth grade
33. Standard outline in course of study
34. Projects helpful in motivating written English in seventh and eighth grades
35. Dangers besetting school papers
36. Proper addressing of envelopes
37. Standard form for a business letter
38. Standard form for a friendly letter

XV. Methods for Teaching Penmanship

A. *General suggestions*

One week is given to the study of METHODS FOR TEACHING PENMANSHIP. Give particular attention to the time for teaching penmanship according to the weekly teaching program. (See Course of Study, p. 18.) Stress importance of legible writing on normal training examination papers, and all other writing which the normal training students do. Students should be made to feel the importance of teaching their pupils to write neatly and legibly.

Have pupils become acquainted with the copy books used in the county. Suggestions for laboratory periods are to be found at the close of this syllabus.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, pp. 395-405, The Derry and Williams Press, Waterloo.
2. Betts, *Classroom Methods and Management*, pp. 306-317, Bobbs-Merrill Co., Indianapolis, Ind.
3. Charters, *Teaching the Common Branches*, pp. 34-60, Houghton Mifflin Co., Chicago, 1924
4. Freeman, *The Teaching of Handwriting*, Houghton Mifflin Co., Chicago
5. Phillips, *Modern Methods and the Elementary Curriculum*, pp. 83-97, D. Appleton-Century Co., Chicago, 1926

6. Rapeer, *How to Teach Elementary School Subjects*, pp. 65-90, Chas. Scribner's Sons, Chicago
7. Ritter and Wilmarth, *Rural School Methods*, pp. 19-43, Chas. Scribner's Sons, Chicago, 1925
8. Taylor, *Supervision and Teaching of Handwriting*, Johnson Publishing Co., Chicago, 1926
9. West, *Changing Practice in Handwriting*, Public School Publishing Co., Bloomington, Ill.

C. *Topical references*

1. Objectives to be sought in the teaching of writing—Course of Study, p. 394; Betts, p. 308; Phillips, p. 85; Charters, p. 36
2. Directions for obtaining muscular movement—Course of Study, p. 394; Ritter and Wilmarth, p. 25; Phillips, p. 86
3. How to study writing
 - a. How to study a letter
 - b. How to study a word
 - c. How to study a sentence
 Course of Study, p. 395
4. Directions for posture and movement—Course of Study, p. 395; Ritter and Wilmarth, pp. 23-24; Phillips, pp. 87-90
5. Penmanship for grade one

Aim, materials, blackboard work, crayon, method and seat work to be covered—Course of Study, p. 395; Ritter and Wilmarth, pp. 20-21
6. Penmanship for grade two

Aim, materials, and method—Course of Study, p. 398; Ritter and Wilmarth, pp. 20-21
7. Penmanship in intermediate grades

Lesson plan for intermediate grades—Course of Study, pp. 399-400; Ritter and Wilmarth, pp. 20, 21, 41, 42
8. Penmanship for grades five, six, seven, and eight

Lesson plan for grammar grades—Course of Study, pp. 401-403; Ritter and Wilmarth, pp. 20, 21, 41, 42
9. Important methods and exercises—Course of Study, p. 403; Ritter and Wilmarth, pp. 29-33
10. The left handed pupils—Course of Study, p. 403
11. Devices that add interest to work in penmanship—Course of Study, p. 404; Ritter and Wilmarth, pp. 33-41; Charters, pp. 43-48; Rapeer, pp. 87-88
12. Standards for grades one, two, three, four, five, six, seven, eight—Course of Study, p. 405; Charters, pp. 53-59; Phillips, pp. 90-96; Rapeer, pp. 67-74
13. Points for special emphasis—Course of Study, p. 405
14. Handwriting errors—Charters, pp. 39-41
15. Copy books—Charters, p. 42
16. Writing scales—Course of Study, pp. 404-405; Charters, p. 53
17. The writing time—Betts, p. 314; Ritter and Wilmarth, p. 20
18. Standard tests and scales—Course of Study, p. 404; Rapeer, pp. 74-87; Ritter and Wilmarth, p. 26; Charters, pp. 53-59; Phillips, p. 96; Betts, pp. 311-314

D. *Suggestions for improvement of instruction in penmanship*

1. Objectives in the teaching of writing
 - a. Legibility
 - b. Neatness
 - c. Fair degree of speed
 - d. Ease and endurance
2. Other aims of instruction (adapted from Report of Handwriting Committee, Department of Superintendence, 4th year book)
 - a. To diagnose individual writing difficulties
 - b. To provide experiences which will develop the child's power to direct his own practice and ability to judge whether or not he is succeeding in that practice
 - c. To provide opportunity for the child to progress at his own best rate
 - d. To develop appreciation of the relationship between correct posture and efficient writing
 - e. Develop a social urge to use the skill attained in all writing situations.
 - f. To secure customary arrangement and form for written work (margins, spacing, and the like)
3. Modern trends in teaching handwriting
 - a. To use a combination of all the movements naturally used in handwriting with good coordination, a major emphasis on freearm movement, but with relaxed hand and fingers which cooperate effectively in the task
 - b. To correlate handwriting practice with other activities
 - c. To spend less time in formal drill and more time on actual writing with drill following rather than preceding
 - d. To develop movement as a by-product of writing as far as possible
 - e. To teach children how to diagnose their writing defects and to assist them in correcting their deficiencies
 - f. To keep an accurate record of results so as to measure the effects of teaching
4. Time allotment

In the Course of Study for Elementary Schools, 20-minute periods on Tuesdays and Thursdays constitute the writing periods. For schools of seven grades, a period on Wednesday should be provided, and in six grade schools a fourth period could be added. If time permits, a period every day would be valuable. Twenty to thirty minutes make a good period for the upper grades. For the lower grades twenty minutes is long enough.
5. Method
 - a. There are a number of good writing systems in use in the state. Every teacher should be provided with the manuals which go with the writing system in use, and these manuals should be used daily as a guide
 - b. Teachers should master the system used in the county, and ideals of good writing should be constantly shown in the blackboard work

- of the teachers. This is necessary because the pupils will imitate the writing of their teachers. If the child possesses a clear visual image of the word or letter there is much more likelihood of his being able to execute it in a brief time.
- c. Interest on the part of the pupils is the secret of success in writing as in all subjects. One method used in the upper grades is the use of clippings and magazine articles showing that business men still have a high regard for good penmanship among their employees.
6. How to begin writing
- a. The blackboard should be used exclusively until the pupil has learned to follow directions for writing at the board and can write easy exercises fairly well, such as figures and me, in, on, see.
 - b. Pupils should stand about 8 inches from the wall, facing the blackboard, eraser in left hand, chalk held in right hand
 - c. The crayon should be held between the thumb and first and second fingers with the inner end pointing toward the palm of the hand.
 - d. The teachers should help pupils visualize the form to be practiced, directing attention to motions used. While teacher swings over her own copy, the pupils swing form in air, swing and count with teacher, then try to write it themselves. (In doing this use forms and procedure set forth in manual of the system in use.) The teacher assists the pupils, giving suggestions rather than criticisms so that the pupils will not be discouraged. The pupils should make letters about four inches high when starting blackboard writing. The small letters should be written on the blackboard about two inches high by the second half of the first year.
 - e. With the introduction of seat work new difficulties are encountered such as posture, pencil holding, and manipulation of paper. Correct habits of posture and movement should be established from the start, but without taking the child's attention from his work. Use the direct method, simply showing the child what to do and proceeding with the writing. Use a large pencil and make the small letters about 1 inch high. The size can be gradually reduced by using paper with narrower rulings. Instruction in making figures correctly should begin in the primary grade. The speed should be uniform. Too slow speed spoils ease of movement and too high speed spoils form. Figure 1 is a plain straight stroke pulled toward the center of the body, and therefore makes a good beginning for seat work writing. Figure 0 is identical with Capital O. See the directions in the Course of Study for Elementary Schools.
 - f. All small letters should be taught in words. The work to be covered the first year includes figures, a few easy capital letters, first names of pupils, and last names if not too difficult, easy sentences using words already practiced. Words for the writing

lesson may be taken from spelling required in first grade. Consult your penmanship manual.

g. Dr. F. N. Freeman, who has given much time and attention to experimental work in handwriting, gives the following seven rules for primary writing:

- (1) In lower grades, the writing period should come at a time when the child is not already fatigued.
- (2) Too great precision should not be demanded.
- (3) A pen should not be used at all to begin with. The first pen should be coarse.
- (4) The penholder should be of some material which can be easily held in position, such as cork or soft rubber, and should be of a medium size, smaller than that used by the older children.
- (5) The surface of the paper should be hard enough so that the pen does not easily stick into it.
- (6) It is obvious to an observer of young children that they contract too strongly the smaller muscles which control the fingers. It becomes necessary, then, to counteract this tendency to overuse by laying emphasis upon the use of the movements of the arm. This may be done by rhythmical movements to count or victrola music. Rhythmical movements are known to produce much less fatigue than movements which are irregular.
- (7) The writing of the beginner should have two characteristics. It should be very large and it should be done with the arm as a whole rather than the fingers. It is clear that a large letter can be made with much less precision than a small one without producing any greater departure from the true form of the letter. These two requirements are met in the highest degree by blackboard writing.

7. Penmanship in grade two

- a. Materials as suggested for beginning writing
- b. Aim correct habit formation
- c. Method

(1) Proceed as for grade one

(2) Use

(a) Board work

Teach the form of capital letters.

(b) Seat work

Review forms covered in grade one, using supplementary work.

(3) Correlate spelling and penmanship.

(4) Begin practice of capital letters at seat after form has been learned at the board.

(5) Practice names, other words, and easy sentences beginning with capitals studied.

(6) Continue figure writing.

8. Penmanship in intermediate grades
 - a. Opinions differ as to the time for use of pen and ink. Some authorities think a six year old child is not too young to use ink. In St. Louis the pencil is used for the first three years. Until somebody proves something you will do as you like. The third grade is the usual place of introduction. This is a most critical period and will require careful attention on the part of the teacher.
 - b. Demonstrate and check at desk
 - (1) Position of pupil at desk
 - (2) Position of writing materials
 - (3) How to compare child's copy with text
 - (a) Are your small letters the same height?
 - (b) Is your letter l three times as tall as your other letters?
 - (c) Are the tops of your letter m round?
 - (d) Does your last stroke of e end up?
 - c. Practice again watching points failed in before.
 - d. Compare again.
 - (1) Do you see improvement?
 - (2) Test your down strokes.
 - (3) Check your ending strokes.
 - (4) Are your letters equally spaced?
 - e. Try again observing all points: Letter formation, spacing between letters, proper speed
9. Penmanship in grades five, six, seven, and eight
 - a. The purpose of penmanship in the grammar grades is to acquire a finished style of writing and to apply this skill to all written work. Words of praise to a pupil for a spelling or composition paper written with legibility, correct form, and movement will encourage the pupil to continue in well-doing, and incite others to try.
 - b. The speed element is a very important one because ease in writing means the doing of a greater quantity of work at a given time. If the lines in the formation of letters are wavy or uncertain, the pupil has probably written too slowly. If the letters are angular and of poor formation, the pupil has probably written too rapidly.
 - c. Stress on correct spacing and alignment is necessary in these grades since much illegible writing is due to faulty spacing.
 - d. In grading penmanship the regular daily work should be taken into consideration rather than the work done during the penmanship period. An eighth grade pupil should be able to write a clear-cut, unshaded style of writing with rounded letter forms, a uniform slant, correct spacing, and relative height of letters.
10. General suggestions
 - a. Left handedness is a special problem. Studies by psychologists indicate that attempts to change a child's left handedness may cause disturbance of speech. A great deal of the difficulty in left handed writing is due to the fact that the child is not

taught to take the position suited to the left hand. The paper should be placed in the reverse position from that required in right hand writing. The light should come from the right.

- b. Copies of the alphabet used in the system should be placed where they may easily be seen at all times.
- c. A good writing scale should be placed on the bulletin board where pupils may compare their writing with the standard of their grade.
- d. Have the pupils in the lower grades swing over the copy with the end of the pencil opposite the lead, in order to learn correct formation of letters. The upper grade pupils may do the same using the dry pen.
- e. Have the pupil cover or erase his own copies, looking only at the original copy. If he makes several rows of the copy, as in the old "copy-books" the copies are increasingly poor as he is copying his own work rather than the correct form.
- f. Be sure pupils understand the meaning of all terms used: alignment, slant, rhythm, and the like
- g. Measure results

- (1) On the first Monday of each month have pupils write a few lines to show the penmanship. This should be kept in the folder. At the end of the second month paste both copies on the bulletin board. Check them with the pupils noting the improvements shown and finding the places where special work is needed.

- (2) On the first day of each succeeding month write the same lines. Post the first copy and the one made at the beginning of the current month, using the procedure mentioned above.

- (3) At the end of the year file those sheets showing improvement in penmanship with the county superintendent. Read the lesson plans given in your teacher's manual of the system in use. A lesson plan for intermediate grades is given on page 400 of the Iowa Course of Study, and a lesson plan for grammar grades on page 402.

11. How to study a letter

- a. Note the direction of beginning stroke.
- b. Note the direction of ending stroke. This is important.
- c. Note the direction of all other strokes peculiar to the letter.
- d. Note the height and width of the different parts of the letter.
- e. Note the count to be used to determine the number of words to be written per minute. (Consult your own manual.)

12. How to study a word

- a. Study the beginning letter, its beginning and ending strokes, and the direction of the other strokes.
- b. Study all other letters of the word in the same manner that the first letter was studied.
- c. Note the connective strokes between letters. Faults in connective strokes cause much of the illegibility in writing, as shown in an, on, ow and aw.

- d. Note the spacing between letters.
 - e. Determine the number of words to be written per minute. (Consult the scale posted in your room.)
13. How to study a sentence
 - a. Study each word separately.
 - b. Note the spacing between words.
 - c. Study the comparative heights of letters.
 14. Scales in use
 - a. Thorndike, Edward L., "Handwriting Scale," Teachers' College Record, Vol. II, No. 2, Columbia University, New York City. This scale measures legibility and regularity.
 - b. Ayres, Leonard P., "Handwriting Scale," Gettysburg Edition, Russell Sage Foundation Bulletin 113 (10c), New York City. This scale has eight degrees of quality for grades 2 to 8 inclusive, with numerical values of 20, 30, 40 up to 90. It furnishes standards for all grades above the 4th.
 - c. Freeman, F. N., "Chart for Diagnosing Faults in Handwriting," Houghton Mifflin Co., Chicago. This is really five scales in one. It measures uniformity of slant, uniformity of alignment, quality of line, letter formation, and spacing.
 - d. Lester, Clyde C. and Myers, Dr. Garry C., "The New York Scale," Board of Education, New York. It measures form, movement, and spacing.
 - e. Gray, C. Truman, "Score Card for the Measurement of Handwriting," Austin, Texas. Some of the scales measure general quality only. This one weighs the various items such as slant, neatness, letter formation, and the like, according to their relative importance. Especially good for individual work in high schools.
 - f. West, Paul V., "The American Handwriting Scale," School of Education, New York University. This scale tests rate and quality. Seven samples are given for each of the seven grades from second grade through the eighth grade. Enables one to compare handwriting of any pupil with sample of other grades.

15. Suggestive check sheet for teaching penmanship

CHECK SHEET OF ACCOMPLISHMENT IN PENMANSHIP IN UPPER GRADES

	Yes	No
1. Do pupils know the relationship which exists between correct body posture and efficiency in writing?.....		
2. Do they habitually use good posture in all writing situations?		
3. Are they able to diagnose their writing deficiencies?		
a. slant		
b. spacing		
(1) between letters in a word.....		
(2) between words		
c. uniform height of letters.....		
d. speed		
e. ending strokes		
4. Have the pupils developed an interest in and responsibility for their own progress?.....		
5. Have the pupils a social urge to write well in all situations?		
6. Is their writing satisfactory as to letter formation, slant, spacing, uniformity of alignment and size, as shown by comparison with standard scales?.....		
7. Is the writing of good appearance as to neatness, arrangement and line quality?.....		
8. Can they write freely without giving conscious thought to the activity?.....		
9. Can they write from dictation sentences of ordinary difficulty with speed and quality equal to or above the grade standard?		
10. Are the pupils filing the sheets showing improvement in penmanship as suggested in J7 of Cir. No. 620?.....		
11. Do pupils waste time in movement drills when they should be doing actual writing?.....		

E. *Laboratory suggestions*

1. Have students collect and become acquainted with various writing scales.
2. Have students make plans for a penmanship contest which can be carried out in their rural schools.
3. Have students collect, examine, and criticize different kinds of copy books.
4. Have students teach penmanship lessons using other students of the class as pupils.
5. Put very definite directions into notebooks for carrying out plans which will add interest to penmanship.
6. Students should study their own penmanship and try to improve it.
7. Students should practice manuscript writing so that they will be able to do it well at the board or on paper.

XVI. Methods for Teaching Numbers in the First and Second Grades**A. General suggestions**

Four weeks are allotted to the study of METHODS FOR TEACHING NUMBERS AND ARITHMETIC. The first week methods for teaching numbers to the first and second grades should be studied, the second week arithmetic in the third and fourth grades, the third week arithmetic in the fifth and sixth grades, and the fourth week arithmetic in the seventh and eighth grades.

Students should study pages 17 and 18 of the course of study to see when numbers and arithmetic come in the weekly teaching program.

Suggestions for laboratory are to be found at the close of this syllabus.

B. Reference books

1. *Iowa State Course of Study for Elementary Schools*, pp. 46-76, The Derry and Williams Press, Waterloo
2. Betts, *Classroom Methods and Management*, Bobbs-Merrill Co., Indianapolis, Ind., 1917
3. Brown and Coffman, *The Teaching of Arithmetic*, Row, Peterson and Co., Evanston, Ill., 1924
4. Brueckner, *Diagnostic and Remedial Teaching in Arithmetic*, J. C. Winston Co., Chicago, 1930
5. Charters, *Teaching the Common Branches*, Houghton Mifflin Co., Chicago, 1924
6. Clark-Otis-Hatton, *First Steps in Teaching Numbers*, World Book Co., Chicago, 1929
7. Knight and Behrens, *The Learning of the One Hundred Addition and the One Hundred Subtraction Combinations*, Longmans, Green & Co., N. Y., 1928
8. Morton, *Teaching Arithmetic in the Primary Grades*, Silver, Burdett & Co., Chicago, 1927
9. Newcomb, *Modern Methods in Teaching Arithmetic*, Houghton Mifflin Co., Chicago, 1926
10. Phillips, *Modern Methods and Elementary Curriculum*, D. Appleton-Century Co., Chicago, 1926
11. Ritter and Wilmarth, *Rural School Methods*, Chas. Scribner's Sons, Chicago, 1925
12. Sample, *Fifty Number Games*, Beckley-Cardy Co., Chicago, 1927
13. Smith, *Primary Seat Work, Sense Training, and Games*, Beckley-Cardy Co., Chicago, 1919
14. Stone, *How to Teach Primary Numbers*, Benj. H. Sanborn and Co., Chicago, 1922
15. Stormzand and McKee, *The Progressive Primary Teacher*, Houghton Mifflin Co., Chicago, 1928
16. Thorndike, *The New Methods in Arithmetic*, Rand, McNally Co., Chicago, 1931
17. Worst and Keith, *Educative Seat Work*, Thomas Charles Co., Chicago, 1924

C. *Topical references for first and second grade numbers*

1. Beginning the work of each grade—Course of Study, p. 46; Charters, pp. 314-318
2. Teaching new skills and presenting new difficulties—Course of Study, p. 46
3. Maintaining skills—Betts, pp. 220-224; Course of Study, p. 46
4. Making improvement continuous—Course of Study, p. 46
5. Objectives—Charters, pp. 315-316; Phillips, pp. 143-145

D. *Topical references for first grade numbers*

1. Meaning of number—Course of Study, p. 47; Stormzand and McKee, pp. 261-264
2. Counting—Course of Study, p. 47; Ritter and Wilmarth, pp. 278-279; Charters, p. 224; Brown and Coffman, pp. 159-160; Stone, pp. 8-10, 11-15; Phillips, pp. 145-147; Stormzand and McKee, pp. 264-268; Morton, pp. 18-26, 213-214
3. Study the nature of each number from 0 to 10—Course of Study, p. 48; Stormzand and McKee, pp. 268-272
4. Teach the figure that stands for each number—Course of Study, p. 48; Stone, pp. 10-11
5. Grouping objects—Course of Study, p. 48; Brown and Coffman, pp. 151-153; Stormzand and McKee, pp. 274-275; Morton, pp. 36-39
6. Writing numbers—Course of Study, p. 48; Ritter and Wilmarth, pp. 280-281; Charters, p. 224; Stone, pp. 15-16
7. Comparison and size—Course of Study, p. 48; Stone, p. 15
8. Coins—Course of Study, p. 49; Charters, p. 224
9. Time—Course of Study, p. 49
10. Program for teaching and drilling simpler number facts—Course of Study, p. 49
11. Measuring results—Phillips, p. 147
12. First and second grade number devices—Course of Study, pp. 50-51; Brown and Coffman, pp. 153-154; Stone, p. 8; Phillips, p. 147; Stormzand and McKee, pp. 281-311; Morton, pp. 45-53
13. Activities—Morton, pp. 217-222

E. *Topical references for second grade numbers*

1. Addition facts—Course of Study, p. 52; Ritter and Wilmarth, pp. 282-284; Charters, p. 225; Stone, pp. 25-28; Morton, pp. 27-59, 63, 214-215, 224
2. Subtraction facts—Course of Study, p. 53; Ritter and Wilmarth, pp. 285-287; Charters, p. 226; Stone, pp. 28-30; Morton, pp. 27-59, 215-216, 224
3. Mixed drill—Course of Study, p. 53
4. Second grade activities
 - a. Counting—Course of Study, p. 53; Stone, pp. 33-35; Morton, pp. 222, 226
5. Drill—Course of Study, p. 53; Stone, pp. 24-25
6. Reading and writing numbers—Course of Study, p. 53; Charters, p. 225
7. Vocabulary—Course of Study, p. 54

