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OBJECTIVE DETERMINATION OF A CURRICULUM  
FOR THE TRAINING OF KINDERGARTEN-PRIMARY TEACHERS

A DISSERTATION  
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OBJECTIVE DETERMINATION OF A CURRICULUM  
FOR THE TRAINING OF KINDERGARTEN-PRIMARY TEACHERS

CHAPTER I  
THE PROBLEM

For some time, it has been apparent that the whole field of professional requirements for the training of teachers should be canvassed in a more adequate and scientific fashion. The variability of courses of study for the same type of teacher, the increase in professional and content knowledge, the changed and changing character of the general meaning of education, and the seemingly unwarranted failure of our normal school product, all tend to strengthen the desirability, even necessity, of such efforts. In addition, it should be observed that very little effort has been made to determine, objectively, just what a teacher-training program should include. The reliance, of those who organize courses for teachers, upon purely subjective considerations has led to a diversity and vagueness that reflect themselves not only in the training programs, but, to a much greater extent, in the product.

This study aims to determine what a prospective Kindergarten-Primary teacher should be taught on the basis of what she actually does or is expected to do. In more detail this problem involves four steps:

First, A critical survey and examination of present practice as described in normal school bulletins;

Second, An analysis and summary of the functions of a Kindergarten-Primary teacher as indicated by the best elementary school courses of study and Teachers' Manuals;

Third, An analysis and summary of the functions of a teacher in the Kindergarten--Primary grades as indicated by a difficulty analysis; and, Fourth, a critical evaluation of present practice and recommendations of desirable types of professional training in the light of the functions and duties of a teacher in the Kindergarten-Primary grades.

## CHAPTER II

### METHODS OF PROCEDURE

#### General Limitation and Scope of the Investigation

This investigation is limited to the Kindergarten-Primary level. Several facts determined this course. In the first place, it is desirable, but impossible in a single investigation of this character, to include the intermediate and junior high school levels. Each of these levels, in our opinion, because of the scope and varied character of the problems presents a separate line of inquiry. In the second place, this level is chosen because it is very important from the point of view of teacher preparation. The teachers here build the foundation and care should be taken to see that they above all should be adequately prepared. In the third place, the relatively recent reorganization of the Kindergarten and Primary grades assumes a certain type of teacher prepared from the point of view of the needs as indicated by this reorganization. Finally, the methods and technique evolved in the working out of the problem on this level seem equally applicable to other levels. Therefore whatever contribution, in respect to methods of investigation, is made will not be restricted to this level alone.

#### A Critical Evaluation of Job-Analysis as a Basis of Curriculum Construction.

The general procedure of this investigation involves the four steps enumerated on pages one and two. The basic assumption underlying this general method of procedure however, is that any attempt to formulate a normal school curriculum must be predicated upon some species of job-analysis. This fact has been generally recognized by all who have made an effort to formulate a curriculum for the training of teachers on any level.

Certain more or less well defined ideas of what a teacher should be have been kept in mind. Upon such bases a curriculum is constructed, designed to develop the kind of teacher desired. The weakness of curriculum construction in the past has been that these basic ideas have not been definite or specific; nor have they been systematically derived. Past attempts at curriculum construction have relied almost solely upon a form of analysis that was practically subjective and empirical in character. It is necessary to employ a form of analysis that is based upon objective facts.

Bobbitt (1) has given one of the clearest and most thoughtful discussions of Job-analysis as a method of curriculum construction. He states, "The method has been employed systematically in discovering the objectives for training machinists, carpenters, electricians, printers, department store clerks and workers in scores of other occupations, but for discovering the objectives of training teachers, principals and superintendents it has not been used except in a general casual and very inexact and incomplete way.....

"The reason lies on the surface. It is simply that we do not know where to go to make our analyses. Teachers are doing all sorts of things in all sorts of ways, and judging their degree of success by all sorts of standards. We do not know which teachers are doing just the right things in the right ways. With few exceptions--and they are surprisingly few--we do not know what the proper educational procedures are. Since we do not know the right

processes, we can have no means of locating the teachers who are

(1) Discovering and formulating the objectives of Teacher-training Institutions, J. Ed. Research, X, 188.

using the right processes; and we cannot make exact activity analyses until we can locate the teachers who are doing the right things. Job-analysis in our field therefore is a hope rather than an immediate possibility.....