8. Telling time—Course of Study, p. 54
9. Calendar—Course of Study, p. 54
10. Measuring—Course of Study, p. 54; Charters, p. 227; Morton, pp. 216, 225
11. Coins—Course of Study, p. 54
12. Games and drills—Stone, pp. 37-73; Phillips, p. 149
13. Measuring results—Phillips, pp. 149-150

F. *Suggestions for observation*

Students should observe primary number work and note especially:

- a. The teaching of the meaning of numbers
- b. The proper writing of numbers
- c. Devices and games used for making numbers interesting

XVII. Methods for Teaching Arithmetic in Grades Three and Four

A. *Topical references for third grade arithmetic*

1. Adding by endings—Course of Study, p. 54
2. Harder column addition—Course of Study, p. 55; Betts, p. 228; Morton, pp. 73-80, 231
3. Checking addition—Course of Study, p. 56; Ritter and Wilmarth, pp. 282-285; Stone, pp. 91-94
4. Reading and writing numbers to 10,000—Course of Study, p. 56; Morton, p. 230
5. United States money—Course of Study, p. 56; Betts, p. 228
6. Harder subtraction—Course of Study, p. 56; Phillips, pp. 150-151; Morton, pp. 94-111
7. Checking subtraction—Course of Study, p. 57; Betts, p. 228; Ritter and Wilmarth, pp. 285-287; Stone, pp. 96-99; Morton, p. 231
8. Problem solving—Course of Study, p. 57; Ritter and Wilmarth, pp. 265-267; Stone, pp. 99-107
9. Beginning multiplication—Course of Study, p. 57; Ritter and Wilmarth, pp. 287-290; Morton, p. 70
10. Multiplication—Course of Study, p. 58; Stone, pp. 107-108; Betts, p. 228; Morton, pp. 120-129, 150-165, 231
11. Measuring—Course of Study, p. 58; Betts, p. 228; Morton, p. 233
12. Simple fractions—Course of Study, p. 58; Betts, p. 228; Morton, p. 232
13. Division—Course of Study, p. 58; Betts, p. 228; Ritter and Wilmarth, pp. 290-293; Stone, pp. 108-113; Morton, pp. 120-131, 166-168, 232
14. Checking division—Course of Study, p. 58
15. Liquid measure—Course of Study, p. 59
16. Achievements in third grade—Course of Study, p. 59; Phillips, p. 151; Morton, p. 233
17. Problem material from current interests—Stone, pp. 137-145

B. *Topical references for fourth grade arithmetic*

1. Review—Course of Study, p. 59; Betts; Stone, pp. 146-148
2. Vocabulary—Course of Study, p. 59
3. Reading and writing numbers to a million—Course of Study, p. 59

4. Multiplication of whole numbers—two figure multipliers—Course of Study, pp. 59-60
5. Study of the calendar—Course of Study, p. 60
6. Time telling—Course of Study, p. 60
7. Roman numerals to XXX—Course of Study, p. 60
8. Dry measure—Course of Study, p. 60
9. Measurement of temperature—Course of Study, p. 60
10. Liquid measure—Course of Study, p. 60
11. Measurement of weight—Course of Study, p. 60
12. Determining averages—Course of Study, p. 60
13. Short division with remainders—Course of Study, p. 60
14. Long division—Course of Study, p. 61; Ritter and Wilmarth, p. 291; Stone, pp. 153-163
15. Simple use of fractions—Course of Study, p. 61; Ritter and Wilmarth, pp. 293-297; Stone, pp. 168-170; Brown and Coffman, pp. 194-197
16. Addition of fractions—Course of Study, p. 61; Ritter and Wilmarth, pp. 297-298; Brown and Coffman, pp. 198-200
17. Subtraction of fractions—Course of Study, p. 61; Ritter and Wilmarth, p. 298
18. Surfaces and areas—Course of Study, p. 62
19. Sample drills—Course of Study, pp. 62-65
20. Fourth grade achievements—Course of Study, p. 62; Phillips, pp. 152-153; Stone, pp. 171-172

XVIII. Methods for Teaching Arithmetic in Grades Five and Six

A. Topical references for fifth grade arithmetic

1. Review—Course of Study, p. 65
2. Addition of fractions—Course of Study, p. 65; Brown and Coffman, pp. 194-218
3. Subtraction of fractions—Course of Study, p. 66; Brown and Coffman, pp. 194-218
4. Multiplication of fractions—Course of Study, p. 66; Brown and Coffman, pp. 194-218
5. Division of fractions—Course of Study, p. 66; Brown and Coffman, pp. 194-218
6. Decimal fractions—Course of Study, p. 66; Brown and Coffman, pp. 219-234
7. Addition of decimals—Course of Study, p. 67; Brown and Coffman, pp. 219-234
8. Subtraction of decimals—Course of Study, p. 67; Brown and Coffman, pp. 219-234
9. Drawing to scale—Course of Study, p. 67
10. Measurement of rectangular areas—Course of Study, p. 67; Phillips, p. 154
11. Measurement of rectangular volumes—Course of Study, p. 67
12. Addition of denominate numbers—Course of Study, p. 67; Phillips, p. 154; Brown and Coffman, pp. 235-244
13. Subtraction of denominate numbers—Course of Study, p. 67; Brown and Coffman, pp. 235-244

14. Achievements for fifth grade—Course of Study, p. 67; Phillips, pp. 154-155
15. Cautions—Course of Study, p. 68

B. *Topical reference for sixth grade arithmetic*

1. Review and test—Course of Study, p. 68; Betts, pp. 233-235
2. Basic habits—Course of Study, p. 68
3. Denominate numbers—Course of Study, p. 68; Phillips, p. 155; Brown and Coffman, pp. 235-244
4. Decimal numbers—Course of Study, p. 69; Brown and Coffman, pp. 219-234
5. Drawing to scale—Course of Study, p. 69
6. Graphs—Course of Study, p. 70; Brown and Coffman, pp. 349-357
7. Business practice and forms—Course of Study, p. 70; Phillips, p. 156
8. Fractional parts of 100—Course of Study, p. 70
9. Percentage—Course of Study, p. 70; Ritter and Wilmarth, pp. 308-310; Phillips, p. 155; Brown and Coffman, pp. 253-262
10. Interest—Course of Study, p. 71; Brown and Coffman, pp. 279-290
11. Mensuration—Course of Study, p. 71; Ritter and Wilmarth, pp. 311-312; Phillips, p. 156
12. Reading of large numbers—Course of Study, p. 71
13. Achievements for sixth grade—Course of Study, p. 71; Betts, p. 229; Phillips, p. 156
14. Cautions—Course of Study, p. 71

XIX. Methods for Teaching Arithmetic in Grades Seven and Eight

A. *Topical references for seventh grade arithmetic*

1. Review and test—Course of Study, pp. 71-72
2. Make a drive on proper habits in problem solving—Course of Study, p. 72
3. Third case percentage—Course of Study, p. 72
4. Checking for accuracy—Course of Study, p. 72
5. Reading meters and computing toll—Course of Study, p. 72
6. Simple interest—Course of Study, p. 72; Brown and Coffman, pp. 279-296
7. Banking practice—Course of Study, p. 72; Phillips, pp. 157-158; Brown and Coffman, pp. 295-301
8. Budgeting—Course of Study, p. 73
9. Mensuration—Course of Study, p. 73; Ritter and Wilmarth, pp. 311-312; Brown and Coffman, pp. 333-348
10. Business usages—Course of Study, p. 73; Brown and Coffman, pp. 302-304
11. Profit and loss—Course of Study, p. 73; Brown and Coffman, pp. 265-269
12. Graphs—Course of Study, p. 73; Brown and Coffman, pp. 349-357
13. Other important duties of seventh grade arithmetic—Course of Study, p. 73
14. Achievements of seventh grade arithmetic—Course of Study, p. 74; Phillips, p. 158

B. *Topical references for eighth grade arithmetic*

1. Review—Course of Study, p. 74; Phillips, pp. 158-159
2. Measurements—Course of Study, p. 74
3. Business with banks—Course of Study, p. 74; Brown and Coffman, pp. 295-300
4. Paying and collecting money—Course of Study, p. 74
5. Graphs (line, box, circle)—Course of Study, p. 74
6. Farm problems—Course of Study, p. 74
7. Ratio and proportion—Course of Study, p. 74
8. Powers and roots—Course of Study, p. 74
9. Metric system—Course of Study, p. 75; Brown and Coffman, pp. 245-252
10. Equations—Course of Study, p. 75
11. Review—Course of Study, p. 75
12. Projects—Course of Study, p. 75
13. Eighth grade achievements—Course of Study, p. 75; Betts, p. 229; Phillips, p. 159

C. *Laboratory suggestions*

1. There should be about twelve laboratory periods for making number seat work and collecting games to be used in teaching numbers.
2. Suggestive seat work to be made
 - a. From Stormzand and McKee
 - (1) Blackboard number stencils, p. 282
 - (2) Puzzle cards, p. 283
 - (3) Puzzle cards, p. 284
 - (4) Number windows, p. 285
 - (5) Blackboard number folders, p. 286
 - (6) Self testing number stencils, p. 287
 - (7) Number matching game, p. 288
 - (8) Activity flash cards, p. 289
 - (9) As many as possible of the following:
pp. 290-311—Numbers 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 29, 30, 37, 39
 - b. From Worst and Keith
 - (1) p. 106, number XXXII
 - (2) p. 108, number XXXVIII
 - (3) pp. 112-116, numbers XLIII to LII
 - (4) p. 117, number LII
 - (5) p. 121, number LXII
 - c. From Primary Seat Work and Games
See pages 117-122
 - d. Choose some good number games from the "Fifty Number Games for Primary Grades."

D. *Tests covering methods for teaching numbers and arithmetic*

Tests covering methods for teaching arithmetic should be of both the objective and essay types. It is suggested that the following be covered by tests in methods for teaching arithmetic:

1. Objectives in the teaching of arithmetic

2. Ways for fixing the numbers 1 to 10 in the series
3. Second grade activities in numbers
4. Questions which third and fourth grade pupils should be taught to answer in problem solving
5. Achievements in third grade arithmetic
6. Long division in fourth grade
7. Games and devices for teaching first and second grade numbers
8. Teaching subtraction to primary pupils
9. Achievements in sixth grade arithmetic
10. Cautions to observe in teaching fifth grade arithmetic
11. Ways for using graphs in sixth grade arithmetic
12. Seventh grade arithmetic reviews
13. Problem solving
14. Projects for eighth grade in arithmetic
15. Standards of achievement for pupils in eighth grade arithmetic
16. Remedial work for seventh and eighth grade pupils

XX. Methods for Teaching History

A. *General suggestions*

Four weeks are allotted to the study of METHODS FOR TEACHING HISTORY and the collection of needed materials. The first week should be devoted to collection, organization, and preparation of materials for primary history (first, second, and third grades). The second week the same preparation should be made for fourth and fifth grade history. The third week an outline of material should be arranged for sixth grade in "Old World Background" in the counties where this phase of history is studied. The fourth week should be used for working out as many as possible of the problems outlined in the course of study for seventh and eighth grade history.

Students should study the weekly teaching program, Course of Study, pp. 17 and 18, to learn when and for how long a time history is to be offered in the rural schools. Laboratory suggestions will be found at the close of this outline. The books used in this unit are the ones in common use in the normal training high school departments.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, The Derry & Williams Press, Waterloo, 1928
2. Baldwin, *The Social Studies Laboratory*, Teachers College, New York City, N. Y., 1929
3. Betts, *Classroom Methods and Management*, Bobbs-Merrill Co., Indianapolis, Ind., 1917
4. Charters, *Teaching the Common Branches*, Houghton Mifflin Co., Chicago, 1924
5. Hubbard, *The Teaching of History Through Dramatic Presentation*, Benj. H. Sanborn and Co., Chicago, 1935
6. Kelty, *Teaching American History in the Middle Grades of the Elementary School*, Ginn and Co., Chicago, 1928
7. Phillips, *Modern Methods and the Elementary Curriculum*, D. Appleton-Century Co., Chicago, 1926

8. Ritter and Wilmarth, *Rural School Methods*, Chas. Scribner's Sons, Chicago, 1925
9. Storm, *The Social Studies in the Primary Grades*, Lyons & Carnahan, Chicago, 1931
10. Stormzand, *American History Teaching and Testing*, Macmillan Co., Chicago, 1925

Reference List for Grades One and Two

1. Dawson, *Teaching the Social Studies*, Macmillan Co., Chicago, 1928
2. Ritter and Wallace, *A Guide for Teaching History in the Elementary Grades*, Department of Public Instruction, Des Moines, Iowa, 1935
3. See reference lists in the Department of Public Instruction History Bulletin

XXI. Methods and Materials for Teaching Primary History

A. History in grades one, two and three

1. Objectives—See the Department of Public Instruction History Bulletin
 - a. Bring about the adjustment of human personalities and make better citizens
 - b. Develop observation
 - c. Establish right attitudes
 - d. Teach cooperation
 - e. Build up a fine spirit of appreciation and good will
 - f. Furnish a background for later history study
 - g. Strengthen the work in other curricular subjects
2. Means for accomplishing objectives
 - a. Through interesting and concrete experiences with the children's own environment, both cultural and natural. The results of making use of the children's own environments are:
 - (1) Many clear cut concepts
 - (2) A background of concrete experiences
 - (3) Practice in use of vocabulary for expressing these experiences
 - b. Through picture, story and informational materials found in supplementary readers and children's story books
 - c. Through free hand expression
3. Materials outlined in the department of public instruction history bulletin
 - a. For grades one and two—section one—community life
 - (1) Introduction
 - (2) The home
 - (3) How workers on the farm and in the city depend upon one another
 - (4) Transportation—trains
 - (5) Communication—the post office
 - (6) Safety—the fire department
 - (7) Education—our schools
 - (8) Recreation—the library
 - (9) Bibliography

- b. For grade three—section two—Indian life
 - (1) Introduction
 - (2) The Indian baby
 - (3) Homes
 - (4) Clothes
 - (5) Fire making
 - (6) Food
 - (7) Dishes
 - (8) Health
 - (9) Education
 - (10) Recreation
 - (11) Language
 - (12) Ways of thinking and living
 - (13) Tools and weapons
 - (14) Trade
 - (15) Travel
 - (16) Indians of today
 - (17) Bibliography
 - 4. Organization of each unit prepared for primary social studies
 - a. For grades one and two
 - (1) Major objectives
 - (2) Informational material and teacher procedure
 - (3) Things for children to do
 - (4) Evidences of mastery
 - b. For grade three
 - (1) Lesson approach
 - (2) Some things for children to do
 - (3) Summary
- B. *Preparation of additional units in social studies for grades one and two by normal training students*
- It is suggested that students study the unit set-up in the history bulletin and then work out additional units as is suggested in the bulletin.
- XXII. Methods for Teaching History in Grades Four and Five**
- A. *Topical references*
 - 1. Objectives—Course of Study, p. 228
 - 2. Materials—Course of Study, p. 228; Charters, p. 277
 - 3. Organization and time allotment—Course of Study, p. 229
 - 4. Methods of procedure—Course of Study, p. 230; Ritter and Wilmarth, pp. 212-214
 - 5. Activities—Course of Study, p. 230
 - 6. Books for securing stories needed—Course of Study, pp. 230-231
 - B. *Objectives set up in the department of public instruction history bulletin*
 - 1. Create an attitude of examining both sides of a question
 - 2. Create an attitude of tolerance
 - 3. Create a greater interest in people and how they live
 - 4. Improve reading

5. Enlarge vocabulary
 6. Lay a background for the study of history in the upper grades
- C. *Materials for accomplishing these objectives*
1. Make use of the books the children have
 2. Use new reference books in history and on various phases of history
 3. Make use of historical novels and stories
 4. Make use of encyclopedias available
 5. Make use of charts and maps
- D. *Subject matter outlined in the department of public instruction history bulletin for grades four and five*
1. Colonial life
 2. Early pioneer life
 3. Later pioneer life
- E. *Organization of units prepared on colonial and pioneer life*
1. Lesson approach and directed study
 2. Things for pupils to do
 3. Word study
 4. Summary
- F. *Laboratory suggestions for student work following a study of methods for teaching history in grades four and five*
1. Study the department of public instruction history bulletin.
 2. Enlarge the lesson approaches given in the bulletin.
 3. Make other lesson approaches.
 4. Think of interesting ways for carrying out "word study."
 5. Make other summary tests.
 6. Read widely along the line of topics being studied.

XXIII. Methods for Teaching History in Grade Six

A. *Topical references*

1. Objectives—Course of Study, p. 231
2. Organization and time allotment—Course of Study, p. 231
3. Material—Course of Study, p. 231; Ritter and Wilmarth, p. 214; Charters, p. 277; Phillips, pp. 214-216
4. Methods of teaching—Ritter and Wilmarth, pp. 214-216
5. Activities—Course of Study, p. 236
6. Books available—Ritter and Wilmarth, pp. 214-216; Course of Study, p. 236
7. Preparation of material

Students should spend major portion of the week in working out an outline in "Old World Background for American History" to be used in the sixth grade. The outline in the course of study and county textbook should be used.

Note: In some counties "Old World Background for American History" is not offered.

B. *Iowa history*

1. General suggestions

In some schools Iowa history will perhaps be taught in the sixth grade. Part of the third week in history methods study may be used for planning materials and methods for teaching Iowa history. The following bibliography on Iowa history may be found helpful:

a. Pupils' reference list for Iowa history in the grades

- (1) Aurner, Ray C., *Iowa Stories*, 3 v. (5-6), Clio Press, Iowa City, 1921, order from author
- (2) Briggs, *Work Book in Iowa History*, Follett Publishing Co., Chicago, Ill.
- (3) Christiansen, Thomas P., *The Story of Iowa*, (4-5), published by author, Iowa City
- (4) Erbe, *Text and Work Book in the History of Iowa*, Holst Printing Co., Cedar Falls, 1930
- (5) Mahan & Gallaher, *Stories of Iowa for Boys and Girls*, (4-8), The Macmillan Co., Chicago, 1929
- (6) Morris, *Iowa Today*, School Necessities Company, Marquette, Iowa, 1931
- (7) Sabin, *The Making of Iowa* (7-8), A. Flanagan Co., Chicago, 1900
- (8) State Printing Board, Des Moines, *Iowa Official Register*, published biennially, 1931 (secure copy from office of local county superintendent)
- (9) Wallace, *The Story of Iowa*, Klipto Loose Leaf Co., Mason City, 1931

XXIV. Methods for Teaching History in the Seventh and Eighth GradesA. *Topical references*

1. Objectives—Course of Study, p. 237; Phillips, pp. 216-217
2. Organization and time allotment—Course of Study, p. 237
3. Materials—Course of Study, p. 237; Ritter and Wilmarth, p. 216; Charters, pp. 281-283; Phillips, pp. 218-224
4. Discovering and removing difficulties in class and individual instruction—Course of Study, p. 237
5. Directions for individual study—Course of Study, p. 237; Stormzand, pp. 8-23
6. The history notebook—Course of Study, p. 237; Charters, p. 296; Kelty, pp. 661-663 (splendid drill lesson)
7. Problem method—Course of Study, p. 237; Charters, pp. 286-290; Ritter and Wilmarth, pp. 218-223
8. Activities—Course of Study, p. 238
9. The work of grade seven—Course of Study, pp. 238-242, 245
10. The work of grade eight—Course of Study, pp. 242 and 245
11. Maps—Ritter and Wilmarth, pp. 229-230
12. Testing in history (Students should be given practice in making history tests.)—Course of Study, pp. 244-246; Ritter and Wilmarth, pp. 230-234; Kelty, see pages listed under XVI; Stormzand, pp. 24-49

13. Leaders in American history—Course of Study, pp. 246-247
14. Drill—Charters, pp. 293-297
15. Realness in history—Charters, pp. 294-296

B. *Student preparation for teaching upper grade history*

1. General suggestions

As you note 12 important problems underlying United States history are listed on pages 239-242 of the Iowa State Course of Study for Elementary Schools for seventh grade and 25 for eighth grade. The first five problems, pages 239-241, are outlined under:

- a. Conditions out of which the problem developed
- b. Attempts made to solve the problem
- c. The results

Students should secure the text used in the rural schools of the county and finish outlining the problems listed here. This affords a good review in American history. Following this work each student should work out *at least one problem* after the manner of the attached sample on the first problem.

2. Test suggestions

For splendid suggestions for making objective type tests for seventh and eighth grade history see Kelty, the following pages: 54; 82-87; 97, 100, 103, 106, 114, 118, 121, 125, 128, 131, 145; 154-161; 165, 178, 186, 202, 209; 214-219; 223, 228, 232, 244, 251, 258; 261-266; 269, 274, 283, 286, 289, 293, 297, 300; 303-308; 311, 315, 321, 323, 330, 333, 336, 340; 342-346; 351, 355, 361, 368, 385; 389-394; 428-434; 492-502; 536-544; 590-600; 650-656.

3. Unit plan—Try to get an idea of the unit plan for teaching upper grade history

4. Decide upon the different types of lessons which may be used effectively in teaching upper grade history and work out study helps for each type.

C. *Tests covering methods for teaching history*

Tests covering methods for teaching history should be of both the objective and essay types. It is suggested that the following be covered by tests in methods for teaching history:

1. Objectives in primary history
2. Outline of what is to be done in history in the primary grades during the first, second, and third years
3. Method of procedure in teaching primary history
4. History material you have prepared for use in your school next year
5. Sources of materials for fourth and fifth grade history
6. The procedure which you expect to follow in teaching fourth and fifth grade history
7. Materials you have prepared for teaching fourth and fifth grade history next year
8. Preparation you have made for teaching sixth grade history next year
9. Place of history in the teaching program and amount of time to be given to it
10. Objectives for teaching history in the seventh and eighth grades

11. The problem method in teaching history
12. Important problems for seventh and two for eighth grade history in accordance with the course of study
13. Methods of procedure for teaching in the seventh and eighth grades next year
14. Preparations you have made for seventh and eighth grade history teaching next year

XXV. Methods for Teaching Citizenship

A. *General suggestions*

One week is given to the study of METHODS AND MATERIALS FOR TEACHING CITIZENSHIP. Since according to the weekly teaching program on pages 17 and 18 of the course of study only thirty minutes is allotted to the study of citizenship each week, the rural teacher must devise some plan for teaching it to about three groups of pupils at the same time on Friday afternoons. A suggestive plan is to be found under "General plan for teaching" on the enclosed material.

Normal training students should have it impressed upon them that sufficient training in citizenship cannot be given through class instruction. Real training is being given when pupils are putting into practice in everyday school life the lessons taught in the citizenship classes.

Class Work and Laboratory Exercises

Students will have eight periods including laboratory periods for working out citizenship lessons to be used in their rural schools next year. See Course of Study, pp. 78-80 for introductory material in citizenship.

Students should choose at least twelve topics for each of the primary, intermediate, and advanced groups of pupils from pages 81-92 in the course of study, and work out as many of these lessons as possible for use in the rural schools next year. The enclosed material is suggestive of the many projects that should be planned by the students. Careful attention should be given to the collection and selection of suitable stories for teaching citizenship principles. See pages 99-100 in the course of study under "Relations to Other Subjects." Work out citizenship lessons from the art, agriculture, fire prevention, history, safety, health, home economics, nature study, and other units.

Normal training students should study pages 92-99 in the course of study carefully before attempting to write the state examination in civics.

The books used in this unit are the ones in common use in the normal training high school departments.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, pp. 77-112, The Derry and Williams Press, Waterloo, 1928
2. Bailey and Lewis, *For the Children's Hour*, Milton Bradley Co., Chicago, 1918 (for stories)
3. Curry and Clippenger, *Children's Literature*, Rand McNally Co., Chicago, 1921 (for stories)

4. McVey and Keeler, *My Conduct and My Country*, Specialty Press Co., Columbus, Ohio
5. Other story and poem sources in school and public libraries
6. Ritter and Wilmarth, *Rural School Methods*, pp. 354-446 for citizenship stories, Chas. Scribner's Sons, Chicago, 1925
7. Starbuck & Shuttleworth, *A Guide to Literature for Character Training*, Macmillan Co., Chicago, 1928
8. Stevenson, *Safety Education*, A. S. Barnes Co., New York, 1931
9. Sample lessons for use of students in working out citizenship lessons are included in this outline

C. *General plan for teaching:*

1. *Citizenship*

- a. In rural schools—30 minutes per week, each Friday p. m. from 2:35 to 3:05
- b. In grade rooms—30 to 40 minutes each week
- c. Teacher may not be able to include all the topics suggested by the course of study. However, she will find the course of study furnishes enough material so that she may choose say, at least four topics each from the material offered under the Home, the School, and the Community for careful attention. A little mastered is better than the careless covering of much ground.
- d. Four topics from each of the three divisions will provide for twelve topics. This will allow three lessons on each topic during the year and will thus provide for teaching, an activity or preparatory period, and for testing.
- e. Since in the rural school there are to be three divisions in citizenship, the teacher may manage by alternating in the following manner:

Primary division (1, 2, and 3 grades) are taught a lesson
 Intermediate (4, 5, and 6 grades) activities or preparatory period
 Advanced (7 and 8 grades) tests
 The next week teach the intermediate division and give the others activities or tests. The next week teach the advanced division, etc.

2. *Civics* (See course of study, pp. 18 and 80)

- a. Twenty minutes per day two days a week during the last half of the eighth grade in rural schools
- b. From three to five 20 to 30 minute periods a week should be given to civics during one semester of the eighth grade in grade rooms

XXVI. Methods for Teaching Citizenship to Primary Group

A. *Suggestive topics*

<i>The Home</i>	<i>The School</i>
Sympathy	Health
Courtesy	Happiness
Safety	Truthfulness
Obedience	Honesty

The Community

Conduct on the streets
 Community service for the home
 Home service for the community
 Important facts about the neighborhood

B. *Illustrative lessons for primary grades*

(First Lesson)

1. Topic for lesson—sympathy
 Thoughtfulness for the sick, aged, and feeble
 Care of pets—kindness shown in caring for them
 Protection of animals about the home
2. Approach
 - a. Can you remember what you did that made you happy?
 - b. Do you think of something which someone has done for you which made you happy?
 - c. Do you remember something nice which you did for someone? How did it make you feel?
 - d. Can you think of someone who is always doing nice things for others? How do you suppose this makes him feel? A person who is always kind and helpful is a good neighbor or a good friend. We call him a good citizen.
 - e. Have you any pets at home?
 - f. How do you care for them? In what ways do you make them comfortable?
 - g. Have you ever known of people who did not take good care of their pets?
 - h. Were they good citizens?
 - i. Why should we be kind and care for all the animals about our homes?
3. Read or tell the following stories
 Story Suitable for Teaching Kindness and Sympathy

Tabby and Her Adopted Family

Tabby was a town cat. In the daytime she went up and down the alley to all the barns and garages looking for mice and rats. At night she slept in Mr. Brown's basement.

Last summer Tabby was feeling very sad because her four baby kittens had been taken from her and sent out to the country where they would have more room to play. Tabby went up and down the alley calling Meow! Meow! as loudly as she could. Maybe she thought she could call her lost family back to her but, of course, she couldn't. Jimmy and Mary Brown felt very sorry for Tabby.

One day when Tabby went out to hunt she brought in a tiny baby rabbit. She carried it carefully by the back of the neck and laid it by the basement door. Then she brought another and another until there were four baby rabbits by the basement door. Then when the basement door was open she carried them into the basement and to her comfortable bed in the fuel room.

Tabby had adopted the baby rabbits as her family. Jimmy and Mary were delighted and spent many happy hours playing with the little bunnies. "You see," said Jimmy and Mary "We never knew before what splendid pets rabbits make." We are always going to be good and kind to rabbits as well as other animals. So Tabby had taught Jimmy and Mary a lesson. Do you know what it was?

Discuss the story with the children and make plans for some posters showing kindness to people or animals.

(Second Lesson)

This is the activities period for this section.

4. Show the children some pictures which illustrate pets and kindness to animals.

Pictures

Four Little Scamps Are We
Highland Shepherd's Chief Mourner

5. Have children of second and third grades copy into their notebooks:

I Love Little Pussy

I love little Pussy
Her fur is so warm
And if I don't hurt her
She'll do me no harm

I'll pat my dear puss,
And then she will purr
And show me her thanks
For my kind deed to her

If wisdom's ways you wisely seek,
Five things observe with care:
Of whom you speak, to whom you speak,
And how, and when, and where.

6. Let children cut out pictures of pets for their booklets. Have them draw pictures of:
 - a. Tabby's kittens
 - b. The little rabbits

The citizenship booklet should be an important phase of the work in these grades.

(Third Lesson)

7. Discuss the activities of the former lesson and if necessary take a little time to finish work in the booklets.
8. Talk over and study the pictures and the poem.
9. Dramatize the story.

XXVII. Methods for Teaching Citizenship to Intermediate Grade GroupA. *Suggestive topics**The Home*

Ways to help in the home
 Respect the rights of others
 Health
 Safety

The School

Obedience
 Punctuality
 Care of personal property
 Care of public property

The Community

How to improve our neighborhood, city, or town streets
 Use of policemen or constables—why do we need them?
 Fire prevention
 Disease prevention or health service

XXVIII. Methods for Teaching Citizenship to Upper Grade GroupA. *Suggestive topics**The Home*

Importance of the home
 Government in the home
 How the home is financed
 What do we owe to our home?

The School

Citizenship in the school
 What the school does for us
 How the school is organized and governed
 How the school is financed

The Community

What constitutes the community?
 Life in the local community
 What the local community does for us
 How the local community is financed

B. *Methods for teaching*

1. Give children an opportunity in so far as possible to act out in real life the lessons taught.
2. Use many stories to illustrate points you wish to bring out in citizenship—dramatize the stories.
3. If possible, show pictures to illustrate. Perhaps conversation lessons and stories may be based upon them.
4. Discuss in class the making of charts, posters, etc. Follow this discussion with the making of them.
5. Teach citizenship through good "housekeeping" at school, e. g. in the way of keeping desks and schoolroom clean and orderly.
6. Choose as monitors those who have shown themselves capable as good housekeepers. Let them inspect floors, desks, toilets, and so on.
7. Locate some need or problem of immediate interest to the home, the school, or the community.
8. Tell or read to the pupils suitable stories for illustration.
 - a. Discuss the stories.
 - b. Ask for further information to be brought through pictures, stories, clippings, etc.

- c. Have pupils put the material which they collect into their notebooks.
- d. Have reports from time to time on the progress being made in each pupil's case.
- e. Test over material given and collected.

C. *Illustrative lessons for advanced grades*

(First Lesson)

1. Topic—How the Home Is Financed—To Teach Thrift
2. Approach
 - a. What is meant by thrift?
 - b. How many in this class earn money?
 - c. Is it easy to earn money?
 - d. Different ways in which members of the class have been earning money
 - e. Should children use all the money they earn for themselves?
 - f. Why is wise spending as important as earning?
 - g. How does a budget assist families in wise spending?
 - h. What opportunities do boys and girls have for practicing thrift in the home?
 - i. Does thrift apply to other things than money?
 - j. Should children be paid for doing necessary work in the home?
3. Stories

Account of the Founding of the Five-and-Ten-Cent Store
(From "Little Lessons in Thrift" by Macy Campbell)
"Some one's saving the money that you spend foolishly."

"Take care of the pennies and the dollars will take care of themselves," says an old adage. The career of the founder of the Woolworth five-and-ten-cent stores is an excellent illustration of the truth of this old saying. Mr. Woolworth, starting in a modest way as a small merchant in a country town, accumulated millions of dollars by taking care of the pennies in his chain of stores selling no article for more than ten cents.

The magnificent Woolworth building in New York City, the best known skyscraper in the world, was built by saving a penny at a time. The great business which made it possible for Mr. Woolworth to erect this striking monument to the success of the idea of the five-and-ten-cent stores, and to extend his chain of stores throughout the country, was based on wise spending. Mr. Woolworth gave much thought and attention to the way he spent his money for goods. Wise spending made possible a small saving on articles sold at the low price of five and ten cents. Wise spending was for him the mother of success.

The second element in the success of Mr. Woolworth's business was a great number of sales in a given time. After he conceived the idea of "nothing in this store more than ten cents," trade came in a constant stream; cobwebs no longer formed in his store; his goods moved constantly. He was thrifty in the use of time.

Putting One Dollar to Work

(From "Little Lessons in Thrift" by Macy Campbell)

"I want to make a little deposit in this bank, as I see by the sign on the door that you pay 4 per cent on saving deposits," said a shabbily dressed man to the clerk in a savings bank.

"Very well," said the clerk. "How much do you wish to deposit?" "One dollar is all I have," said the shabby one. "One dollar is a little deposit, and 4 per cent is a little rate of interest, but I want to deposit this money with you for five hundred years." The clerk looked startled, and the shabby one continued: "I know I will not be here to draw out the money at that time, but perhaps my descendants may be. Let us see what one dollar at your regular rate of interest on saving deposits, 4 per cent compounded semi-annually would grow to be in five hundred years? Five hundred dollars? One thousand? Ten thousand? One hundred thousand? One million? The clerk and his shabby depositor were hardly prepared for the result—the amount at the end of five hundred years would be \$611,557,439.95.

Lincoln's Advice to His Brother

Springfield, January 2, 1851. Dear Brother: Your request for eighty dollars I do not think best to comply with now. At various times when I have helped you a little, you have said: "We can get along very well now," but in a short time I find you in the same difficulty again. Now this can only happen through some defect in you. What that defect is I think I know. You are not lazy, and still you are an idler. I doubt whether since I saw you, you have done a good whole day's work in any one day. You do not very much dislike work, and still you do not work much, merely because it does not seem to you that you get enough for it. This habit of uselessly wasting time is the whole difficulty. It is vastly important to you, and still more to your children, that you break the habit.

You are now in need of some money, and what I propose is that you shall go to work, "tooth and nail," for somebody who will give you money for it. Let father and your boys take charge of your things at home, prepare for a crop and make the crop, and you go to work for the best money wages you can get, or in discharge of any debt you owe, and, to secure you a fair reward for your labor, I promise you that for every dollar you will get for your labor between this and the 1st of May, either in money or in your indebtedness, I will then give you one other dollar. By this if you hire yourself for ten dollars a month, from me you will get ten dollars more, making twenty dollars.

In this I do not mean that you shall go off to St. Louis or the lead mines in Missouri, or the gold mines in California, but I mean for you to do it for the best wages you can get close at home in Coles county. If you will do this, you will soon be out of debt, and what is better, you will have acquired a habit which will keep

you from getting in debt again. But if I should now clear you out of debt, next year you would be just as deep in debt as ever.

You say you would almost give your place in Heaven for seventy or eighty dollars; then you value your place in Heaven very cheap, for I am sure you can, with the offer I make, get the seventy or eighty dollars for four or five months' work.

You say if I will lend you the money you will deed me the land, and if you don't pay the money back, you will deliver possession. Nonsense! If you cannot now live with the land, how will you live without it?

You have always been kind to me, and I do not mean to be unkind to you. On the contrary, if you but follow my advice, you will find it worth eighty times eighty dollars to you. Affectionately your brother,

A. LINCOLN

4. Discuss one or more of these stories in class.
5. Have pupils collect stories, clippings, etc., on thrift for putting into notebooks during the next lesson.

(Second Lesson)

Activities Period

6. List ways in which people spend money foolishly.
7. Make a budget for the spending of your allowance. How much do you plan to put in the bank out of each week's allowance?
8. Put material collected into notebooks.
9. Make some good posters or mottos for the room, e. g., "Some one is saving the money that you spend foolishly," "A dollar saved is a dollar earned," "The holes in a sieve are small but water runs out very fast," "Take care of the pennies and the dollars will take care of themselves," "Success depends upon seeing your opportunity when it comes."
10. Make up a family budget for your home for a month.
11. Make lists of ways of saving in the home.
12. List some forms of safe investment.
13. Make lists of various home expenses.
14. Make a time budget for a week.

(Third Lesson)

15. Tests

- a. Complete the following sentences:

(1) Thrift is

(2) A budget is

(3) Wise spending is as important as earning because

(4) It is a good plan to have a savings account because.....

- b. Underscore the correct answer:

Lincoln's advice to his brother was:

(1) Go to work for the best money wages you can get.

(2) Go to the gold mines of California.

(3) Go to the lead mines of Missouri.

GUIDES FOR TEACHING

- (4) I'll lend you the \$80 you need.
- e. Make a budget for the spending of your allowance.
- d. We can save in the home by:
- | | |
|----------|----------|
| (1)..... | (4)..... |
| (2)..... | (5)..... |
| (3)..... | (6)..... |
- e. Match the following parts of sentences:
- | | |
|--------------------------------|---|
| Mr. Woolworth | and the dollars will take care of themselves |
| A dollar saved | but water runs out very fast |
| A little saved each week | that you spend foolishly |
| Take care of the pennies | gave much attention to the way he spent money |
| The holes in a sieve are small | will mean much in a few years |
| Someone is saving the money | is a dollar earned |
- f. If the following statements are correct mark "C" in the parentheses. If not, mark "X" in the parentheses.
- () 1. One dollar on interest at 4% will mean very little by the end of 500 years.
 - () 2. It is easy to earn money.
 - () 3. Children should be paid for all the work they do around the home.
 - () 4. A budget assists families and individuals in wise spending.
 - () 5. Boys and girls have opportunities for practicing thrift in the home.
 - () 6. Boys and girls should not waste the lunch which they bring to school.
 - () 7. Thrift applies only to money.
 - () 8. It is not necessary to use care in spending one's allowance.
 - () 9. Lincoln gave his brother good advice concerning the earning of money.
 - () 10. Boys and girls, men and women can become wealthy by sitting around and doing nothing.
 - () 11. John Smith was wrong when he said "Those who do not work cannot eat."
 - () 12. Very few people spend money foolishly.
 - () 13. Boys and girls should put a part of their earnings or allowances in the bank each week.
 - () 14. It is only necessary to think of comforts at the present time.
 - () 15. We should never think about the future.
 - () 16. It is just as easy to earn \$10 as it is to spend it.
 - () 17. Children should be glad and willing to contribute to the family income.
 - () 18. It is a fine thing to be dependent at the age of 65.

- () 19. "Waste not want not" is a true saying.
 () 20. Take care of the pennies and the dollars will take care of themselves.

D. *Laboratory suggestions*

Plan other interesting ways for presenting and teaching citizenship topics.

XXIX. Methods for Teaching Geography

A. *General suggestions*

Four weeks should be given to the study of METHODS FOR TEACHING GEOGRAPHY. The first and second weeks should be used for general methods study, the third for preparing lessons for the primary grades to be used for general methods study, the third for preparing lessons for the primary grades to be used in the general lessons period once a week, and the fourth should be used in planning work for the fourth, fifth, sixth, and seventh grades. The laboratory periods should be used in working out lessons for the various grades.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, pp. 145-181, Derry and Williams Press, 1928
2. Betts, *Classroom Methods and Management*, Bobbs-Merrill Co., Indianapolis, Ind., 1917
3. Branom and Branom, *The Teaching of Geography*, Ginn & Co., Chicago, 1921
4. Branom, *The Measurement of Achievement in Geography*, Macmillan Co., Chicago, 1925
- *5. Branom, *A Teacher's Geography*, emphasizing the problem method, Macmillan Co., Chicago, 1928
6. Burton, *Supervision of Elementary Subjects*, Chapter VII, "Supervision of Geography," D. Appleton-Century Co., Chicago, 1929
7. Charters, *Teaching the Common Branches*, Houghton Mifflin Co., Chicago, 1924
8. Clark, *Unit Studies in Geography*, World Book Co., Chicago, 1926
9. Crawford and McDonald, *Modern Methods for Teaching Geography*, Houghton Mifflin Co., Chicago, 1929
10. Dawson, *Teaching the Social Studies*, Macmillan Co., Chicago, 1928
11. *Geographic News Bulletins for Teachers*, National Geographic Society, Washington, D. C.
12. Moore and Wilcox, *The Teaching of Geography*, American Book Co., Chicago, 1932
13. Ritter & Wallace, *Guide for Teaching Geography in the Elementary Grades*, Department of Public Instruction, Des Moines, Iowa, 1933
14. Ritter and Wilmarth, *Rural School Methods*, Chas. Scribner's Sons, Chicago, 1925
15. See bibliographies in the department geography bulletin
16. Smith, *The Teaching of Geography by Problems*, Doubleday, Doran & Co., Chicago, 1926

17. Thirty-second Yearbook of the National Society for the Study of Education, *The Teaching of Geography*, Public School Pub. Co., Bloomington, Ill., 1933
- *18. Thralls and Reeder, *Geography in the Elementary School*, Rand McNally Co., Chicago, 1931
(The references preceded by an asterisk provide outlines, problems, and references on specific regions. The teacher is referred also to chapters on teaching and supervising geography found in books on teaching the elementary subjects.)

C. *General methods for teaching geography*

1. General introductory statement—Course of Study, p. 145
2. Objectives—Course of Study, p. 145 (8 objectives); Ritter and Wilmarth, pp. 238-239; Charters, pp. 248-250; Betts, pp. 240-243; Crawford & McDonald, pp. 24-30
3. Equipment—Course of Study, p. 145; Ritter and Wilmarth, pp. 239-242; Charters, pp. 250-251, 264-265
4. Methods of teaching—Course of Study, p. 146; Ritter and Wilmarth, pp. 242-255; Betts, p. 255; Smith, pp. 1-306; Crawford and McDonald, pp. 274-294
5. Correct reading and interpretation of maps, index diagrams, and statistical tables—Course of Study, p. 146; Ritter and Wilmarth, pp. 252-253; Betts, pp. 256-257; Smith, p. 16
6. Points of contact between interests of the pupils and the area studied—Course of Study, p. 146
7. The open book method—Course of Study, p. 146; Ritter and Wilmarth, pp. 242-243 (the study recitation); Crawford and McDonald, p. 243
8. The problem method—Ritter and Wilmarth, pp. 243-252; Charters, pp. 258-259; Betts, pp. 255-256; Smith, pp. 1-120; Crawford and McDonald, pp. 168-177
9. How a problem is selected—Smith, pp. 35-38
10. Organization of topics—Smith, pp. 38-42
11. Quantitative and qualitative treatment—Smith, pp. 42-47
12. Development of problem type—Smith, pp. 47-51
13. Testing the problem—Smith, pp. 51-53
14. Values attributed to the problem types—Smith, pp. 53-54
15. Illustrations of problem types—Smith, pp. 54-59
16. Type study method—Course of Study, p. 146; Charters, pp. 265-266; Smith, pp. 5-16; Crawford and McDonald, p. 80
17. Correlation—Charters, pp. 257-258; Smith, pp. 93-97; Crawford and McDonald, pp. 87-101
18. Other methods of study—Charters, pp. 260-262
19. Outlines—Charters, pp. 268-269
20. The socialized recitation—Charters, pp. 269-270; Crawford and McDonald, p. 244
21. The use and value of tests in geography—Branom, Chapter I, pp. 1-13; Crawford and McDonald, pp. 266-267, 252-258
22. The project method—Smith, pp. 61-80; Crawford and McDonald, pp. 181-197

XXX. Methods for Teaching Pre-Geography in Grades One and Two**A. Experiences**

Children in the primary grades need to have many first-hand experiences. They also need to have many things carefully talked over with them. It has been called to our attention that some college students have been unable to tell in which direction shadows fall at noon in our own section of the country. Time after time we have talked with children who were unable to tell or show in which direction the sun comes up and in which direction it sets. While these concepts may appear to be very elementary, nevertheless, they are very important. Concepts seem to be of slow growth. Happy is the child who has been fortunate enough to have had rich experiences to help him form many concepts. If the child can later reach back to his primary experiences and draw upon the concepts formed there, he will become a better and wiser reader. The purpose of these guide lessons is to help the teacher to give these experiences to the children.