"Our immediate task is not to make analyses but to locate the teachers whose labors are to be analyzed. To do this we must first discover what the genuine processes of education are. Using these as criteria, we can know in advance what good teachers are doing and then we can locate them. But when we know in advance what they are doing, we do not need to locate them the analyses are made....  
.....

"Our professional task is not the simple job-analysis that we apply to plumbers and machinists and department store workers... It is the subtle type of analysis involved in educational research. Our task is to analyze the educative process as it ought to be; not to find out what teachers are doing but rather to prove on the basis of carefully assembled evidence, what they ought to be doing."

The above point of view while it voices thoughtful objections seems to have a different idea of job-analysis than that proposed here. Charters (1) sums up the matter in a very concise manner in the statement---"Functional analysis is a method of investigation rather than a philosophy of education. Analysis can be made in connection with any point of view. The philosopher sets up the aim and the analyst provides only the technique for working the aim down in terms of a curriculum." The above statement by Babbit (1) Functional analysis as a basis of curriculum construction, J. Ed. Research, X, 221.

would lead one to believe that job-analysis was some species of educational philosophy. The simple assumption underlying its use here is briefly that given the best educational philosophy our generation has produced, functional analysis may be used as a method of determining what is involved in attaining the aims set up by that philosophy.

To maintain that, since we do not know what the genuine or right processes of education are and therefore have no means of locating the teachers who ought to be analyzed,--job-analysis is a hope rather than an immediate possibility, seems to rest upon the assumption that at some time we will know the true or genuine processes of education. Again, to contend that when we know what the genuine processes of education are we can know in advance what good teachers are doing and therefore our analyses are made, seems to be based upon an equally unwarranted assumption.

In the first place, education, as Bobbitt implies, is in a transitional stage. We might add that it always has been and ever shall be. The true processes of education today, or, rather what we think are the true processes of education today, may not be the true processes of tomorrow, as Bobbitt himself implies. But analyses must be made on the basis of the knowledge we have today to meet the problems of today. Charters (1) very pointedly replies here---

"There is only one way of preparing for tomorrow. It is impossible for us to know what will be the duties and methods of performing them in the next generation, when those who are now elementary-school children become the directors of the efforts of the age. We could

(1) Functional analysis as a basis of curriculum construction,  
J. Ed. Research, X, 219.



not, then, teach them if we wanted to. The school must of necessity consider the problems and duties of today and give the best methods of solution and performance. We care for the future in a quite different manner--we teach the children to think for themselves."

In the second place, it is quite possible for one to know the true processes of education and yet not be able to tell what training to give a teacher in order to prepare her to lead the child thru that process. The contention that when we know in advance, using our idea of the true process of education as a criterion--what good teachers are doing we do not need to locate them for our analyses are made, seems to depend, for its validity, upon the character and extent of our knowledge. It is a fact, at the present time, that according to our present conceptions of education, we do know what the best teachers are doing. But our knowledge is based upon the product turned out rather than upon the specific and definite methods involved in turning out that product. In other words, our knowledge of good teachers is like that of the proverbial fig tree; they are judged by their fruits. Our testing movement emphasizes this fact quite clearly. We concur with Bobbitt, our analyses may be made. But they are incomplete and insufficient to furnish the basis of the preparation required.

Again, the observation that "our professional task is not the simple job-analysis that we apply to plumbers and machinists and department store workers but rather the subtle type of

analysis involved in education research," is well taken. We merely insist that while it is not this simple type of analysis it is a similar type of analysis; and that this subtle type of research is or must be nevertheless--job-analysis. The difference between the type of analysis involved in the vocations mentioned and teaching is briefly and simply that the latter is more complex as a vocation rather than a difference in the fundamental method to be employed. Plumbing and salesmanship include fewer elements to be analyzed which are, in some cases, more easily discernible, while teaching involves more elements, superior intelligence, and skill. It is admittedly less difficult to analyze a tool operation than a teaching situation but the increased complexity does not necessarily limit the method.