B. Plans

No attempt has been made to go into detail in planning these lessons. They are skeletons upon which the teacher may build. Full use should be made of all reference material available. Nothing, however, can take the place of first-hand observation. The teacher must know what surrounds her if she is to teach children to see the many things of interest about them.

C. Tools

Tools in teaching are a necessity. A lawyer has his library, a dentist his instruments, and a doctor his equipment. Should a teacher have less? No one can assume full responsibility for having all tools for instruction ready and at hand but the teacher. It is her duty to engineer things in such a way that she has the necessary tools with which to work. Where there is a will and determination to get the necessary equipment, there surely will be a way.

D. Trips

First-hand information is of more value than any other kind in these few years of school life. Trips made to get this first-hand information should be carefully planned. It is not necessary to take all trips during school hours. Trips may be taken before school, at noons and recesses, after school, and on Saturdays. Teachers should always have the consent of each child's parents and the school director before taking him. The teacher should always know what she intends to accomplish by taking the trip. She should have made the trip before taking the class to make sure that they will find the things for which they are looking. It seems fitting to add here that children should have set up for themselves safety standards to be observed by the group while on the trip. Great care should be taken to avoid accidents. A teacher who does not have control of her group in the schoolroom should never risk taking the group on a trip. Specimens brought into the school for study should always have a place carefully fixed for them. They should be well cared for and

cruelty to them should never be permitted. Anything alive seems to interest children greatly. A little girl, whom we know, would put a doll aside in a few minutes, yet she would stand by the hour to watch some goldfish in a bowl. Interest seems to mount to the top of the scale when the live object is present.

E. *Pictures*

The teacher is urged to make much use of pictures. Whenever first-hand experience cannot be had, pictures are the next best. Every teacher should take pride in making a picture collection. Newspapers and magazines are good sources for pictures. There is much free material that may be had for the asking. Some books which may be obtained in department stores have valuable pictures in them.

F. *Language*

Informal discussions are an indispensable part of the work in these grades. Children should be encouraged to contribute what they already know and to ask questions about what they would like to find out. Children who have had opportunities to express themselves, and who have had things carefully explained to them, do not talk or read in the way children do who have had no opportunities.

Dictating summaries for the charts and booklets gives the children opportunity to express or tell about things they have actually experienced. This is the place where they may be taught to tell accurately the things they have observed. The sentences dictated furnish excellent reading material. They have meaning for the child since he has actually experienced what the words tell. If more material of this type were used in the first few years of school, perhaps we could almost eliminate verbalism.

G. *Scrapbooks*

The scrapbook holds forth great possibilities. What person is there who has not at one time or another delighted in the making of scrapbooks? Children seem to enjoy scrapbooks very much. They furnish valuable material for the reading table.

H. *Time*

According to the weekly teaching program in the elementary state course of study, children in the primary grades have a lesson once a week in pre-geography. However, to get the most out of this work, it is frequently necessary to use two or three minutes each day over a period of time. The lesson makes a starting point for these observations. Two or three minutes before school or at noons and recesses will often be all that is necessary.

I. *Organization materials*

The organization of these lessons for primary grades includes materials needed for each lesson, teacher procedure, pupil activities, and suggestions for correlating pre-geography with reading and language.

J. *Reference materials*

The teacher should have on hand the manuals and bulletins listed below. References are made to several of them at different places in the bulletin.

1. Iowa State Course of Study for Elementary Grades
 2. Questions Teachers Ask About Primary Reading, Questions Teachers Ask About Reading and Study in Intermediate Grades, and Remedial Exercises for Reading and Study in High School Subjects, Clara M. Wallace, 1931
 3. Poems to Memorize and Books to Read, Mabel Snedaker and Wilma Garnett, 1931
 4. A Course of Study in the Use of the Dictionary, Fred D. Cram, 1932
 5. Language Supplementary Bulletin, Clara M. Wallace, et al., 1932
 6. Course of Study in Safety Education, Clara M. Wallace, et al., 1932
- K. *Units in first and second grade pre-geography which are worked out in the department of public instruction geography bulletin, pp. 9-47*
1. The sun in the fall
 2. Insects in the fall
 3. How weather influences us in what we do (dew and frost)
 4. How plants get ready for winter
 5. Gathering seeds in the fall
 6. How trees change in the fall
 7. How some birds get ready for winter
 8. How some of our tame animals prepare for winter
 9. How some wild animals prepare for winter
 10. How we get ready for winter
 11. How food is prepared for winter
 12. The sun in winter
 13. How our tame animals keep warm in winter
 14. How weather influences us in what we do (snow and ice)
 15. Clothing we wear in winter
 16. Our homes
 17. Animal shelter
 18. How some wild animals are sheltered
 19. How some animals live in winter
 20. How some birds live in winter
 21. Trees in winter
 22. The sun in spring
 23. How the weather influences us in what we do (wind)
 24. Trees in the spring
 25. Birds in spring and summer
 26. How seeds are used in the spring
 27. How plants wake up in the spring
 28. How the weather influences us in what we do (rain and clouds)
 29. Our water supply
 30. What the soil does for us

XXXI. Methods for Teaching Pre-geography in Grade Three

- A. *Materials outlined in geography bulletin, pp. 49-73*
1. How we get some of our food
 2. Where we get our clothing
 3. How we are sheltered

4. Travel and transportation in our country
 5. Travel and transportation in some other countries
- B. *Organization of materials in geography bulletin*
1. Lesson approach and things to do
 2. Test or summary
- C. *Suggestive primary check sheet*

TEACHER'S CHECK SHEET IN PRE-GEOGRAPHY

Do I	Yes	No
1. Provide the children with first-hand experiences in pre-geography		
2. Interest children in nature about them.....		
3. Correlate reading, language, and pre-geography.....		
4. Make use of the lessons outlined in the geography bulletin for the primary grades.....		
5. Provide short observation trips for children.....		
6. Help children set up standards for conduct before taking an observation trip.....		
7. Make as many materials for pre-geography study as possible available to the children.....		
8. Make use of all available pictures in pre-geography study		
9. Promote the making of pre-geography scrapbooks.....		
10. Have summaries dictated by the children put into charts or booklets for the reading table.....		

XXXII. Methods for Teaching Geography in Grade Four
(See Geography Bulletin, pp. 75-90)

- A. *Objectives*
1. Interest the children in our foreign neighbors and also prepare them for more intensive work in the fifth grade.
 2. Help the children to see how man depends upon the outdoors for what he needs and how he makes use of what he has. The way he lives and what he does are closely related to his natural environment or where he lives. For this reason we have chosen type studies which bring out the effect of geographic conditions on the food, clothing, shelter, and transportation of the people living in these countries.
- B. *Type studies outlined in the geography bulletin*
1. People living in hot wet lands—Amazon Indians and Congo Negroes
 2. People living in hot dry lands—Arabians and dwellers of Sahara Desert
 3. People living in mountainous regions—Herders of Switzerland
 4. People living in cold lands—Eskimos of the North
 5. People living in low wet lands—Farmers of Netherlands
 6. People living along rocky coasts—Farmer fishermen of Norway

C. Reference materials

Teachers should assemble all text and reference materials available before beginning the teaching of any of these units. It will be found advantageous to train children to help find their own references for reading. Elementary geographies, or those entitled Book I, contain helpful references on these units.

D. Organization of type studies for fourth grade as set up in the geography bulletin

The organization or set-up arranges problems for consideration, activities or things to do during the study period with books open, and a summary or test which may or may not be worked out with books open. The things to do include vocabulary study; study of the pictures in the reference books; comparisons; cause and effect; lists to make; paragraphs to write; and some outlining to be done.

E. Desirable outcomes

1. Children should have an understanding of:
 - a. Effect of distance from the equator on the way man lives
 - b. The seasons and their relation to the equator and the poles
 - c. Effect of highlands and lowlands upon temperature
 - d. Directions rivers flow
 - e. Use of some geographical terms
2. Children should be able to locate on the globe:
 - a. Places north or south of the equator
 - b. Places to the east or the west of a certain place
 - c. Each continent
 - d. Each ocean bordering the continent

XXXIII. Methods for Teaching Geography in the Intermediate and Upper Grades (grades five, six, seven, and perhaps eight)**A. Objectives to be met through the study of geography in these grades as outlined by the department of public instruction geography bulletin**

1. To improve the reading ability of the children in these grades through having them read widely
2. To get children away from memorizing the material of a textbook
3. To cause children to realize that geography is a study of the living world of which they are a part
4. To train children to find data pertinent to the problem in hand and use them in gaining an understanding of how men fit their ways of living to the conditions of the natural environment in the region which they occupy
5. This material is to be used as a guide and not as a textbook.

B. Organization of materials

1. The approach and problem set-up in which the most crucial problems of the group of states or country are suggested. Pupils are asked to consider these problems and find the answers to them as they read their own texts and other reference books. Space has not per-

mitted any attempt to take up the lesson approach or the development of the problems during the class period.

2. Some things to do which consists of a required and a supplementary list of things pupils may do during the study period outlined by the weekly teaching program in the elementary state course of study
3. Summaries or tests which may be worked out, in some cases with the books open, and in others with the books closed. Much use is made of questions requiring reasoning.
4. Use of outline maps is required for locating places, products, etc. The essential place geography emphasized in the elementary state course of study has been included for location on outline maps.

C. *Suggestive grade placement*

1. Grade five—United States, her outlying possessions and the rest of North America
2. Grade six—Latin America and Europe
3. Grade seven—Asia, Africa and the rest of the world
4. Grade eight—Review

D. *Suggestive helps for carrying out the geography program*

1. Providing geography texts and reference books for the grades—These grades should have some texts or reference books which are modern and which are easily read. The third grade continues the work done in the first and second grades in home geography. The fourth grade should have access to books which take up the six units outlined in the geography bulletin, pp. 74-94
2. Making provision for the study of geography in the fifth, sixth, and seventh grades—Eighth grade geography is sometimes included—Teachers should know definitely what they are to teach in geography in these grades. The geography bulletin, pp. 95-173 covers the work of these grades.
3. Making use of maps, diagrams, and charts—To be able to study geography effectively it is essential that children be taught skills in the use of the index, diagrams, and statistical tables. (See Course of Study in the Use of the Dictionary, pp. 67-83; Elementary State Course of Study for Iowa, pp. 313-320; Questions Teachers Ask About Reading and Study in the Intermediate and Upper Grades, pp. 22-24)
4. Methods—There are several good methods for teaching geography such as the open book method, the problem method, type studies, and the journey method. Each has its merits. Teachers should vary their methods as one type may become monotonous to the children. Much work should be done, however, with books open when the pupils and teacher try to collect from the book all the material on the subject under discussion, making use of maps, charts, graphs, pictures, and diagrams.
5. Providing materials in general—It is important that each school have the necessary materials for the teaching of geography. Perhaps each year some materials may be added until the teacher has adequate

tools for teaching the subject. Some of the necessary tools or materials for teaching geography:

- a. Modern textbooks
- b. Supplementary materials
- c. Globe
- d. Maps, graphs, tables
- e. Pictures
- f. Scrapbooks
- g. Exhibit materials
- h. Outline maps
- i. Statistical materials

Concrete materials and pictures of geographic value are available from post cards, newspaper clippings, transportation, tours, and other publicity matter. Free exhibits and other illustrative material can be in every schoolroom. Of course, other visual aids such as slides are valuable when possible to secure them.

6. Teachers should be provided with a list of free geography materials. The following is suggestive:

Aero Alarm Co., 26 Courtland St., New York City, Aero Automatic Fire Alarm Booklet

All the Year Club of Southern California, Chamber of Commerce Bldg., Los Angeles, Calif., Literature

American Walnut Growers Association, 616 S. Michigan Ave., Chicago, Literature

American Institute of Steel Structure, Inc., 285 Madison Ave., New York City, Steel Literature

American Face Brick Association, 110 South Dearborn St., Chicago, Pamphlets: "The Story of Brick," "How to Read Plans for the Building of a Home," "Manual for Face Brick Construction," "Estimating Materials," "Masonry and Labor for Face Brick Construction," "My Dream of a Home," "Permanence and Beauty in Building," "Orienting the House," "In Praise of Brick and Oak"

American Steel and Wire Co., Sales Dept., 208 South LaSalle St., Chicago., "Chart Showing 500 different kinds of nails, etc.," Agricultural Posters (24"x30"), "Farm Account Book," "Black Stem Rust of Wheat and How Barberry Spreads It," "World View of Hay and Catalogue of Bale Ties"

American Sugar Refining Co., Baltimore and New York City

American Woolen Co., Shawsheen Village, Andover, Mass., "From Wool to Cloth"

American Writing Paper Co., Holyoke, Mass., "How Paper Is Made" Sample portfolio of Eagle-A Bond Papers

Armour and Co., Department of Public Relations, Chicago, Ill., Lantern slides and moving picture reels showing productive activities of the Armour plant. Food source map of the United States

Asbestos Shingle and Slate Co., Ambler, Pa., Asbestos Exhibit

Atlas Portland Cement Co., Sales Dept., New York City, "Manufacture of Portland Cement," Display set "Concrete on the Farm"

- The Barrett Co., Pittsburgh, Pa., Glass Literature
- The Bell Telephone and Telegraph Co., 195 Broadway, N. Y. C.,
 "Triumphs of Telephone Engineering," "The Magic of Communication," "Bell System Technical Journal," "Bell Telephone Quarterly," "Telephone Almanac"
- California Walnut Growers Asso., Los Angeles, Calif., Literature
- California Fruit Growers Exchange, Los Angeles, Calif., Literature
- Carter White Lead Co., West Pullman Station, Chicago, Ill., "Painting with Lead and Oil," "The Manufacture of White Lead," Exhibit, demonstration and material
- L. C. Chase and Co., 98 Franklin St., Boston, Mass., Textile Literature
- Chase and Sanborn, 327 North Wells St., Chicago, Ill. "The Romance of Coffee," "Picturesque and Terraced Gardens Where Tea Grows"
- Chilean Consul's Office, San Francisco, Calif., Pictures of Nitrate Industry
- Chocolate Refiners Corp., Mansfield, Mass., Chocolate and Cocoa Literature
- Cleveland Tractor Co., Cleveland, Ohio, Tractor Literature
- Corn Products Refining Co., Advertising Dept., 17 Battery Place, N. Y. C., "Corn and Its Uses" and other publications. Exhibit, 12 bottles of products
- Diamond Crystal Salt Co., St. Claire, Mich., "A Trip Through the Plant"
- Goodrich Rubber Co., Akron, Ohio, Exhibit. Samples
- Goodyear Rubber Co., N. Y. C., Complete exhibit
- Eastman Kodak Co., Chicago, "X-Rays," "The Simplicity of Photographing Colored Objects," "Color Films, Plates and Filters," "Lantern Slides—How to Make and Color Them," "Elementary Photographic Chemistry," "Silhouette Making," "Double Printing of Border Tinting and Embossing Prints," "About Lenses," "Photography for Summer Camps," "How to Make Good Pictures," "At Home with the Kodak," "Graphlex and Graphic Focal Plane Shutter Photography," "Photomicrography," "The World Studio," "The Fundamentals of Photography," "Chemical Stages in the Manufacture of Film," and other publications
- Eberhard Faber, 38 Greenpoint Ave., Brooklyn, N. Y., "History of Lead Pencils," "Colored Pencils," Exhibit—How a lead pencil is made
- Edison Lamp Works of the General Electric Co., Harrison, N. J., "Primer of Home Lighting," "The Incandescent Lamp—Its History," "Light and Safety," "Maintenance of the Lighting System"
- Esterbrook Steel Pen Mfg. Co., Camden, N. J., "Process Card," "Making of a Pen"
- S. B. and B. W. Theisher, 25 and Reed, Philadelphia, Pa., Wool Exhibit
- Fleischmann Company, N. Y. C., "Bread and Its Ingredients" and other literature

- Ford Motor Company, Advertising Dept., Detroit, Mich., "The Ten-Millionth Ford Car," "Control of the Boll Weevil" and other literature
- Herf and Fredicks Chemical Co., Pierce Bldg., St. Louis, Mo., "Talks on Ice and Refrigerating Plants," "Ammonia for the Refrigerating Industry" and other publications
- Hills Bros. Co., 110 Washington St., New York City, Dates, Coconut, etc. Literature
- Hill Bros., 175 St., San Francisco, Calif., Tea Literature
- H. P. Wood and Sons, 494 Rutherford Ave., Boston, Mass., Literature on modern dairy and pasteurizing plants
- Howard Bros., Worcester, Mass., Card Clothing Exhibit
- Indiana Limestone Co., Bedford, Indiana, Samples and Literature
- H. O. Jackson, Bureau of Agriculture, Manila, P. I., "Tobacco Culture in the Philippines"
- Johnson and Johnson, Scientific Dept., New Brunswick, N. J., "First Aid Instruction Outline" and other literature
- C. S. Johnson and Son, Manual Training Dept., Racine, Wis., Exhibit—Panels of Actual Wood Finished in Different Effects with Dyes, Enamels, etc.
- The Kellogg Co., Battle Creek, Mich., Cereals Literature
- Kraft Cheese Co., 400 Rush St., Chicago, Ill., Cheese Literature
- Metropolitan Life Insurance Co., Welfare Div., Madison Ave., N. Y., "How to Live Long," and eight other publications on health, food, and disease
- Minister of Immigration, Ottawa, Canada, Description Atlas of Canada, Samples of Grain
- Minute Tapioca Sales Co., Orange, Mass., "Wall Chart," "The Story of Minute Tapioca"
- National Dairy Council, 910 S. Michigan Ave., Chicago, Ill., Dairy Literature
- National Parks Service, Dept. of Interior, Washington, D. C., Booklets
- National Safety Council, 168 North Michigan Ave., Chicago, Ill., Education in Accident Prevention," "Health and Hygiene," "Bulletin Catalog," Lantern slide service, School safety bulletins, Chemistry laboratory posters
- New England Industries, American Trust Co., 50th St., Boston, Mass.
- New England Shoe and Leather Assn., 166 Essex St., Boston, Mass., "History of American Shoe Making"
- New Orleans Assn. of Commerce, New Orleans, La., Cotton Literature
- Peete Bros. Mfg. Co., West Berkeley, Calif., Soap Exhibit
- Pillsbury Flour Mills, Adv. Dept., Minneapolis, Minn., "The Story of Flour"
- Plymouth Cordage Co., Plymouth, Mass., Book telling story of rope making
- Postum Cereal Co., 342 Madison Ave., N. Y. C., "Typical Growth Chart," "A Trip Through Postumville," Educational Exhibit Chart

- The Proctor Gamble Co., Cincinnati, Ohio, Soap Literature
 Quaker State Oil Refining Co., Box 176, Oil City, Pa., Oil Literature
 Sherwin Williams Paint Co., Baltimore, Md., Wall Paper Samples
 D. and L. Slade Co., Boston, Mass. Spice Exhibit and Literature
 Sperry Flour Co., 332 Pine St., San Francisco, Calif., Book on Rice
 Strathmore Paper Co., Erie, Pa., Exhibit—bottled pulp paper, files,
 etc.
 Swift and Co., Rochester, N. Y., "Little Journeys Through the
 Plants of Swift and Co.," "The Meat Packing Industry," Charts
 and other literature
 Universal Portland Cement Co., Service Bur., 210 S. LaSalle St.,
 Chicago, Ill., "Itinerary of Trip Through Chicago Plant," "Stand-
 ard Specifications and Tests for Portland Cement"
 U. S. Dept. of Agriculture, Forest Service, Washington, D. C.,
 Charts, Lantern Slides, Motion Pictures, Large Photograph and
 Wood Samples
 U. S. Dept. of Interior, Bur. of Mines, Washington, D. C. Send for
 circular describing publications and motion picture films
 U. S. National Museum, Washington, D. C., Sets of Specimens Illus-
 trating Rock-Weathering and Soil Formation
 Washburn Crosby Co., Minneapolis, Minn., "Wall Chart—A Kernel
 of Wheat," "Wall Chart—A Simplified Model Flour Mill,"
 "Story of Wheat from Seed to Flour"

E. *Suggestive check sheet*TEACHER'S CHECK SHEET IN INTERMEDIATE AND UPPER
GRADE GEOGRAPHY

Do I	Yes	No
1. Show that I know that geography is a study of man and how he lives rather than a study of states and capitals.		
2. Know the major objectives and use them as guides in teaching and planning.....		
3. Make use of interesting books and pictures.....		
4. Relate and connect the lesson with previous lessons rather than teaching just the lesson for the day.....		
5. Make a good lesson approach.....		
6. Make the assignment a teaching period rather than a page assignment		
7. Provide as large a variety of experiences which relate to the geography being taught as possible.....		
8. Provide for definite reference reading.....		
9. Make the right use of the text and teach the children how to use it.....		
10. Train the children how to find and select information related to a problem.....		
11. Teach children to outline and summarize.....		
12. Correlate geography with other subjects.....		
13. Make effective use of globe and maps.....		
14. Make good use of pictures in the text and other books..		

TEACHER'S CHECK SHEET IN INTERMEDIATE AND UPPER
GRADE GEOGRAPHY—Continued

Do I	Yes	No
15. Lead children to raise problems and ask questions.....		
16. Avoid waste of time by repeating the children's re- sponses		
17. Conduct good reviews.....		
18. Make geography teaching more than questions and answers		
19. Have a testing program based directly upon work covered		
20. Use test results for finding out what troubles the chil- dren are having.....		
21. Follow tests with work for teaching children what they have not learned through previous teaching.....		
22. Give attention to individual difficulties and deficiencies and provide in various ways for individual differences.		
23. Send for free exhibits and other materials for geography teaching		
24. Plan to get more needed materials for the school.....		
25. Make the recitation a time when the children pool the knowledge they have gained through reading and studying		
26. Remember that the children's abilities to get geography depend upon the ability to read understandingly.....		
27. Teach geography in such a manner as to make children enjoy it		
28. Make use of the tests given in the geography bulletin....		
29. Make various types of objective tests in geography for use in classes.....		
30. Send the superintendent samples of the questions made over work in geography.....		

F. *Laboratory suggestions and student activities*

1. Plan and work out lessons in geography for the various grades
2. Make a collection of pictures to be used in teaching pre-geography
3. Plan geography scrapbooks
4. Collect materials and pictures for fourth grade geography teaching
5. Send for free geography materials
6. Make a list of reference books for each grade which you feel will
be helpful in teaching geography
7. Gather information on where you may secure:
 - a. Outline maps
 - b. A globe
 - c. Good maps

G. *Tests covering methods for teaching geography*

Tests covering methods for teaching geography should be both objective and essay type. It is suggested that the following be covered by tests in methods for teaching geography:

1. Objectives in teaching geography
2. Equipment needed in teaching geography
3. Correlation of geography with other subjects
4. Open book method in teaching geography
5. Objective type tests useful in geography
6. Work prepared for primary geography teaching
7. Place of primary geography in course of study
8. Procedure in teaching primary geography
9. Time given to sixth grade geography each week
10. Differences in study procedure between fourth, fifth, sixth, and seventh grades
11. Plans for sixth and seventh grade geography next year
12. Actual making of objective type tests in geography

XXXIV. Methods for Teaching Nature Study, Elementary Science, and Agriculture

A. *General statement*

It is expected that two weeks will be taken for the study of METHODS AND MATERIALS FOR TEACHING NATURE STUDY, ELEMENTARY SCIENCE, AND AGRICULTURE. Note that in the weekly teaching program on pages 17 and 18 in the course of study the time on Friday p. m. after the last recess is set aside for vocational subjects in all grades. It is suggested that three Fridays out of four be given to the study of nature, elementary science, and agriculture. This will allow for 27 lessons in nature study and science for primary pupils, and 15 lessons in agriculture and 12 in nature study for upper grades.

Suggestions for laboratory will be found at the close of this syllabus.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, pp. 23-45, 355-381, The Derry and Williams Press, 1928
2. Gehrs, *Agricultural Nature Study*, American Book Co., Chicago, 1929
3. Patch, *First Lessons in Nature Study*, Little, Brown and Co., Boston, Mass., 1927
4. Patterson, *Nature Study and Health Education for Year III*, McKnight and McKnight, Bloomington, Ill., 1928

C. *Suggestive list of books for stories useful in laboratory exercises*

1. Lucia, *Peter and Polly in Winter*, American Book Co., Chicago, Ill.
2. Meyer, *Orchard and Meadow*, Little, Brown and Co., Boston, Mass.
3. Meyer, *The Outdoor Book*, Little, Brown and Co., Boston, Mass.
4. Miller, *First Book of Birds*, Houghton Mifflin Co., Chicago

D. *Nature study and elementary science*

1. Topical references
 - a. General aims of the course—Course of Study, p. 355
 - b. Standards of achievement—Course of Study, p. 355
 - c. Equipment—Course of Study, pp. 355-356
 - d. Suggestions for teaching

- (1) Type lesson on the cecropia moth—Course of Study, p. 356
- (2) Means of stimulating interest—Course of Study, pp. 356-357
- e. General rules for stocking and care of the aquarium—Course of Study, pp. 357-359
- f. Suggestions for terrarium—Course of Study, pp. 358-359
- g. Science activities—Course of Study, pp. 359-360
- h. Specific aims in the various grades—Course of Study, pp. 360, 362, 364, 366, 369, 371, 373, 378
- i. Procedure in teaching nature study and elementary science in the various grades—Course of Study, pp. 360, 362, 364, 366, 369, 371, 373, 378
2. Forestry unit (Prepared by Miss Alta Wilmarth, Iowa State Teachers College)
 - a. The aims
 - (1) To increase the child's appreciation for trees
 - (2) To teach him the national need for the conservation of forests
 - (3) To interest the pupil in the 1932 Washington Bicentennial celebration
 - b. References
 - (1) Bliss, *The Shelterbelt as an Asset on the Iowa Farm and Longer Durability for Fence Posts and Farm Timbers*, Extension Service Bulletins 108, 109, Ames, Iowa
 - (2) Comstock, *Handbook of Nature Study*, Comstock Publishing Company, Ithaca, N. Y.
 - (3) Cook, *One Hundred and One Famous Poems*, The Cable Co., Chicago
 - (4) Curtiss, *Renewing the Shelterbelt*, and *The Growth, Returns and Uses of Planted Cottonwood in Iowa*, Agricultural Experiment Station Bulletins 27 and 223, Forestry Section, Ames, Iowa
 - (5) Hannah, *A Tree Planting Memorial*, Normal Instructor, April, 1931
 - (6) MacDonald, *The Forest as an Investment on Non-Agricultural Land in Iowa*, Iowa State College, Ames, Iowa
 - (7) Pack, *The Forestry Primer*, The American Tree Association, Washington, D. C. (Also Forestry Department, Ames, Iowa)
 - (8) Pool, *Trees of Nebraska*, Agricultural College, Lincoln, Neb.
 - (9) Rogers, *Trees*, Little Nature Library, Doubleday, Doran and Co., Garden City, N. Y.
 - (10) *A Wonder Story*, U. S. Rubber Co., 1790 Broadway, New York, N. Y. (Free) (In Reader's Digest also)
 - (11) *Boy Scout Handbook*, Boy Scouts of America, 32-33 Sts., N. Y.
 - (12) *How a Tree Grows*, Atlantic Monthly (October, 1930)
 - (13) *The Book of Rural Life*, Bellows-Durham Co., Chicago
 - c. Suggestive motive questions as a guide to interest during study of unit
 - (1) Why are the following true?
 - (a) "There is no more important lesson for the American people to learn than the need of growing and conserving trees."

ing forests and trees. Our future development as a nation will largely hinge upon the success with which we can spread this gospel." John J. Tigert, U. S. Commissioner of Education.

- (b) "Our civilization is so dependent upon forest products that we cannot do without them." Professor E. L. Palmer, Cornell University

(2) Is it true that "Trees are Nature's greatest gift"?

d. Poem study (and stories)

America the Beautiful

Kilmer, *Trees* (One-hundred-one Famous Poems)

Morris, *Woodman, Spare That Tree* (Long, American Poems)

Bunner, *Heart of the Tree* (One-hundred-one Famous Poems)

Larcom, *Plant a Tree* (One-hundred-one Famous Poems)

Very, *The Tree—The Book of Rural Life*

Stetson, *Tree Feelings* (Comstock's Handbook)

Stories:

Apple Seed Johnny

Why the Poplar Tree's "Arms" Are Held Up

Picture Study:

Avenue of Trees (Avenue at Middelharnis) by Hobbema

e. Washington Bicentennial Celebration April, 1932

(1) Spirit of Washington represented by tree

(a) Roots deep in soil as Washington in heart of American people

(b) Firm and dependable as Washington's principles of a self-reliant nation

1st Government

2nd Conservation

(2) Dedication February 22, 1932 of all trees planted as living monument to Washington

(3) Certificate issued to each member of tree planting army by the American Tree Association

(4) All necessary information secured from The American Tree Association, 1214 Sixteenth St., Washington, D. C.

(5) Army of five million children wanted

f. Historic trees

(1) Washington Elm, Cambridge, Mass. (A new "Washington Elm"—sapling from the original—planted near place where Cornwallis surrendered to Washington at Yorktown)

(2) Charter Oak, Hartford, Conn. (Destroyed by storm, 1856)

(3) Wm. Penn Treaty Elm, 1682 (Blown down 1810—Now marked by monument)

(4) Washington Cherry Trees, Washington, D. C. (Gift from Japan)

g. Nature study (choose elementary parts for study—study just several trees)

(1) Kinds of trees

(a) Get from pupils what trees they already know.

(b) Make plan of school yard or home yard and label trees.

- (c) Extend plot into roadside and label trees.
- (d) Include neighborhood.
- (2) Parts of tree (Comstock's Handbook)
- (3) Characteristics to note (Season of year determines which features are most prominent. Buds and leaf scars are the most unvarying of tree characteristics)
 - (a) Leaves (see note 4)
 - (b) Flowers
 - (c) Fruits
 - (d) Bark
 - (e) Buds
 - (f) Bud arrangement
 - (g) Leaf scars
 - (h) Tree form (top)
 - (i) Age
- (4) Families (See note 1)
- (5) Value
 - (a) Beauty (See note 2)
 - (b) Shade
 - (c) Flood prevention
 - (d) Lumber and other products

*h. Note 1

Only three families of our large trees have opposite leaves. This fact helps the beginner. Look first at the twigs. If the leaves (or in winter the buds and leaf scars) stand opposite, the tree, if it is of large size, belongs to the maple, ash, or horse-chestnut family. Our native horse-chestnuts are buckeyes. If the leaves are simple the tree is a maple; if pinnately compound, of several leaflets, it is an ash; if palmately compound, of five or seven leaflets, it is a horse-chestnut. In winter dead leaves under the trees furnish this evidence. The winter buds of the horse-chestnut are large and waxy, and the leaf scar is a small, narrow crescent. Ash buds are dull and blunt, with rough leathery scales. Maple twigs are slender. Ash and buckeye twigs are stout and clumsy. Rogers, "Trees," Little Nature Library, p. XV.

i. Note 2

Latin used for scientific names. That language is not changing as languages are that are now used.

*j. Note 3

The swift unfolding of the leaves in spring is always a miracle. One day the budded twigs are still wrapped in the deep sleep of winter. A trace of green appears about the edges of the bud scales—they loosen and fall, and the tender green shoot looks timidly out and begins to unfold its crumpled leaves. Soon the delicate blade broadens and takes on the texture and familiar appearance of the grownup leaf. Behold! while we watched the single shoot the bare tree clothed itself in the green canopy of summer.

How can this miracle take place? How does the tree come into full leaf, sometimes within a fraction of a week? It could never

*Taken from "Trees" by Rogers in Little Nature Library. Permission for use granted by Doubleday, Doran & Co.

happen except for the store of concentrated food that the sap dissolves in spring and carries to the buds, and for the remarkable activity of the cambium cells within the buds.

What is a bud? It is a shoot in miniature—its leaves or flowers, or both, formed with wondrous completeness in the previous summer. About its base are crowded leaves so hardened and overlapped as to cover and protect the tender shoot. All the tree can ever express of beauty or of energy comes out of these precious little “growing points,” wrapped up all winter, but impatient, as spring approaches, to accept the invitation of the south wind and sun.

The protective scale leaves fall when they are no longer needed. This vernal leaf fall makes little show on the forest floor, but it greatly exceeds in number of leaves the autumnal defoliation.

- k. Study of conservation (from *The Forestry Primer*)
 - (1) Our original and our present forests
 - (2) Where our forests have gone
 - (3) What is happening to our forests?
 - (4) Forest use and the growth of Uncle Sam
 - (5) Enormous losses by forest fires
 - (6) The “blacklist” in our forests
 - (7) Waste—the cancer of forest use
 - (8) Community and private forests
 - (9) Why we need a forest policy
 - (10) How organization can help
 - (11) Our forest wealth that remains
 - (12) What has been done in forestry?
 - (13) What of the future of our forests?
- l. Tree surgery and treatment of disease—*Rural Life*, pp. 15-84
 - (1) Intelligent work
 - (2) Ignorant work
- m. Lumbering
 - (1) Early history of lumbering
 - (2) Location of forest areas on shaded map
 - (3) Kinds of trees used for different types of lumber indicated on map
 - (4) Amount of lumber consumed yearly
 - (5) What few leading needs consume a large percent of total lumber used yearly
 - (6) Products (*Rural Life*, p. 2160)
 - (a) A story of a log from the forest lumber camp to the finished lumber stacked in the lumber yard (*Rural Life*, p. 4911)
 - (b) Wood pulp—manufacture and use
 - (c) Veneers—manufacture and use
 - (d) Railroad ties—making and using
 - (e) Shingles—manufacture
 - (f) Lath—manufacture
 - (g) Tanning materials—making and using

- (h) Cooperage stock—manufacture
 - (i) Naval stores—manufacture
 - (j) Poles and piling—manufacture
 - (k) Posts—making
- n. Pupil activities
- (1) Write to American Tree Association for information on Washington's Bicentennial and concerning tree study, plant and care
 - (2) Take a tree census (Rural Life)
 - (a) Compile list of all the kinds of trees growing in neighborhood
 - (b) Add any other desired information about each
 - (3) Study and collect leaves (Rural Life)
 - (a) Leaf of each kind of tree collected
 - (b) Press leaf until dry
 - (c) Mount on stiff paper and label
 - (4) List the ways in which wood and tree products contribute to our own comfort and pleasure
 - (5) Try to describe a forest
 - (6) Find how trees help each other in a forest. How they compete with each other (Rural Life) p. 151
 - (7) Collect bark and wood (Rural Life)
 - (a) Section of limb of uniform diameter
3 to 4 inches long
One end square—other shaved to wedge
 - (b) Mount and label
 - (8) Collect seeds and mount—or collection of nuts alone
 - (9) Make complete tree mount—single tree mount showing on one card leaves, twigs, flowers, fruits, young bark, old bark and longitudinal and cross section of the wood. (Different seasons may be required as when some one cuts down a tree)
Rural Life
 - (10) Excursions to observe tree surgery and the treatment of tree disease
 - (a) Intelligent work and the results
 - (b) Ignorant work and the results
 - (11) Plant a tree
 - (a) The study of how to plant it
 - (b) The planting
 - (c) The care
 - (12) Make maple syrup (Comstock's Handbook)
 - (13) Collect samples of products of trees for a chart
 - (14) Make lumber map of U. S. of world
 - (15) Write the story of how a forest ranger lives and works
 - (16) Find how a forest is planted
 - (17) Make a book of tree products such as:
 - Cork
 - Cinnamon
 - Rubber
 - Rosin, etc.

E. *Agriculture*

1. Aims—Course of Study, p. 23
2. What should be taught—Course of Study, p. 23
3. Suggestions as to method—Course of Study, p. 24
4. Organization—Course of Study, p. 24

F. *Tests*

Tests covering methods for teaching nature study, elementary science and agriculture should be of both the objective and essay type. It is suggested that the following be covered by tests:

1. Aims in teaching nature study and general science
2. Ways for stimulating interest in general science and nature study
3. Science activities to be carried out in school
4. Students' plans for nature study and science in primary grades next year
5. References for study of nature study and science
6. Aims in teaching agriculture
7. Grades in which elementary agriculture are given
8. Plans which students have made for teaching agriculture next year

XXXV. Methods for Teaching Health

A. *General statement*

Two weeks should be given to the study of METHODS FOR TEACHING HEALTH AND PHYSIOLOGY. The major topics treated are the school plant and disease prevention in general, health and hygiene for the primary grades (first, second, and third) and health and physiology for grades four to eight. The laboratory periods should be used for the preparation of health and hygiene lessons for the primary general lessons period. According to the course of study health and hygiene lessons should be taught to these grades each week (See Course of Study, p. 18)

Suggestions for a test covering this unit will be found at the close of the syllabus.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, pp. 182-220, The Derry and Williams Press, Waterloo, 1928
2. Betts, *Classroom Methods and Management*, Bobbs-Merrill & Co., Indianapolis, Ind., 1917
3. Charters, *Teaching the Common Branches*, Houghton Mifflin Co., Chicago, 1924
4. Dansdill, *Health Training in Schools*, National Tuberculosis Association, 370 7th Ave., New York, 1925
5. Department of Public Instruction Bulletin on *Health*
6. Phillips, *Modern Methods and Elementary Curriculum*, D. Appleton-Century Co., Chicago, 1926
7. Ritter and Wilmarth, *Rural School Methods*, Chas. Scribner's Sons, Chicago, 1925
8. Stevenson, *Safety Education*, A. S. Barnes & Co., New York, 1931
9. Whitecomb and Beveridge, *Our Health Habits*, Rand McNally Co., Chicago, 1929

C. *Topical references*

1. The school plant—Essentials for healthful school environment
 - a. Floors—Course of Study, p. 183
 - b. Windows, lighting, and walls—Course of Study, p. 183
 - c. Water supply—Course of Study, p. 183
 - d. Heating and ventilation—Course of Study, p. 183
 - e. Lunches—Course of Study, p. 184
 - f. Rest room facilities—Course of Study, p. 184
 - g. General cleanliness—Course of Study, p. 184
 - h. First aid kit—Course of Study, p. 184; Betts, p. 297
 - i. Blackboards—Course of Study, p. 185
 - j. Erasers and crayons—Course of Study, p. 185
 - k. Dust cloth—Course of Study, p. 185
 - l. Fire escapes—Course of Study, p. 185
 - m. Fire drill—roll call—Course of Study, p. 185
2. Disease prevention—school health
 - a. Daily inspection—Course of Study, p. 185
 - b. Occasional inspection—Course of Study, p. 186
 - c. Weighing and measuring—Course of Study, p. 186; Dansdill, pp. 308-312
 - d. Weight percentage—Course of Study, p. 187
 - e. Nutrition—Course of Study, p. 187; Dansdill, pp. 174-175, 270-304, 182, 235-239, 101-133
 - f. Posture—Course of Study, p. 187; Dansdill, pp. 133-135, 164-165, 195-198
 - g. Annual physical inspection and medical examination—Course of Study, p. 187
 - h. Dental inspection—Course of Study, p. 187
3. Habits—Course of Study, p. 210; Charters, pp. 353-355; Betts, pp. 296-297
4. Methods
 - a. Modern health crusade—Course of Study, pp. 210-211; Dansdill, pp. 356-373
 - b. Repetition—Course of Study, p. 211
5. Objectives—Phillips, pp. 308-309
6. Correlation—Course of Study, p. 211
7. Activities—Course of Study, p. 211
8. Attitudes—Course of Study, p. 212; Betts, pp. 291-293
 - a. Supplementary devices and activities—Course of Study, p. 212
 - b. Correlation of health work with other school subjects—Course of Study, p. 214
 - c. Checking results of the health work—Course of Study, pp. 214-215
9. Community health—Course of Study, pp. 215-220; Dansdill, pp. 278-382

D. *Health outline for primary grades*

From the material in the Course of Study, pp. 190-200, "Our Health Habits" by Whitcomb and Beveridge, and "Health Training in Schools" by Dansdill, students should plan 36 lessons for primary grades (first, second, and third) for use in their rural schools next year. There are

nine main topics for these grades according to the Course of Study. These are: (1) safety, (2) parts of the body, (3) food, (4) clothing, (5) sleep and rest, (6) exercise and play, (7) teeth, (8) disease prevention and (9) citizenship. This will provide for four lessons on each of the topics. See Whitcomb and Beveridge, pp. 1-173, for primary health lessons

An effective means of instituting health education is through the presentation of information and rules concretely and impressively by means of posters, graphs, and other visual aids. The following may be secured for a nominal sum and should be very helpful and suggestive:

1. *Nine Health Posters*, Chicago Tuberculosis Institute, 9 South Dearborn St., Chicago, Ill.
 2. *Twelve Chore Pictures*, Iowa Tuberculosis Association, 610 Flynn Bldg., Des Moines, Iowa
 3. *Fifty-eight Charts on Health Problems*, Dr. Thos. D. Woods, 525 W. 120 St., New York
 4. *Forty-seven Cartoons for Public Health Exhibits*, American Medical Association, 535 N. Dearborn St., Chicago, Ill.
 5. The "Ten Point Rule for the Poster" is given in *Seeing Is Believing*, American Child Health Association, 370 Seventh Ave., New York
- E. *Health outline for grades four and five*—Course of Study, pp. 200-202; Ritter and Wilmarth, pp. 395-399; Whitcomb and Beveridge, pp. 181-469
1. Safety suggestions—Course of Study, p. 200; Dansdill, pp. 342-349; Stevenson, pp. 11-22
 2. Parts of body—Course of Study, pp. 200, 203
 - a. Skin—Course of Study, p. 200
 - (1) Suggestions—Course of Study, p. 200
 - b. Hands—Course of Study, p. 200
 - (1) Suggestions—Course of Study, p. 200; Dansdill, pp. 245-246, 44-45
 - c. Eyes—Course of Study, p. 200
 - (1) Suggestions—Course of Study, p. 200; Dansdill, pp. 350-354, 61-69
 3. Food—Course of Study, pp. 201, 203; Betts, p. 294
 - a. Suggestions—Course of Study, p. 201
 - b. Water—Dansdill, pp. 278-280
 - c. Stimulants—Course of Study, pp. 201, 203; Ritter and Wilmarth, p. 397
 - d. Elimination—Course of Study, p. 201; Dansdill, pp. 289-293
 4. Clothing—Course of Study, pp. 201, 203
 - a. Suggestions—Course of Study, p. 202; Dansdill, pp. 258-262
 5. Sleep—Course of Study, pp. 202, 203; Betts, p. 295; Dansdill, pp. 185, 135-143, 317-321
 6. Rest—Course of Study, pp. 202, 203; Betts, p. 295; Dansdill, pp. 185, 135-143, 317-321
 7. Exercise and play—Course of Study, pp. 202, 203; Charters, pp. 358-360
 - a. Suggestions—Course of Study, p. 202; Dansdill, pp. 175-177, 179-181, 188-198

- b. Posture—Course of Study, pp. 202, 204; Dansdill, pp. 133-135, 164-165, 195-198
 - 8. Teeth—Course of Study, pp. 202, 204; Dansdill, pp. 52-56, 263-269
 - 9. Disease prevention—Course of Study, pp. 202, 204; Betts, p. 296
 - 10. Community health—Course of Study, pp. 202, 204; Ritter and Wilmarth, pp. 397-399
- F. *Health outlines for grades six, seven, and eight*—Course of Study, pp. 204-210; Whitecomb and Beveridge, pp. 310-369
- 1. Safety—Course of Study, pp. 204, 206, 209; Stevenson, Safety Education
 - 2. Parts of body—Course of Study, pp. 205, 207, 209; Ritter and Wilmarth, pp. 403-405
 - a. Skin—Course of Study, pp. 207-209
 - b. Nose—Course of Study, p. 207
 - c. Eyes—Course of Study, p. 207
 - 3. Food—Course of Study, pp. 205, 207, 209
 - 4. Stimulants—Course of Study, pp. 205, 208
 - 5. Clothing—Course of Study, p. 205
 - 6. Sleep and rest—Course of Study, pp. 205, 209
 - 7. Exercise and play—Course of Study, p. 206
 - 8. Posture—Course of Study, p. 206
 - 9. Teeth—Course of Study, pp. 206, 208, 210
 - 10. Disease prevention—Course of Study, pp. 206, 208, 210
 - 11. Community health—Course of Study, pp. 206, 209, 210
 - 12. Mental hygiene—Course of Study, p. 206

G. *Tests*

It is suggested that normal training teachers make up such tests as will cover the following:

- 1. Essentials to be considered for a healthful school environment
- 2. The content of a first aid kit for the rural school
- 3. Daily inspection in the rural school
- 4. Cooperation with the county nurse or other health officers in school work
- 5. Health habits which you expect to have your pupils form
- 6. Plans for teaching health and hygiene to the primary pupils next year
- 7. When and where health comes in the teaching program for upper grade pupils
- 8. List important activities which you will use in interesting intermediate grade pupils in health and hygiene
- 9. An objective type test for intermediate grade pupils covering food, clothing, and exercise

XXXVI. Methods for Teaching Safety Education

A. *General statements concerning the teaching of safety education*

1. In primary grades

Safety education in the primary grades may be made a part of the activities program on which experience reading charts are based.