Finally, the assertion that "our task is to analyze the educative process as it ought to be; not to find out what teachers are doing but rather to prove on the basis of carefully assembled evidence, what they ought to be doing," harks back to a point discussed above. What is the educative process as it ought to be? Most assuredly the best that our present educational philosophy can devise. It could hardly be otherwise. On the basis of the best educational philosophy we have at our command we know what kind of product teachers should be turning out. We scarcely know more. Some procedure must be devised to ascertain how such a teacher develops such a product. We can not escape the conclusion that the best solution is to find out what those teachers are doing.

In summary, the above discussion makes it clear that job or functional analysis is an absolute sine qua non in the specific determination of a curriculum for the training of teachers. The fact that education is in a transitional stage; or, that we do not have an ideal philosophy of education; or, that teaching is a more complex operation than those of vocations where the method has been successfully employed, does not invalidate it as a method of procedure.

### III. Methods of Job Analysis

There are numerous possible methods of job analysis. In view of the fact that no special technique has been worked out in the field of teacher training it seems desirable to present and discuss the major possibilities of the six general methods of job analysis as they might be applied in this field. These six methods include in general all of the possibilities in this field.

#### 1. Working on the Job as a Teacher.

One common method employed in the field of job analysis consists in engaging personally in the vocation as a worker. This method has the advantage of immediate contact with the situation to be analyzed. While there is a distinct advantage in first hand knowledge of the job to be analyzed yet a more serious disadvantage arises in the fact that the investigator, so engaged, does not have that impersonal detachment that is

necessary in the scientific analysis of a process where the personal element of the analyst is a distinct factor. Such a procedure calls for a species of introspection that puts the investigation upon a subjective rather than objective plane. Again, it is more commonly true than not, that the best analyst is not always the best teacher. In addition, this procedure, as it necessarily must be applied, would involve teaching in each of four grades. No definite and reliable conclusions could hardly be reached within the limits of less than one school year. Thus it would require either four investigators for one year; or, one investigator for four years. In view of the fact, that conclusions should not be based upon a single situation it would require such a large number of investigators as to make such a study practically impossible.

### 3. Direct Observation of Teaching

A second method of job analysis involves direct observation of the worker on the job. This method while it may be the most fruitful, involves the most difficult technique.

At one time, it was thought that a job analysis of teaching based upon direct observation was easily possible and absolutely essential. A preliminary study showed that such a plan, while highly desirable, was too ambitious under the conditions of this investigation. Such a study, it was found would require numerous investigators for a period of, at least, an entire school year. Again, it was discovered that essentially the same data could be secured by means of a less elaborate technique. The following

discussion describes the attempt made in a preliminary effort to ascertain by observation the functions of a teacher on the Kindergarten-Primary level.

Taking suggestions from studies of Charters and others in the fields of Salesmanship, Agriculture, and Engineering, attempt was made to observe directly and set down the activities carried on by a first grade teacher for a period of one week. At the same time the teacher was asked to prepare in diary form a list of all of the activities she performed for that period both during and after school hours.

An analytical summary of the data gathered in these ways, revealed several significant facts. (1) The duties or functions of such a teacher fall under two general heads: (a) Those more general duties involved in class room management; (b) Those more special duties involved in the teaching of each particular subject. (2) In the case of the more general duties it was noted that they remained relatively the same from day to day and their purpose and mode of operation were easily observed. It was found that those activities involved in the teaching of each lesson were not so easily observed nor was the purpose always clear. The specific content with its varying specific aims determined certain special activities that changed as the content itself changed. Thus to get an adequate basis for valid conclusions, it would necessitate the presence of the observer in the same class, with the same teacher thruout a period of at least an entire school year.

Quite obviously with four grades to cover this would be an impossible task for any one person to attempt. Then too, in light of the fact that four grades represent only four cases, it is easy to see that it would require numerous investigators to get anything like adequate results.