Visiting experience lessons, dramatizations, etc., preliminary to making experience charts may be carried on in rural schools with the first, second, and third grades combined. The reading charts and seat work may then be worked out in the separate grades, the activities being selected, from the general outline following, to suit the respective grades. These charts and booklets may then be read and explained to other rooms and to parents on visiting days.

Safety education may also be taken up as a phase of citizenship training taught at the time allotted for citizenship.

It is suggested that each teacher take advantage of her own local situation in teaching safety. If, for example, it is known that certain children are going fishing on Saturday with their parents the teacher may use this opportunity to teach the proper way to handle fish hooks. A fish hook may be shown and the proper way to handle it discussed.

2. In intermediate and upper grades

The safety program in the intermediate and upper grades may be worked into the opening exercise, general lesson, citizenship, and language periods. It may also be used in connection with club work. These units for intermediate and upper grades should be an extension of the work done in safety education in the primary grades. Continual reference should be made to the primary section.

B. *Units worked out for primary and also intermediate and upper grades are based upon causes of accidental deaths in Iowa since 1926*

1. Safety in the streets and highways
2. Safety against fire
3. Safety at home
4. Safety at school
5. Safety in play and recreation

C. *Reference books and materials*

1. Curriculum material
 - a. Department of Public Instruction, State of Iowa, *Course of Study in Safety Education*, State House, Des Moines, Iowa, 1932
 - b. National Society for the Study of Education, *The Present Status of Safety Education*, Part 1 of the 25th Yearbook of the National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, 1926, 410 pages, price \$1.75
 - c. Secretary of State, *Monthly Analysis of Motor Vehicle Accidents in Iowa*, State House, Des Moines, Iowa. (This report may be secured by any school each month by writing to the office of the Secretary of State, Des Moines, Iowa. It gives valuable information as to the number and causes of automobile accidents in the state each month.)
 - d. Streitz, *Safety Education in the Elementary School*, National Bureau of Casualty and Surety Underwriters, New York, 1926, 142 pages, price 75c
 - e. White House Conference on Child Health and Protection, *Safety Education in Schools*, Report of the Subcommittee on Safety in

Schools, Albert W. Whitney, Chairman, The Century Company, New York, 1932, 61 pages, price 50c

2. Supplementary material

- a. Booth, *Jimmie and the Junior Safety Council*, World Book Publishing Company, Yonkers, New York, 1926, 246 pages, price 75c
- b. Cobb, *Chalk Talks for Health and Safety*, Macmillan Company, New York, 1927, 243 pages, price 80c
- c. Fox, *Roller Bear and the Safeway Tribe*, Macmillan Company, New York, 1928, 259 pages, price 96c
- d. Gentles and Betts, *Habits for Safety*, Bobbs-Merrill Co., Indianapolis, Ind., 1932
- e. Greenwalt, *Interesting Facts*, (Prepared by John L. Mansfield), Motor Vehicle Department, Des Moines, State of Iowa, 1932
- f. Hyde and Slown, *Safety Programs and Activities*, Beckley-Cardy Company, Chicago, Illinois, 1931
- g. National Board of Fire Underwriters, 85 John Street, New York, *Safeguarding the Home Against Fire*, *Safeguarding the Farm Against Fire*, *Safeguarding the Nation Against Fire*, and *The Trial of Fire* (a play), all free
- h. National Safety Council, Education Division, 1 Park Avenue, New York, *Safety Education*, a magazine, 10 issues a year, subscription price, \$1.00; *A Program for Organizing a High School Motor Traffic Club*, 20 pages, price 10c; *Safety Education in the Rural School*, 56 pages, price 25c; *A Series of Ten Safety Plays*, price 25c each play
- i. Roberts, *Safety Town Stories*, Lyons and Carnahan, New York, 1930, 96 pages, price 60c
- j. Stevenson, *Safety Education*, A. S. Barnes & Co., New York, 1931
- k. Towle, *Safety Education*, Kindergarten Unit, Bureau of Publications, Teachers College, Columbia University, New York, 1931, Teachers Lesson Unit Series Number 13, 16 pages, price 25c
- l. Waldo, *Safety First for Little Folks*, Charles Scribner's Sons, New York, 139 pages, price 60c

D. Goals to be reached through teaching safety education

1. In primary grades
 - a. Develop in children habits of carefulness and obedience to safety rules when on the country roads or in the city or town streets
 - b. Create right attitudes with regard to:
 - (1) Being responsible for safety of self
 - (2) Being responsible for safety of others
 - c. Eliminate all preventable accidents in crossing streets and walking on streets and highways
 - d. Develop habits of carefulness in prevention of fire
 - e. Train children in what to do in case of fire
 - f. Develop habits of safe conduct in school buildings and on school grounds
 - g. Develop a desire for choosing safe places for play

2. In intermediate and upper grades
 - a. Continue from the primary grades the development of safety habits in the street
 - b. Study automobile accidents as to how, why and when they occur and how to prevent them
 - c. Train to understand the automobile and driver's license and their relation to safety
 - d. Teach children what to do in case of fire
 - e. Teach how to give first aid in case of burns
 - f. Study the causes of accidents on the way to school, in the school-room, and on the playground and how to prevent them
 - g. Have the children study the causes of home accidents and how to prevent them
 - h. Promote habits of carefulness when near or in the water
 - i. Teach first aid in case of drowning and other accidents
 - j. Develop habits of carefulness on the playground and in the use of all play apparatus
- E. *Suggestive helps for carrying out the safety education program in primary, intermediate, and upper grades*
1. Promoting safety on the highways and streets
 - a. Standards—Each teacher may very profitably have the children set up standards covering these points:
 - (1) Walk on the side of the road where you will meet the on-coming cars
 - (2) Refrain from crossing the road unnecessarily
 - (3) Refrain from begging for rides
 - (4) Refuse to ride with strangers
 - (5) Seek safe places to ride a bicycle
 - b. Traffic signals and rules of road—Children should know traffic signals and the rules of the road. It would doubtless be helpful if the teacher would supply the school with a copy of the Motor Vehicle Laws of Iowa and later send out tests based on these laws. (See Safety Education Bulletin, pp. 89-97)
 2. Promoting safety against fire
 - a. Fire prevention charts—The teacher may require that a certain number of fire prevention charts be made up by the school. These charts may be dictated by the children and preserved for exhibition purposes. Such topics as the following may be used:
 - (1) Reasons why we do not play with matches
 - (2) What I should do if my clothing caught fire
 - (3) What I should do if I discovered someone's house on fire
 - (4) Why firecrackers are dangerous
 - (5) What we do when the fire alarm sounds
 - b. Motivation—The teacher may give each child copies of the School and Home Inspection Charts on pp. 64-65 in the safety education bulletin and the results may be filed for the county superintendent to see when he visits the school. This will help to make the children aware of fire hazards.

3. Promoting safety at school—The teacher may have her pupils check on what might cause accidents at school and how these accidents may be prevented. This survey makes good material for a Safety at School reading booklet or for safety charts.
4. Promoting safety at home—The teacher may direct the children in checking at home to see what kind of accidents might take place as a result of ignorance or carelessness and how to prevent these accidents. These might be, for example, falls down stairways, burns from electrical machines, gas suffocation, suffocation from carbon monoxide gas, drowning in wells or water tanks, injuries from sharp objects, and so on.

F. *Suggestive check sheet for safety education*

TEACHER'S CHECK SHEET IN SAFETY EDUCATION		
Do I	Yes	No
1. Teach the children the safe place to walk on the highway.		
2. Talk to the children about the danger of asking for, or accepting rides from strangers.....		
3. Know the rules of the road and teach them to the children		
4. Help the children set up standards with regard to conduct on the highways.....		
5. Talk with the children about the danger of fires and how to prevent them.....		
6. Have the children make home and school inspections for fire hazards		
7. Teach the children what to do if their clothing should catch fire		
8. Teach what to do in case the house catches fire.....		
9. Teach what to do in case one is in a public building which is on fire.....		
10. Have the children make lists of dangers in the home and at school and how to prevent accidents from these dangers		
11. Teach precautions with regard to swimming or learning to swim		
12. Teach what dangers may be met in camping or hiking...		
13. Teach the danger of carbon monoxide gas and what to do in case of an accident from it.....		
14. Try to make the children safety conscious not only for themselves but for others.....		
15. Make use of the tests given in the safety education bulletin		

G. *Laboratory and student activity suggestions*

1. Make a list of the various types of safety education listed in the Safety Education Bulletin
2. Plan a poster which you think will be helpful in teaching each of the five types

3. Plan reading table booklets on safety education
4. Plan tests on safety education lessons similar to those given in the bulletin
5. Have demonstrations of:
 - a. What to do if the clothing catches fire
 - b. How to perform artificial respiration
6. Take the tests given on pp. 89-97 of the Safety Education Bulletin
7. Make lesson plans for five safety education lessons, one each of the types of safety taught in the Safety Education Bulletin. Plan your lessons thus:
 - a. Approach
 - b. Directed study—references
 - c. Word study
 - d. Things for pupils to do
 - e. Summary

XXXVII. Methods for Teaching Physical Education

A. *General statement*

One week is allotted to teaching METHODS FOR PHYSICAL TRAINING and for collecting materials in this subject. Students should study pages 17 and 18 in the course of study to learn when physical training is to come on the regular program. It must be kept in mind that physical training will have to be given to all grades at the same time so provision for material will need to be made accordingly. Laboratory suggestions will be found at the end of this syllabus. The books listed are in common use in the high school normal training departments.

B. *Library books*

1. *Iowa Plan for Physical Education in Rural and Elementary Schools*, Midland Schools, Shops Building, Des Moines, Iowa
2. *Iowa State Course of Study for Elementary Schools*, 1928, pp. 406-415
3. Eells, Moeller and Swain, *Rural School Management*, pp. 212-270, Chas. Scribner's Sons, Chicago, Ill., 1924
4. Neilson and Van Hogen, *Physical Education for Elementary Schools*, A. S. Barnes & Co., New York, 1931
5. Wild and White, *Physical Education for Elementary Schools*, Iowa State Teachers College, Cedar Falls, Iowa

C. *Topical references*

1. Introductory statement—Course of Study, p. 406
 - a. Specific aims in development of physical training program—Course of Study, p. 406; Neilson and Van Hogen, pp. 6-7
 - b. Conditions considered essential to accomplish these aims adequately—Course of Study, p. 406
2. Equipment needed—Course of Study, p. 406; Eells, Moeller, and Swain, pp. 219-220
3. Suggestions for teachers—Course of Study, pp. 407-408 (top of page)
4. Physical development—Course of Study, pp. 408-413; Neilson and Van Hogen, pp. 27-36
5. Mental development—Course of Study, pp. 408-413

6. Rhythmic training—Course of Study, pp. 408-413; Neilson and Van Hogen, pp. 36-48
7. Problems of the teacher—Course of Study, p. 413; Eells, Moeller, and Swain, pp. 212-219
8. Relation to other subjects—Course of Study, p. 413
9. Standards of achievement—Course of Study, pp. 413-414; Neilson and Van Hogen, p. 14
10. Games
 - a. Adapted to age of children—Course of Study, pp. 408-413; Eells, Moeller, and Swain, p. 216
 - b. Characteristics of good games for rural schools—Eells, Moeller, and Swain, p. 217
 - c. Outdoor and indoor games—Eells, Moeller, and Swain, pp. 221-238; Neilson and Van Hogen, pp. 68-350
11. Athletic efficiency tests—Eells, Moeller, and Swain, p. 239
 - a. Directions for making equipment—Eells, Moeller, and Swain, pp. 242-243
 - b. How to conduct events—Eells, Moeller, and Swain, pp. 243-247
12. Correct posture—Eells, Moeller, and Swain, pp. 247-253
13. Formal gymnastics—Eells, Moeller, and Swain, pp. 253-255
14. Singing games and rhythmic plays—Eells, Moeller, and Swain, pp. 255-269

D. *Purposes of the physical education program in Iowa*

1. The state law of Iowa requires that every child receive regular instruction in physical education and health education. The periods of instruction in these subjects must total at least fifty minutes a week exclusive of recess. The Iowa plan endeavors to aid teachers who have not received much technical training in these subjects to carry out this statutory requirement in the best possible way.
2. Physical education, either good or bad, is going on all the time. The baby wriggles in his crib and attempts to put his foot in his mouth. The normal child in every school yard is playing or carrying on some form of physical activity. This activity will not necessarily produce desired results, and may even do harm, if incorrectly used. For example, the remark "Throw your shoulders back" so often heard has often resulted in lordosis. The Iowa plan attempts to give guidance for the attainment of the great educational objectives through use of the activity, and at the same time develop skill in the activity so it may be most effective.
3. Physical education should help increase the joy of living and build a personality which will reflect intelligence, health, happiness, culture, refinement, and emotional poise.

E. *General purposes which should guide in conducting the physical education program*

These purposes are set forth on pages 3 and 4 of the bulletin "Iowa Plan for Physical Education," and should be read carefully and frequently by every teacher.

F. *Units of work*

Definition: A unit of work consists of twenty-seven activity items together with all items of the health associates and character associates. See page 9 of bulletin. A certain number of items are to be selected from each section below, so as to make a unit of work.

1. Rhythmical activities—3—two kinds required, e. g.
 - a. Singing games—Rabbit Hollow, A Hunting We Will Go
 - b. Folk games—Carrousel, Danish Dance
2. Stunts—6—three kinds required, e. g.
 - a. Ground stunts—Forward Roll, Head Stand, Leap-frog
 - b. Single rope stunts—Straight forward, Figure 8, etc.
 - c. Apparatus stunts—Chin the bar, Clumb pole or tree
3. Combat activities—2, e. g.
 - a. Rooster fight
 - b. Disarm, and others
4. Leap-up and team games—4, e. g.
 - a. Ring Call Ball
 - b. Newcomb, and others
5. Group games and relay—5—two divisions, e. g.
 - a. Outdoor games—Cat and Rat, Midnight
 - b. Schoolroom games—Snatch, Squirrel and Nut
6. Individual and dual games—3, e. g.
 - a. Hop scotch
 - b. Ten pin contest
 - c. Marbles
7. Out of school activities—4—seven types, e. g.
 - a. Winter sports—Sliding with sled, skating, and others
 - b. Aquatics—Swimming, rowing, and others
 - c. Camping and outing—Nature hikes, cooking meal outdoors
 - d. Party games—Charades, slide around, shuffle board
 - e. Picnic games—Nuts in May, ten steps, horseshoes
 - f. Home activities out-of-doors—London bridge, tag games
 - g. Home activities in-doors—Huckle buckle bean stock, table tennis

G. *Activities*

1. Difficulty and age adaptability
 - a. A school beginning work for the first time would probably select activities from the lower level or division numbered one on page three of the bulletin
 - b. The older pupils or groups which have learned units on the lower level will select activities listed under division two
 - c. In larger schools, or schools with older children, activities from division three will probably be needed.
2. Types or nature of activities
 - a. Rhythm activities
 - b. Stunts
 - c. Combat activities
 - d. Lead-up and team games
 - e. Group games and relays
 - f. Individual and dual sports

- g. Out-of-school activities
- h. Health associates

H. *Health practices associated with all activities*

1. See that children are physically fit
2. Modify activities for pupils:
 - a. After return from absence because of illness
 - b. After operations
 - c. When child is malnourished, tires quickly or gets dizzy spells
 - d. When family physician so recommends
 - e. Immediately after eating
 - f. On hot days
 - g. In a hot dusty room
3. Healthful physical environment
 - a. Indoors—ventilation, temperature, removal of surplus clothing, removal of dangerous obstructions, safe floor, adequate light, cleanliness
 - b. Outdoors—removal of rocks and weeds, adequate area, drainage, some shade, jumping pits
4. Proper health conduct during and after activity
 - a. Cool off gradually before sitting still in class (less strenuous exercise toward close)
 - b. Warm up gradually before strenuous activity
 - c. Drink cold water slowly
 - d. Dress according to weather and to the activity
 - e. Wash hands and make themselves neat (use of looking glass)
5. A happy period for physical education
 - a. Help the timid child
 - b. Do not use exclusion from physical activities as a punishment
 - c. Be as cheerful and courteous as you expect children to be
6. Fundamental bodily skills such as position of readiness, sitting position, falling, page 13 of the bulletin

I. *Records needed*

1. School record

This is a simple listing of the types of activities with the number of each required, and a statement or check of the ones chosen and completed. It is intended to give county superintendents and succeeding teachers a record of just what has been accomplished.

2. Pupil or squad record

This enables every pupil to see his own progress. Items vary but the group achievement record will show this. See group achievement record in the appendix of the physical training bulletin.

J. *Helps in carrying out the physical education program*

1. Department bulletin, *Iowa Plan for Teaching Physical Education in Rural and Elementary Schools*
2. *Physical Education for Elementary Schools* by Wild and White, Iowa State Teachers College, available, cloth bound, to any county superintendent, \$1.50 each if purchaser takes care of transportation.

3. Trained teachers—The board of educational examiners is now requiring, in addition to physical education for all certificates, a credit of two semester hours in health education, as a requirement for the new type of certificate.

K. *Suggestions for teaching*

1. Every school should have the Wild and White book. Most of the games suggested are found in other books on physical education if such are available.
2. Pupils should help select the activity. No cut and dried program should be handed to them. They may begin by selecting only enough material for six weeks, adding to this as needs develop.
3. Vary your program to the sentiment of the community. The course is so flexible there should be no need of displeasing any community if the program is properly presented to them.
4. Enlist your P. T. A. or other community groups in interpreting the program to the public.
5. The manner of approach may determine the success or failure of your program. We suggest one method you might use. Early in the fall while the evenings are long, have a party, perhaps a "kid party" so called if adults come in costume. Ask each one invited to come prepared to teach one game he or she played in school days. If you have foreign-born patrons, ask them to come prepared to teach a game they learned in the old country. Play the game for a short period. If people like it, say to the leader, "Everyone seems to like this. Won't you come over to school some day and show the boys and girls how to play this game?" Let these games be your unit. Your P. T. A. or community club might like to make this one of their programs.
6. Give the pupils chances to use the things they learn in school. Parties and picnics grow stale for want of wholesome games. Teachers who are invited are often at a loss when asked to lead games. Encourage home activities both in-doors and out, thus drawing the family more closely together. Get the fathers into the marble, checker, and chess tournaments. Develop community spirit by coasting, skiing, and sleighing parties, or nature hikes.
7. Encourage township or county play days. Supplement II of the Wild and White book gives very full directions for such a day. Please read carefully "*What it is not.*" Several counties of the state have held successful play days this year. A program of one is on display. The flag drill is a good way of impressing the size of the school problem, while not offered as the best type of exercise. As many as fifteen hundred children have appeared in some of these drills. The lines should each have a teacher leader facing the group. This leader does the movements so her flags move in the same directions as the pupils' flags. A leader of the entire group can stand on a raised platform or truck where all can see her.
8. A May pole drill given by the normal training classes is effective. The poles may be wound in the school colors.

L. *Sample unit in physical education* (See Unit II of *Physical Education* by Wild and White)

	Page
1. Rhythm	
a. Danish Dance of Greeting	172
b. Rabbit in the Hollow	144
c. Carrousel	192
2. Stunts	
a. Prostrate and Perpendicular	363
b. Bicycling	360
c. Crane Dive	359
d. Twister	365
e. Head Stand	363
f. Tip Up	362
3. Combat	
a. Pulling Stocks	369
b. Toe Wrestling	369
4. Team games	
a. Ring Call Ball	50
b. Simple Dodge Ball	37
c. Newcomb	79
d. Line Bounce Ball	28
5. Group games	
a. Hen and Chickens	50
b. Center Base	37
c. Meet Me at the Switch	53
d. Ball Stand	55
e. Touch Off	55
6. Individual	
a. Fifty or Burst	59
b. Jack Stones	x
c. Ten Pin Contest	59
7. Out of school games	
a. Pumpkin Base	x
b. Squirrel and Nut	27
c. Cat in Cage	x
d. Cat and Leaf	x
8. Equipment needed for this unit	
a. Book on Physical Education by Wild and White may be purchased from Cedar Falls Book Store (all pages given are from this book)	
b. Victor record No. 20432 (This gives you four excellent folk dances)	
(1) Danish Dance of Greeting	
(2) Kinderpolka	
(3) Carrousel	
(4) I See You	

- c. At least one-half as many broomstocks as there are pupils
- d. One soft rubber ball about 3 or 4 inches in diameter (A volley ball or large water ball is greatly to be desired.)
- e. One good record in 4/4 time
- f. A rope about 10 feet long or a volley ball net
- g. Two or three sets of Jack stones
- h. Milk bottles (quarts) will do nicely for Ten Pins
- i. Six or eight bean bags about 2½" by 4" (These can be brought from home.)
- j. An inexpensive bean bag board such as is shown on page 33 of the physical education bulletin. Wall board may be used.