(3) It was found that the teacher's plan was not always clear to the observer. There was considerable difficulty in interpretation because it was difficult to correlate the activities carried on with the aims the teacher had in mind. To be sure the observer had either in hand, or in mind, the general outline or plan of the teacher but in many cases this expedient made interpretation only a little less difficult.

In view of the fact, that it was impossible for one person to make satisfactory observations, job-analysis thru the procedure of direct observation, was, for the purposes of this study, rejected. We do not mean to imply that as a method it would not be valuable under more propitious circumstances than the present study can command. With unlimited funds to secure a host of investigators, and with the development of some definite technique of correlating and interpreting what the teacher does with what she has in mind, such a method would afford rich returns.

### 3. Job-Analysis on the Basis of Teachers' Diaries

A third method of job analysis is to have persons set down in diary form all of the activities they perform in engaging in some particular occupation as they occur from day to day. The procedure has the general advantages and disadvantages noted in the procedure where the investigator works on the job.

In a preliminary investigation it was found that, in general, the diary kept by the teacher was strikingly similar in content to the activities observed by the investigator. The chief differences were found in respect to the specific activities involved in the teaching of each subject. In the first place, the teacher's account of these activities were largely a matter of introspection, reflection and memory. In many instances the accounts indicated what the teacher planned to do rather than what she actually did. In the midst of numerous activities calling for the teacher's undivided attention it is not difficult to see how such a situation is easily possible. Again, after the first two days entry it was noted that subsequent entries became less definite. This fact indicated that it would require a very exceptional teacher to keep her reports up to standard and at the same time carry on effective teaching.

In view of these facts the diary as a method of analysis was rejected as a basis of this study. It is quite possible that this method used with a large number of capable and willing teachers would give some valuable results, especially, in supplying supplementary data where some more ~~adequate~~ basic method is used.

#### 4. Interviews and Conferences as a Method of Job Analysis

A fourth method is that of personal interviews and conferences with workers and supervisory officials in any particular vocation. A preliminary study was made to determine the

possibility of the use of such a method in a more comprehensive investigation of teaching.

This study included one principal and 15 teachers from five different public schools in the City of Chicago and the Elementary School of the University of Chicago. Of these 15 teachers two were in the Kindergarten, seven in the first grade, four in the second grade and two in the third grade. The procedure employed was as follows: (1) In each case, all data relative to functions were received thru the medium of personal interview. (2) Those activities dealing with the teaching of the specific subjects were secured thru a modified form of difficulty analysis. The justification of this procedure was the fact that the specific activities were so numerous as to limit the possibility of their discussion in any other form; (3) Interviews lasted from 30 minutes to an hour generally at the school and during recess or rest periods. Thus one and certainly not more than two interviews would be made in any one day. The remainder of the time was spent in observing the teacher to be interviewed. (4) In order to facilitate inquiry and make the interview more definite and specific an outline was prepared for the use of the investigator as a guide. A general idea of the trend of the interview may be gleaned from the following outline:---



(a) Outline used in Interview

1. Name, School, Grade, Experience and Training.
2. Duties and functions
  - (a) Home--those performed at home in preparation for school.
  - (b) School--Those performed at school incident to:
    - 1) Opening the School day.
    - 2) Recesses--Morning, noon and Afternoon.
    - 3) Dismissal
    - 4.) During class periods.
  - (c) Extra School day--those performed over week-ends and holidays.
  - (d) General--Periodical and Occasional--such as reports, meetings--.
3. Difficulties (This category was added as an additional means of getting at certain duties otherwise difficult to obtain).
  - (a) Preparation of and planning lessons and getting materials.
  - (b) Discipline
  - (c) Most difficult subjects--reasons
  - (d) Any other difficulties not specifically noted.
4. General observations of investigator especially with reference to teacher personality and pupil re-action to it.

The data secured by this procedure revealed several interesting and significant facts: (1) there was ample indication that the general duties and difficulties involved in teaching on this level, except those involved in dealing with specific content, are

strikingly similar. For example, all teachers have certain similar difficulties relative to discipline, handling of materials and movement of pupils. Likewise the majority of teachers find the most difficult subject to depend upon several factors, namely, the ability and preference of the teacher, the nature of the subject, and the character and ability of pupils. Practically all teachers find seat-work especially trying either because they can not get suitable material or do not have time to supervise it. These facts seemed to suggest that a canvass of a large indiscriminate group was neither desirable nor necessary. In fact, subsequent data showed this to be the case.

(2) It is found that teachers, like a number of other "skilled" performers, are not, as a group, analytical. In making our interviews it was customary to request teachers to give reasons when mentioning a difficulty or the most difficult subject. It is surprising that some of the rather skillful teachers were not able to give much more than a fragmentary comment about their difficult situations. Our observations corroborated very definitely the conviction that it would be more profitable, and just as valid, to confine attention and activity to a few capable teachers than to deal with a large indiscriminate group.

The limitations of this method are similar to those indicated for the methods already discussed. In the first place, the number of teachers that should be investigated is indeed a difficult, if not impossible, task for a single investigator. Second,

to confine our interview to teachers of a single locality would be open to the possible objection of sectional or local peculiarities. Third, it is difficult, and sometimes a waste of time and energy, to keep the teacher in the realm of practical facts rather than to wander off into theoretical discussions of what they think ought to be. Fourth, in a large city it is practically impossible to secure the time and type of contact to make interviews effective. Invariably they must be carried on at the school due to the general unwillingness to take extra-school hours for discussing of school problems. Furthermore the distances in a large city such as Chicago make home interviews a distinct and complex problem in itself. In view of these facts, this procedure has been rejected as a basic method of job analysis. It is quite possible that upon overcoming the limitations indicated above, this procedure would give most satisfactory results.

##### 5. DIFFICULTY ANALYSIS AS A METHOD OF JOB ANALYSIS

A fifth method of job-analysis is that of ascertaining the major difficulties encountered in engaging in any vocation as as a basis for determining the major duties and functions involved in it. Charters (1), who has probably had more practical experience with job analysis than any other person in the educational field indicates the advantages of a difficulty analysis as follows--"In complex vocations which involve superior

intelligence and skill, such as teaching, where a duty analysis is highly difficult to make, a difficulty analysis may be substituted with practical success. Very frequently where it is impossible for the follower of a vocation to list duties which he is called upon to perform in the pursuance of a vocation, it is comparatively easy for him to list the duties with which he has difficulty, because the duties may be routinized and slip from his memory, while the difficulties are the basis of his attention and thought. We have found, for instance, in an analysis of department store salesmanship that a curriculum based upon the weakness<sup>es</sup> of the department store salespeople provides a quite adequate basis for a course of study for the salespeople."

In respect to the practical advantages of the difficulty analysis as a method of job analysis, our results in the preliminary study based upon interviews with teachers, corroborate the above general observation of Charters. This method, however, has a limitation which, if overcome, would prove most feasible in the investigation of teaching--especially--under the conditions of this study. The procedure here quite evidently assumes that a curriculum can be based upon the difficulties that one encounters. This assumption is probably more nearly warranted in vocations in which the element of previous training and experience are not so crucial as in the case of teaching. One may possibly find a plumber or even a salesperson whose previous knowledge and

Training might be easily discounted. Such is not the case with teaching. In other words there are probably numerous other functions that appear that would not be indicated by difficulties. This method does indicate, however, where training has been ineffective and therefore suggests where preparation would do well to spend more time and energy. If there can be found some method of determining those functions of teaching not revealed by the difficulties encountered this method would be a desirable supplement of such a method. In fact, it has been chosen in combination with the next method described as the basic procedure of this study. A more detailed discussion of this method will be given later.

6. Analytical Study of Printed Instructions and Other Literature Bearing on a Vocation as a Method of Job Analysis.

A sixth and final method of job analysis to be discussed involves an analytical study of printed instructions or other literature bearing on the job as a means of determining the necessary functions of a specific vocation. The assumption here is that such instructions or guide sheets are furnished in connection with any vocation or job are valid sources for determining, at least, such functions as the immediate supervisors or employers expect the worker to be able to perform. The obvious analogy in the field of education is found in elementary school courses of study and teachers manuals. These materials represent the functions that supervisory and administrative officials expect

a

a teacher to be able to perform. It is the specific assumption then that an analysis of these materials should reveal some of the major functions of teaching.