M. *Laboratory suggestions and student activities*

Students should collect and put into notebooks the following:

- 1. Indoor games for:
 - a. Primary children
 - b. Intermediate children
 - c. Upper grade children
- 2. Outdoor games for:
 - a. Primary children
 - b. Intermediate children
 - c. Upper grade children
- 3. Track meet suggestions for various grades
- 4. Singing games for the various grades
- 5. Outline what you plan to do in physical education in your school

N. *Tests*

Tests covering methods for teaching physical training should be of both the objective and essay types. It is suggested that tests cover the following material:

- 1. Specific aims in teaching physical training
- 2. Conditions necessary in accomplishing these aims
- 3. Equipment which should be available for teaching physical training
- 4. Caring for the range of ages in teaching physical training in the rural school
- 5. Correlation of physical training with other subjects in the curriculum
- 6. Indoor games for primary, intermediate, and upper grade children
- 7. Outdoor games for primary, intermediate, and upper grade children
- 8. Characteristics of good games for rural schools
- 9. Ways for interesting children in good posture
- 10. Victrola records useful in teaching physical training
- 11. Iowa plan for physical education

XXXVIII. Methods for Teaching Home Economics and Manual Training

A. *General statement*

Provision for teaching home economics and manual training is made in the elementary course of study, pp. 321-336.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, pp. 249-260, 321-336, The Derry and Williams Press, Waterloo, 1928
2. Ritter and Wilmarth, *Rural School Methods*, pp. 340-363, Chas. Scribner's Sons, Chicago, 1925

C. *Topical references*

1. Home economics in the one-room rural school—Course of Study, p. 259
2. Practical difficulties—Ritter and Wilmarth, pp. 340-341
3. Sewing—Ritter and Wilmarth, pp. 341-349
4. Foods
 - a. Application in rural schools—Ritter and Wilmarth, pp. 349-350
 - b. Suggested equipment—Ritter and Wilmarth, pp. 350-351
 - c. How to obtain supplies—Ritter and Wilmarth, pp. 351-352
 - d. Plan of operation—Ritter and Wilmarth, pp. 352-354
 - e. Recipes—Ritter and Wilmarth, pp. 358-361
5. Home management—Ritter and Wilmarth, pp. 358-361

D. *Manual training*

See page 336 in the course of study under "special helps for rural teachers."

E. *Laboratory suggestions*

1. Have each student send for the following for use in her rural school:
 - a. *The School Lunch Bulletin*, No. 70, free, Extension Division, State University of Iowa, Iowa City, Iowa
 - b. *Hot Lunches at School*, Home Economics Bulletin No. 32, free, Extension Division, Iowa State College, Ames, Iowa
2. Have students plan a few lessons from the material in the course of study, pp. 249-260.
3. Ask the manual training teacher in your school to suggest a few simple pieces in manual training which rural school boys may make with very little equipment

XXXIX. Methods for Teaching MusicA. *Course of study prepared by Professor C. A. Fullerton of the Iowa State Teachers College for normal training high schools*1. *Introductory statements*

This bulletin has been prepared by Professor Fullerton in hopes that it will give the high school normal training students the help and direction needed for carrying on the rural school choir work in their schools.

Sixty lessons have been prepared. This will provide for almost two a week for a year or four a week for one semester. It is expected that this training will be given to the normal training students by the regular music teacher in the school. If the normal training students who are to become rural teachers are to take their parts in this great rural choir movement it is necessary that they learn how to do it.

It is the purpose of this course in music to give the prospective

teachers training to conduct the music work in the rural schools by having them do precisely what the children in the rural schools are to do, and to have them do it exactly the same way.

The real elements, or rudiments, of music are appealing melodies and lilting rhythms. They should come to children, or to all beginners, in the form of easy songs of enduring beauty.

In the early stages of the course the purpose is to establish good habits in singing, to develop facility in rhythmic action, and to prepare for the mastery of sight singing by committing to memory the syllables as an extra stanza (the Italian stanza), to a list of simple songs. Many of these are used later in the ten step method which is a further carrying out of the plan to master the technical difficulties in music without abandoning the spirit of the song.

The technical training in the first part of the course consists largely in singing by imitation the songs as recorded on the phonograph. This results in the formation of good habits in singing and the abandonment of bad habits. Keeping with the instrument develops light tones, facility in rhythmic movement, good habits in intonation and affords valuable ear training. It is suggested that as careful attention be given to all the details in the singing as would be given if preparing for a concert.

The old analytical, calculating method of procedure in learning to read music is here supplanted by a process of first acquiring a rich musical experience in singing, with the firm belief that this is a sure foundation for becoming musical readers of music.

In this outline the song is treated as the unit. The class should hear the entire song sung by the phonograph. After hearing it a few times, they should join with the phonograph in singing some of the simpler parts. Later the more difficult parts may be sung with the instrument, and finally the entire song. Then the song may be sung without the phonograph.

The daily tests should be reported in the form of a common fraction; the figures below the line showing the number in the class and figures above the line showing the number who failed in the thing attempted. The spaces within the parentheses have been set aside for recording the test results.

These tests are, in the main, extremely simple. They consist of the minimum essentials and practically all of the class are expected to pass them successfully. Their purpose is to level up efficiency and to encourage students by revealing to them what they can do in music. In this way we aim to develop in the pupil the habit of succeeding in what he undertakes.

The ability of each individual in the class is measured. If it is a singing test he sings alone with the phonograph. If the test is in rhythm or theory, four or sometimes eight students may be tested at once with the instrument.

Note carefully the pronunciation of the words of the records. Special attention should be given to the correct pronunciation of words such as angels (not anguls); heaven (not heavun); robin (not robun);

little (not littul); cricket (not crickut); pretty (pronounced pritty); hour (one syllable with the vowel prolonged); bright (prolong the "ah"); morning (prolong the vowel not the "r"); dance (the "a" is midway between the "a" sounds in "arm" and "at").

2. Suggestions to rural teachers on conducting the school choirs

The teacher should stand before the choir or group with fingers closed, palms forward level with the face, while phonograph plays the introduction, and open fingers for choir to sing first word, sketching the rhythm lightly with the hands. Lower the hands for "soft" and raise them for "loud." For releasing tone close the fingers.

3. Course of study

Singing with books open	Rhythm with V. R.	Study songs (books open)
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Lesson No. 1

- The Fiddle
p. 8, V. R. 19831
1. Listen to first stanza as sung by phonograph
 2. Sing easy parts only as indicated in the book
 3. Reverse the process and sing the more difficult parts, listening to easy parts
 4. Sing entire stanza lightly with instrument
 5. Sing entire stanza lightly without instrument

Slide hands upward alternately, palms touching
()

The Fiddle p. 8
Sing syllables from memory

(Each song in this column should be taught as indicated above)

Lesson No. 2

Dairy Maids
p. 35, V. R. 19830

Clap hands, touch shoulders
()

Corn Soldiers
p. 9, V. R. 19891
Use same process for teaching these songs as indicated at head of first column for The Fiddle

Lesson No. 3

A True Story
p. 23, V. R. 19830

Clap hands, loud, soft
()

Corn Soldiers
Sing syllables from memory

Song of the Cricket p. 30, V. R. 19830	<p style="text-align: center;"><i>Lesson No. 4</i></p> Imitate marching with hands; add marking time with feet ()	Swing Song p. 9, V. R. 20744
Nightingale p. 19, V. R. 20744	<p style="text-align: center;"><i>Lesson No. 5</i></p> Review marching with hands; add marking time with feet; mark time with feet alone ()	Swing Song Sing syllables from memory
Soldier Boys p. 42, V. R. 19831	<p style="text-align: center;"><i>Lesson No. 6</i></p> Mark time in place—left, right , left, right; class halt, one-two ()	In the Belfrey p. 10, V. R. 19891
My Old Dan p. 32, V. R. 19831 Singing with books open	<p style="text-align: center;"><i>Lesson No. 7</i></p> Review all previous work in rhythm () Rhythm with V. R. 20169	In the Belfrey Sing syllables from memory Study songs (Books open)
Billy Boy p. 73, V. R. 21751	<p style="text-align: center;"><i>Lesson No. 8</i></p> Test the six rhythmic movements, eight counts each 1. Slide hands 2. Clap hands 3. Clap hands loud, soft 4. Imitate marching with hands 5. Add marking time with feet 6. Mark time, feet alone ()	Sing words Bow-wow-wow p. 8, V. R. 1983
Are You Sleeping p. 49, V. R. 22617	<p style="text-align: center;"><i>Lesson No. 9</i></p> Class march with time of instrument and clap every beat ()	Bow-wow-wow Memorize syllables

<p>Fiddle-dee-dee p. 39, V. R. 20744</p>	<p><i>Lesson No. 10</i> Class march and clap, rest, clap, rest, clap, clap, clap, rest ()</p>	<p>Pull a Cherry p. 9, V. R. 20744</p>
<p>Singing School p. 15, V. R. 19891</p>	<p><i>Lesson No. 11</i> Class with march— clap, touch, clap, touch, clap, clap, clap, touch ()</p>	<p>Pull a Cherry Memorize syllables</p>
<p>Sun and Stars p. 63, V. R. 22617</p>	<p><i>Lesson No. 12</i> With march music, clap loud, soft, soft, soft ()</p>	<p>Winds p. 8 (no record)</p>
<p>Dancing in May p. 63, V. R. 19891</p>	<p><i>Lesson No. 13</i> Mark at board long, short, short, short ()</p>	<p>Winds Memorize syllables</p>
<p>Lullaby p. 60, V. R. 22617</p>	<p><i>Lesson No. 14</i> With Dancing Song clap loud, soft, soft to second and fourth phrases ()</p>	<p>Fiddle p. 8, V. R. 19831 Steps 1-5 in 10 Step Method. See p. 6 For 5th step, write initials to syllables in four lines</p>
<p>Postilion p. 48, V. R. 20744</p>	<p><i>Lesson No. 15</i> With Dancing Song mark at board loud, soft, soft, soft to second and fourth phrases ()</p>	<p>Corn Soldiers p. 9, V. R. 19891 Steps 1-5 in 10 Step Method</p>
<p>Morning Song p. 46, V. R. 22617</p>	<p><i>Lesson No. 16</i> Make whole notes See p. 248 ()</p>	<p>Swing Song p. 9, V. R. 20744 Steps 1-5 in 10 Step Method</p>
<p>Singing with Rhythm books open</p>	<p>Theory</p>	<p>Study songs (with books open)</p>

Lesson No. 17

Blow the Man Down p. 78, V. R. 21751	Make whole notes	Study Major Scale p. 220, and note the location of the half steps ()	In the Belfrey p. 10, V. R. 19891. Steps 1-5 in the 10 Step Method
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Lesson No. 18

Rock-a-bye Baby p. 23, V. R. 19830	Make dotted half notes See p. 248	Study keyboard, p. 10 Recite scale by syl- lable, then by letter A, B, C, etc., while playing scale with pencil ()	Bow-wow-wow p. 8, V. R. 19830. Steps 1-5 in 10 Step Method
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Lesson No. 19

Dance Song p. 40, V. R. 22617	Make eight quarter notes See p. 248	Play the scale with pencil on keyboard, p. 10, reciting from Do to Re is a step, from Re to Mi is a step, from Mi to Fa is a half step, etc., then from C to D is a step, etc. ()	Pull a Cherry p. 9, V. R. 20744. Steps 1-5 in the 10 Step Method
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Lesson No. 20

My Pony p. 34, V. R. 19830	Make sharps to rhythm See p. 248	On p. 220 study the keyboard. Note that C sharp is a half step higher than C, and D flat is a half step lower than D ()	Winds p. 8 (no record) Steps 1-5 in the 10 Step Method
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Lesson No. 21

Mother Goose Lullaby p. 50, V. R. 19891	Make flats to rhythm. See p. 248	Beginning at C on the left of the key- board on p. 220, play and name all the keys; C, then C sharp or D flat; D, D sharp or D flat; E or F flat, etc. ()	Sing Windmill p. 20, V. R. 19891
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Lesson No. 22

Sweet Kitty Clover p. 106, V. R. 21751	Make staff to rhythm. See p. 248	Continue the work begun yesterday, learning the names of all keys from C to C ()	Memorize syl- lables to Windmill and clap time
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Lesson No. 23

My Banjo p. 74, V. R. 20744	Make G clef to rhythm	Play and recite scale on keyboard, p. 10, first by syllables, then letters Memorize both ()	Windmill Steps 1-5 in 10 Step Method
Singing with books open	Rhythm	Theory	Study songs (with books open)

Lesson No. 24

Frog He Would p. 53, V. R. 19830	Play Danish Dance of Greeting. See p. 210	Copy scale on staff in Key of C with whole notes as on p. 10 below the key- board ()	Sing Jack in the Pulpit p. 18, V. R. 19891
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Lesson No. 25

Away for Rio p. 79, V. R. 21751	Play Danish Dance of Greeting p. 210	Write letters on staff in Key of C, begin- ning on first added line below as on p. 10. Memorize letters up to the first space above ()	Memorize syl- lables to Jack in the Pulpit and clap time
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Lesson No. 26

Slumber Boat p. 40, V. R. 20738	Step four quarter notes and eight eighth notes alternately and march. See p. 248	Sing the scale study on p. 10 with the piano ()	Jack in the Pulpit Steps 1-5 in the 10 Step Method
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Singing with books open	Rhythm	Theory	Study songs (with books open)
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Lesson No. 38

Bendemeer's Stream p. 80, V. R. 21751	March-step, step-change, step, step with same rhythm as yesterday's	Same as lesson 33 for A flat ()	The Squirrel Steps 1-5 in the 10 Step Method
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Lesson No. 39

Tailor and Mouse p. 52, V. R. 19830	Step first eight notes of America the Beautiful several times beginning with right foot	Write the scale to rhythm in quarter notes in Key of G with F sharp in the signature as shown at the right of scale on p. 12. Make eight note heads, one count each. Make eight stems, one count each. Make closing bars, two counts and clap hands at close ()	Good Morning p. 44, V. R. 19830. Sing words and syllables with books open. Pronounce first syllable on second line <i>fi</i> and practice the phrase of seven notes many times with piano
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Lesson No. 40

America p. 186, V. R. 22083	Step first 14 notes of America the Beautiful several times	Write scale to rhythm in quarter notes with signature, placing the two sharps near clef as on p. 14 at right ()	Sing Good Morning, words and syllables, with books open. Pronounce the first syllable on the fourth line <i>si</i> and practice the phrase of eight notes several times with the piano
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Lesson No. 41

Battle Hymn p. 188, V. R. 22083	Step America the Beautiful	Write scale in quarter notes to rhythm with signature in Key of A. Use a count of two for making added line above the staff. See p. 16 ()	Sing syllables to Dairy Maids p. 35, V. R. 20744 Memorize
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Lesson No. 42

Spanish Guitar p. 77, V. R. 21751	Sketch rhythm with arms, down, in, out, up, while marching to the music of Song of the Cricket	Write scale in quarter notes in Key of E with signature. See signature p. 18	Sing syllables to Song of Cricket p. 30, V. R. 19830 from memory
Singing with books open	Rhythm	Theory	Study songs (with books open)

Lesson No. 43

Weel May Keel Row p. 176, V. R. 22616	Same as yesterday	Write scale in quarter notes on staff in Key of F, with signature. See p. 20 ()	Sing syllables to Are You Sleeping p. 49 from memory
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Lesson No. 44

All Through the Night p. 101, V. R. 22082	Step note values to Song of the Cricket and at the same time, sketch rhythm with arms, down, in, out, up	Write scale with quarter notes in Key of B flat with signature. See p. 22 ()	Sing syllables to Sun and Stars p. 26, V. R. 22617 from memory
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Lesson No. 45

Evening Song p. 59 (no record) Learn both parts by ear	Play Danish Dance of Greeting	Write scale with quarter notes in Key of E flat with signature. See p. 24 ()	Sing syllables to Nightingale p. 19, V. R. 20744 from memory
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Lesson No. 46

Star Spangled Banner p. 192, V. R. 21428	Step note values to Amaryllis theme. See p. 102	Write scale in quar- ter notes with sig- nature in A flat. See p. 26 ()	Sing syllables to My Old Dan p. 32, V. R. 19831 from memory
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Lesson No. 47

Now All Good Night p. 55 (no record)	Six-eight time. Recite then sing Dickory, Dickory Dock	()	Fiddle p. 9, V. R. 19831 Ten- step method
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Lesson No. 48

Hill of Tyrol p. 100, V. R. 22616	Class, while reciting Dickory etc., walk two meas- ures, then run two measures	()	Fiddle Ten-step method
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Lesson No. 49

Fairest Lord Jesus p. 83 (no record)	Class, while reciting Dick- ory etc., run two measures, then walk two measures	()	Corn Soldiers Ten-step method p. 9, V. R. 19891
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Lesson No. 50

Love's Old Sweet Song p. 136, V. R. 22082	Class in couples recite Dickory etc., those on left walking two measures, then running two measures; those at right, reverse	()	Corn Soldiers Ten-step method
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Singing with
books open

Rhythm

Study songs
(with books open)

Lesson No. 51

Home Road
p. 124, V. R. 22616

Class sing Cuckoo
Clock with phono-
graph, then step the
time, (two steps in a
measure), while
phonograph sings the
song. Next alternate,
the same as in
Dickory, etc.

Swing Song
p. 9, V. R. 20744
Ten-step method

()

Lesson No. 52

Danny Boy
p. 183, V. R. 35781

Play Looby Loo
See p. 213

In the Belfrey
Ten-step method

Lesson No. 53

Loch Lomond
p. 164, V. R. 20808

Sing Looby Loo with
V. R. 20214

Swing Song
Ten-step method

()

Lesson No. 54

Whispering Hope
p. 88 (no record)

Step note values to
Song of the Cricket
while sketching
rhythm with arms

Bow-wow-wow
p. 8, V. R. 19830
Ten-step method

()

Lesson No. 55

Home Sweet Home
p. 89, V. R. 21949

Play Looby Loo
()

In the Belfrey
Ten-step method

Lesson No. 56

Dixie
p. 184, V. R. 21950

Step note values to
Song of the Cricket
while sketching
rhythm with arms

Bow-wow-wow
Ten-step method

()

Lesson No. 57

Juanita
p. 109, V. R. 1179

Sketch rhythm with
hand down, up, while
singing Sourwood
Mountain with a
phonograph

Pull a Cherry
p. 9, V. R. 20744
Ten-step method

()

Lesson No. 58

Cradle Song
p. 87, V. R. 20737

Sketch rhythm down
left, right up, to
Battle Hymn of the
Republic while sing-
ing it lightly with
the phonograph
()

Pull a Cherry
Ten-step method

Lesson No. 59

Swing Low
p. 141, V. R. 20068

Play Danish Dance of
Greeting
()

Winds
p. 8 (no record)
Ten-step method

Lesson No. 60

Auld Lang Syne
p. 178

Play Looby Loo
()

Winds
Ten-step method

B. *Ten suggestions to rural teacher on how to get the best results with the choir plan for teaching music*

1. *Course of Study.* Have your school learn to sing accurately the ten songs selected and master the six rhythmic movements outlined on page 5 before attempting anything else in music.
2. *Rhythm.* The Postilion song, on Record 20744 is very satisfactory for the rhythmic exercises. Including the piano introduction on the record there are eight counts for each of the six movements. At the beginning move the right hand upward immediately after the two short opening notes.
3. *Equipment.* Often some patron will either loan or present a used phonograph to the school. Several schools can buy one record each and pass them around. If one book is bought by the school library, this and the teacher's copy will accommodate six to eight boys and girls at a time if they stand up near the phonograph to sing. Then others can take their places.
4. *Reading Music.* A valuable beginning is made in reading music when the boys and girls look at the notes on the book while hearing the melody correctly sung. This is essential to the success of the plan. Later the syllables, do, re, mi, etc., are committed to memory in the simpler songs called study songs. It is always a waste of time to attempt to teach children or adults to read music until they have had considerable singing experience. Children learn to talk a language before they learn to read it.
5. *Piano or Organ.* It is a serious mistake to rely on the piano or organ for teaching the songs to the children. They miss the beautiful lilt of the rhythm and the fine tone quality. A little portable phonograph is worth infinitely more for the real musical development of the school than a Steinway grand piano or a pipe organ, for the phonograph brings the spirit of the song into the school. It really gives the school the benefit of daily association with the recording artists. A

- piano or organ accompaniment is desirable after the song is well learned, especially if the instrument can join with the children in singing the song as it is reproduced by the phonograph.
6. *Repair Phonograph.* Sometimes phonographs get out of order. It is very important that the disc should make just 78 revolutions per minute. The instrument also may be tuned with a pitch pipe, piano or organ. Correct pitch insures correct speed, and vice versa.
 7. *Testing Voices.* The rural choir consists of all the boys and girls above the third grade who can sing a list of ten selected songs exactly with the phonograph. Test three or four voices at a time at first, but finally be sure that each individual can sing the song alone with the phonograph. Hearing easy, attractive songs correctly sung is exactly what so-called monotones need, and one of the best features of the choir plan is that it supplies this need. In constantly increasing numbers of schools all the boys and girls above the third grade are able to pass the tests for choir membership. Every teacher should be extremely careful to have only accurate singers in her choir.
 8. *Junior Choir.* In all the music work the entire school is involved and many of the children of the first three grades learn all of the songs. The singers from these grades are known as the Junior Choir and they often appear on county-wide programs with a group of the easier songs.
 9. *Conducting.* The teacher stands before the choir with fingers closed, palms forward, level with the face, while the phonograph plays the introduction, and opens fingers for the choir to sing the first word, sketching the rhythms lightly with the hands. Lower the hands for "soft" and raise them for "loud." For releasing tone, close the fingers.
 10. *When to Have the Choir Sing.* The school choir should get abundant practice in singing on the school programs. It is well to have them sing occasionally at public meetings, sometimes having the audience join in with them in some songs. The choirs from the township are sometimes assembled for township-wide meetings, and usually once a year the County Chorus is called upon to sing at graduation exercises.

XL. Methods for Teaching Art

A. General statement

Provision for teaching art in the rural schools is made in the weekly teaching program on page 18 in the course of study—Mondays from 1:30 to 2:15. Students should make preparation for teaching the art lessons given on pp. 137-140, course of study.

B. Topical references

1. Time allotment—Course of Study, p. 136
2. Distribution of subject matter—Course of Study, p. 136
3. Construction problems—Course of Study, p. 136
4. Facts about color arrangement—Course of Study, p. 136

5. Schoolroom and house problems (Lessons 1-6)—Course of Study, pp. 137-138
6. Lawn and farm problems (Lessons 1-6)—Course of Study, pp. 138-140
7. Lettering—Course of Study, p. 140
8. Picture study—Course of Study, p. 140; Ritter and Wilmarth, pp. 50-53, 64, 82; Phillips, pp. 103-107, 111, 123; Betts, pp. 198, 203; *Stories Pictures Tell*, Books 1-8; *Great Pictures and Their Stories*, Books 1-8

C. *Laboratory suggestions*

1. Plan ways for teaching children to appreciate good pictures.
2. Make lists of places from which pictures may be obtained such as:
 - a. Perry Picture Co., Box No. 13, Malden, Mass.
 - b. F. A. Owen Publishing Co., Dansville, N. Y.
 - c. Joseph H. Dodsen Co., 118 Harrison Ave., Kankakee, Ill.
 - d. Parker Picture Co., Taylorville, Ill.
 - e. Brown-Robertson Picture Co., New York City
 - f. Copley Prints Co., Boston, Mass.
3. Plan to have the children know and appreciate one good picture each month.
4. Make a list of books suggesting pictures suitable for each grade such as:
 - a. Carpenter, *Stories Pictures Tell*, Rand McNally Co., Chicago, 1924 (Eight books, one for each grade)
 - b. Williams, *Picture Studies from Great Artists*, Hall and McCreary Co., Chicago, 1917
5. Make a suitable list of pictures for each grade and put into notebooks.
6. Have some of these pictures taught in class using members of the class as rural school pupils.
7. Carry out the laboratory suggestions given on pages 136-141 of the elementary course of study.

XLI. Methods for Teaching the Construction and Use of Classroom Tests

A. *General statement*

One week of the methods course should be used for teaching the normal training high school students to make objective type tests. It is important that the students be taught to make good tests. To do so takes time. Both class and laboratory periods may very profitably be used for this purpose.

B. *Reference books*

1. *Iowa State Course of Study for Elementary Schools*, pp. 512-517, The Derry and Williams Press, Waterloo, 1928
2. Kelty, *Teaching American History in the Middle Grades of the Elementary School*, Ginn and Co., Chicago, 1928
3. Odell, *Traditional Examinations and New Type Tests*, D. Appleton-Century Co., Chicago, 1928

4. Ruch, *Improvement of the Written Examination*, Scott, Foresman & Co., Chicago, 1929

C. *Topical references*

1. Introduction—Course of Study, p. 512
2. What classroom tests are—Course of Study, p. 512
3. How classroom tests aid the teacher—Course of Study, p. 513
4. Advantages and disadvantages of the informal objective examination—Course of Study, p. 513; Ruch, pp. 149-184
5. Suggestions for the construction and use of objective tests—Course of Study, p. 514; Ruch, pp. 149-184
6. Illustrations of types of objective tests
 - a. Single answer or recall types—Course of Study, p. 514; Odell, pp. 255-279; Ruch, pp. 191, 269
 - b. Multiple answer tests—Course of Study, p. 515; Odell, pp. 281-332; Ruch, pp. 198, 274
 - c. Alternative tests—Odell, pp. 334-356
 - d. Completion tests—Course of Study, p. 515; Odell, pp. 358-374; Ruch, p. 271
 - e. Matching tests—Odell, pp. 376-387; Ruch, pp. 200, 276
 - f. Incorrect statement tests—Course of Study, p. 515; Odell, pp. 388, 394; Ruch, pp. 194, 265
 - g. Miscellaneous types of the new examination—Odell, pp. 395-420; Ruch, p. 210

D. *Illustrations of types of tests which may be used in the elementary field*

1. Single answer or result tests

a. Example

Directions: Each of the following questions can and should be correctly answered by a single word or number. Write the correct answer to each immediately after the question.

Who was commander-in-chief of the Northern army during the last few months of the Civil War? _____

2. Plural or multiple example tests

a. Example

Directions: There are at least two words which you should know that are synonymous with each of the ten words given below. Write the two words synonymous with each on the two blank lines which follow it.

- (1) glass _____ _____
 (2) dabble _____ _____

3. Compound single answer tests

a. Example

Directions: Each of the following quotations is taken from one of Shakespeare's plays which you have studied. On the first line write the name of the play from which it has been taken and on the second line write the name of the character who spoke it.

- (1) "How far yon little candle throws its beam
 So shines a good deed in a naughty world"
- _____

4. Multiple answer tests

a. Example

Directions: You will find below a list of twenty questions in home economics. Each question is followed by five words, numbers, or other possible answers. One of the five answers after each is right and the other four are wrong. Draw a line under the correct answer to each question.

(1) What cloth is made from flax? huck, serge, denim, linen, silk

5. Plural multiple example tests

a. Example

Directions: Below are twenty words or phrases each followed by four others within a parenthesis. One or more of those within each parenthesis bears close relation to the term outside the parenthesis. Underline each of those which has this close relationship.

(1) Inner ear (drum, auditory canal, vestibule, cochlea)

6. Compound multiple answer tests

a. Example

Directions: You will see below the names of ten cities. Under each are the names of four states, four numbers, and four rivers. Draw a line under the one of the four states named under each city in which it is located. Draw another line under the one of the four numbers which comes nearest to being its population according to the last census. Draw a third line under the one of the four rivers upon which the city is located.

(1) Omaha

Kansas, Iowa, Missouri, Nebraska

75,000 110,000 190,000 145,000

Kansas, Missouri, Platte, Cedar

7. True-false tests

a. Example

Directions: Below are ten statements about half of which are true and the remainder false. Reach each statement and if you think it is true, draw a line under the word "true" in front of it; if you think it is false, draw a line under the word "false." Do not mark until you feel sure that the statement is either true or false.

True False (1) Nimbus clouds are white fleecy clouds usually seen in cold weather.

8. Yes-no questions

a. Example

Directions: Below are ten questions dealing with things you have studied in arithmetic. In front of each question you see the words "yes" and "no." Read each question and underline the one of these two words which is the correct answer.

Yes No (1) Are there 2,150.42 cubic inches in a bushel?

9. Alternative tests which provide a third possible answer

a. Example

Directions: Each statement below deals with something you have studied in civics. Some of the statements are always true, some are always false, and some are true under some conditions but false under others. Place a plus sign (+) on the blank line in front of each statement that is always true, a minus sign (—) in front of each one that is always false, and an "S" in front of each one that is sometimes true and sometimes false.

(1) A child born in this country becomes a citizen.

10. Simple completion tests

a. Example

Directions: Below are sentences in each of which one or two important words have been omitted and blanks inserted where the words should be. Read each sentence and write on each blank the word which you think makes the best and truest sentence.

(1) An acorn grows on a tree called_____.

11. Completion tests with suggested answers

a. Example

Directions: Each of the ten sentences given below contains one or two blanks representing the omission of words. From the list of words given at the right select the one which belongs on each blank in order to make the best or truest sentence and write it upon the blank. The list contains all the correct answers and also a number of words which are not to be used. Do not use any word in the list more than once.

(1) Clover and other leguminous plants gather _____ from the air.

humus
moisture
nitrogen
bran

12. Simple matching tests

a. Example

Directions: Below are two lists of expressions. The first is made up of definitions or explanations and the second of terms. Read each definition or explanation and then find in the second list the term which is defined. Place the letter in front of this term on the short line in front of the definition or explanation.

_____ (1) A group of tissues	stoma
_____ (2) Making food into part of the body	tissue
_____ (3) Clotting the blood	organ
	digestion
	assimilation
	coagulation
	healing

E. *Laboratory and student activities*

Each student should prepare at least three tests of ten questions each, choosing from the following subjects: arithmetic, civics, geography, history, and physiology.

66. Horn, *Commonwealth List*, Fourth Yearbook of the Department of Superintendence, National Education Association of the United States, 1201 Sixteenth St., N. W., Washington, D. C.
67. Horn and McBroom, *Reading Survey Bulletin*, State University of Iowa, 1927
68. Hubbard, *The Teaching of History Through Dramatic Presentation*, Benj. H. Sanborn and Co., 1935
69. Huglin, *Teaching Technique*, A Work Book, Newson and Co., 1927
70. Ingram, *Education of the Slow-Learning Child*, World Co., 1935
71. Inskip, *Child Adjustment in Relation to Growth and Development*, D. Appleton-Century Co., 1930
72. *Iowa State Course of Study for Elementary Schools*, The Derry and Williams Press, 1928
73. Kelty, *Teaching American History in the Middle Grades of the Elementary School*, Ginn and Co., 1928
74. King, *Language Games*, Educational Publishing Co., 1927
75. Kitson, *How to Use Your Mind*, J. B. Lippincott Co., 1926
76. Knight and Behrens, *The Learning of the One Hundred Addition and the One Hundred Subtraction Combinations*, Longmans, Green & Co., 1928
77. Kornhauser, *How to Study*, University of Chicago Press (Pamphlet), 1924
78. Kruger and Reckless, *Social Psychology*, Longmans, Green & Co., 1932
79. LaRue, *Mental Hygiene*, Macmillan Co., 1928
80. Lester, *Great Pictures and Their Stories*, Mentzer, Bush & Co., 1927
81. Lowth, *Everyday Problems of the Country Teacher*, Macmillan Co., 1926
82. McKee, *Language in the Elementary School*, Houghton Mifflin Co., 1934
83. McKee, *Reading and Literature in the School*, Houghton Mifflin Co., 1934
84. McVey and Keeler, *My Conduct and My Country*, Specialty Press Co., 1929
85. Mahan and Gallaher, *Stories of Iowa for Boys and Girls*, The Macmillan Co., 1929
86. Metcalf, *Motivated Primary Activities for Rural Teachers*, Beckley-Cardy Co., 1925
87. Meyer, *Orchard and Meadow*, Little, Brown and Co.
88. Meyer, *The Outdoor Book*, Little, Brown and Co.
89. Miller, *First Book of Birds*, Houghton Mifflin Co.
90. Moore, *The Primary School*, Houghton Mifflin Co., 1925
91. Moore and Wilcox, *The Teaching of Geography*, American Book Co., 1932
92. Morgan and Gilliland, *An Introduction to Psychology*, Macmillan Co., 1927
93. Morris, *Iowa Today*, School Necessities Company, 1931
94. Morton, *Teaching Arithmetic in the Primary Grades*, Silver, Burdett & Co., 1927
95. Mossman, *Teaching and Learning in the Elementary School*, Houghton Mifflin Co., 1929

96. Myers, *The Learner and His Attitude*, Benj. H. Sanborn and Company, 1935
97. National Society for the Study of Education, *Report of the Society's Committee on Arithmetic*, Twenty-ninth Yearbook, Public School Publishing Co., 1930
98. National Society for the Study of Education, *The Teaching of Geography*, Thirty-second Yearbook, Public School Publishing Co., 1933
99. Neale, *Picture Study in the Elementary Grades*, Lyons and Carnahan, 1933
100. Neilson and Van Hogen, *Physical Education for Elementary Schools*, A. S. Barnes & Co., 1931
101. Newcomb, *Modern Methods in Teaching Arithmetic*, Houghton Mifflin Co., 1926
102. Odell, *Traditional Examinations and New Type Tests*, D. Appleton-Century Co., 1928
103. Patch, *First Lessons in Nature Study*, Little, Brown and Co., 1927
104. Patterson, *Nature Study and Health Education for Year III*, McKnight and McKnight, 1928
105. Patterson, *Teaching the Child to Read*, Doubleday, Doran & Company, 1930
106. Pennell and Cusack, *How to Teach Reading*, Houghton Mifflin Co., 1935
107. Phillips, *Modern Methods and the Elementary Curriculum*, D. Appleton-Century Co., 1926
108. Pitkin-Newton-Langham, *Learning How to Learn*, McGraw-Hill Book Co., 1935
109. Pryor and Pittman, *Guide to the Study of Spelling*, Macmillan Co.
110. Rapeer, *How to Teach Elementary School Subjects*, Chas. Scribner's Sons
111. Ritter and Wallace, *A Guide for Teaching History in the Elementary Grades*, Department of Public Instruction, 1935
112. Ritter and Wallace, *Guide for Teaching Geography in the Elementary Grades*, Department of Public Instruction, 1933
113. Ritter and Wilmarth, *Rural School Methods*, Chas. Scribner's Sons, 1925
114. Robinson, *Practical Psychology*, Macmillan Co., 1927
115. Ruch, *Improvement of the Written Examination*, Scott, Foresman Co., 1929
116. Sabin, *The Making of Iowa*, A. Flanagan Co., 1900
117. Sample, *Fifty Number Games*, Beckley-Cardy Co., 1927
118. Seely, *On Teaching English*, American Book Co., 1933
119. Shepherd, *A Plan for Teaching Language and Literature*, Follett Publishing Co.
120. Sloman, *Some Primary Methods*, Macmillan Co., 1927
121. Smith, *My Drawing Book Step One*, Rand McNally Co., 1929
122. Smith, *One Hundred Ways of Teaching Silent Reading*, World Book Co., 1925
123. Smith, *Primary Seat Work, Sense Training, and Games*, Beckley-Cardy Co., 1919

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125. Snedaker and Garnett, *Poems to Memorize and Books to Read*, Department of Public Instruction, 1931
126. Starbuck and Shuttleworth, *A Guide to Literature for Character Training*, Macmillan Co., 1928
127. Stevenson, *Safety Education*, A. S. Barnes & Co., 1931
128. Stone, *How to Teach Primary Numbers*, Benj. H. Sanborn and Company, 1922
129. Stone, *Silent and Oral Reading*, Houghton Mifflin Co., 1922
130. Storm, *The Social Studies in the Primary Grades*, Lyons & Carnahan, 1931
131. Storm and Smith, *Reading Activities*, Ginn and Co., 1930
132. Stormzand, *American History Teaching and Testing*, Macmillan Co., 1925
133. Stormzand and McKee, *The Progressive Primary Teacher*, Houghton Mifflin Co., 1928
134. Strong, *Use of the Dictionary*, American Book Co., 1928
135. Suzzalo, *The Teaching of Spelling*, Houghton Mifflin Co.
136. Taylor, *Supervision and Teaching of Handwriting*, Johnson Publishing Co., 1926
137. Terman and Lima, *Children's Reading*, D. Appleton-Century Co., Chicago, 1926
138. Thorndike, *The New Methods in Arithmetic*, Rand McNally Co., 1931
139. Thralls and Reeder, *Geography in the Elementary School*, Rand McNally Co., 1931
140. Tidyman, *The Teaching of Spelling*, World Book Co.
141. Turner and Betts, *Laboratory Studies in Educational Psychology*, D. Appleton-Century Co., 1926
142. Wallace, *Questions Teachers Ask About Primary Reading*, Department of Public Instruction, 1931
143. Wallace, *Questions Teachers Ask About Reading and Study in Intermediate and Upper Grades*, Department of Public Instruction, 1931
144. Wallace et al., *Intermediate Grade Language Bulletin*, Crescent Printing Company, 1932
145. Wallace, et al., *Primary Language Bulletin*, Crescent Printing Company, 1932
146. Wallace, *The Story of Iowa*, Klipto Loose Leaf Co., 1931
147. Watkins, *Games to Teach Correct English to Little Ones*, Emma Watkins, 1927
148. Watkins, *How to Teach Silent Reading to Beginners*, J. B. Lippincott & Co., 1924
149. West, *Changing Practice in Handwriting*, Public School Publishing Co.
150. Wheat, *The Psychology of the Elementary School*, Silver, Burdett & Co., 1931
151. Whitecomb and Beveridge, *Our Health Habits*, Rand McNally Co., 1929
152. Wild and White, *Physical Education for Elementary Schools*, State Teachers College

153. Williams, *Picture Studies from Great Artists*, Hall and McCreary Co., 1917
154. Wilson, Kyte, and Lull, *Modern Methods in Teaching*, Silver, Burdett & Co., 1924
155. Wohlfarth, *Self Help Methods for Teaching English*, World Book Co., 1925
156. Worst and Keith, *Educative Seat Work*, Thomas Charles Co., 1924
157. Yoakum, *Reading and Study*, Macmillan Co., 1928

B. *Addresses of publishers*

1. American Book Co., 330 E. 22d St., Chicago, Ill.
2. American Library Association, 520 N. Michigan Ave., Chicago, Ill.
3. Appleton, D., -Century Co., 2126 Prairie Ave., Chicago, Ill.
4. Barnes, A. S., & Co., 67 W. 44th St., New York City, N. Y.
5. Beckley-Cardy Co., 1632 Indiana Ave., Chicago, Ill.
6. Bobbs-Merrill Co., 724 N. Meridan St., Indianapolis, Ind.
7. Cable Company, Cable Bldg., Chicago, Ill.
8. Christiansen, Thomas P., Iowa City, Iowa
9. Clio Press, Iowa City, Iowa
10. Comstock Publishing Co., Ithaca, New York
11. Crescent Printing Company, Mason City, Iowa
12. Department of Public Instruction, State House, Des Moines, Iowa
13. Derry and Williams Press, Waterloo, Iowa
14. Doubleday, Doran & Co., Garden City, N. Y.
15. Educational Publishing Co., 225 North Michigan Ave., Chicago, Ill.
16. Flanagan, A., Co., 920 North Franklin St., Chicago, Ill.
17. Follett Publishing Co., 1257 South Wabash Ave., Chicago, Ill.
18. Ginn and Co., 2301 Prairie Ave., Chicago, Ill.
19. Government Printing Office, Washington, D. C.
20. Hall and McCreary Co., 434 S. Wabash Ave., Chicago, Ill.
21. Holst Printing Co., Cedar Falls, Iowa
22. Houghton Mifflin Co., 2500 Prairie Ave., Chicago, Ill.
23. Hovey Book Store, Cedar Falls, Iowa
24. Johnson Publishing Co., 623 S. Wabash Ave., Chicago, Ill.
25. Klipto Loose Leaf Co., Mason City, Iowa
26. Laurel Book Co., 325 S. Market St., Chicago, Ill.
27. Lippincott, J. B., & Co., 1249-57 S. Wabash Ave., Chicago, Ill.
28. Little, Brown & Co., 34 Beacon St., Boston, Mass.
29. Longmans, Green & Co., 55 Fifth Ave., New York City, N. Y.
30. Lyons & Carnahan, 2500 Prairie Ave., Chicago, Ill.
31. Macmillan Co., 2459 Prairie Ave., Chicago, Ill.
32. McGraw-Hill Book Co., 330 W. Forty-second St., New York City, N. Y.
33. McKnight and McKnight, 109-111 W. Market St., Bloomington, Ill.
34. Mentzer, Bush & Co., 2210 S. Park Way, Chicago, Ill.
35. Milton Bradley Co., 2249-53 Calumet Ave., Chicago, Ill.
36. National Education Association of the United States, 1201 Sixteenth St., N. W., Washington, D. C.
37. National T. B. Association, 50 W. Fiftieth St., New York City, N. Y.
38. Nelson, Thos. & Sons, 381-385 Fourth Ave., New York City, N. Y.
39. Newson and Co., 2500 Prairie Ave., Chicago, Ill.

40. Owen, F. A., Publishing Co., Dansville, N. Y.
41. Public School Publishing Co., 509 North East St., Bloomington, Ill.
42. Rand McNally Co., 536 S. Clark St., Chicago, Ill.
43. Row, Peterson and Co., 1911 Ridge Road, Evanston, Ill.
44. Russell Sage Foundation, 130 East Twenty-second St., New York, N. Y.
45. Sanborn, Benj. H., and Co., 221 E. Twentieth St., Chicago, Ill.
46. School Necessities Company, Marquette, Iowa
47. Scott, Foresman Co., 623 S. Wabash Ave., Chicago, Ill.
48. Scribner's, Charles, Sons, 320 E. Twenty-first St., Chicago, Ill.
49. Silver, Burdett and Co., 221 E. Twentieth St., Chicago, Ill.
50. Specialty Press Co., Columbus, Ohio
51. State Teachers College, Cedar Falls, Iowa
52. State University of Iowa, Iowa City, Iowa
53. Teachers College, Columbia University, 525 W. One Hundred Twentieth St., New York City, N. Y.
54. Thomas, Charles Co., 2249-53 Calumet Ave., Chicago, Ill.
55. University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.
56. Watkins, Emma, 205 S. Linn St., Iowa City, Iowa
57. Winston, J. C., Co., 623 South Wabash Ave., Chicago, Ill.
58. World Book Co., 2126 Prairie Ave., Chicago, Ill.

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