One of the major limitations of this procedure is that while it provides a basis of determining most of the major functions, it does not indicate the relative importance of those functions. If there can be found some fairly reliable supplement to indicate where emphasis should be placed, this method would most nearly suit the conditions of this investigation. The difficulty analysis discussed above, seems a most desirable supplement. The possibilities of this combination will be discussed more in detail in a later paragraph. There are numerous difficulties involved in each of these methods that have not been discussed. They are not of such a character however as to be prohibitive. Thus for the purposes of this study methods five and six will be combined in supplementary form.

From the foregoing discussion it has been seen that of the six possible methods discussed four were definitely rejected and the other two discussed in general and tentatively chosen for possible modification and use. In the following discussion of the general plan of procedure of this study a more detailed discussion of these two methods will be given.

#### IV. METHODS EMPLOYED IN THIS STUDY

##### 1. Analysis of the Contents of Normal School Catalogs As An Index of Present Practice

The assumption underlying our procedure here is that any attempt to formulate a curriculum for the training of teachers must include present practice as a point of departure. In the first place, however inadequate present practice may be, it is not to be presumed that it does not contain some points that are of value. It would be bad economy, to say the least, to disregard entirely the efforts of the practical worker in the field however unscientific those efforts may be. In the second place, we know relatively little about the preparation of Kindergarten-Primary teachers. This specific unit in our schools is of recent organization; and we should take stock of the efforts put forth to meet the new situation, if for no other reason than to supply an objective basis for constructive criticism. In the third place, whatever changes are made in education probably should be evolutionary not revolutionary. In other words, whatever changes are made in our present method of preparing teachers must be made with the present practical situation in mind.

As a ~~basis~~ basis of determining present practice recourse is made to normal school catalogs. It is the purpose to analyze the catalogs of those schools purporting to prepare Kindergarten-Primary teachers. Catalogs have been severely criticised in the past as unreliable indices of what the normal school is actually doing because the descriptions contained in them do not accurately

depict what takes place in the practical teaching situation. The observation is well taken. We fail to see, however, how this fact, in any serious manner, invalidates our procedure. In the writing of normal school descriptions of courses for catalogs, the authors set down what they conceive as the best possible procedure and content for a specific course. It generally happens that our theory is much better than our practice. Since this study is primarily interested in finding out what normal schools think is the best curriculum for the training of this type of teacher and not how well normal school teachers follow this curriculum in practice, what seems to be an objection is an additional reason for using such a source. This statement does not mean to imply that the practicability of a course is unimportant but merely that for the purposes of this study it is of secondary consideration.

The writer is not unmindful of the fact that analysis of Normal School catalogs present some specific difficulties. In a number of instances the descriptions are in terms of general rather than specific and detailed items. It would be far better to use syllabi of the various courses. But few, if any, are available. This fact does not present such a serious limitation, however, since we are interested primarily in the general trend of emphasis rather than the more detailed items. It should be added that normal school authorities, particularly in the recent Kindergarten-Primary field, have taken some quite noticeable



pains to make more specific and intelligible the description of the courses given in their schools.

2. Determination of the Functions of a Kindergarten-Primary Teacher on the Basis of What She is Expected to do as Revealed by Elementary School Courses of Study.

The fundamental assumption of the procedure here is that some of the major needs of the Kindergarten-Primary teacher may be determined by a canvass of Elementary School courses of Study-- especially those duties that Supervisory officers expect her to be able to perform. The very character and purpose of such courses make evident the general validity of our assumption. An examination of this material shows that it outlines the aims and materials in each subject with more or less explicit or implicit suggestions of methods of procedure. In each case the course of study is predicated upon the actual practical teaching situation. In many cases it grows out of it. Therefore next to direct systematic observation these courses should yield the most valid index of the prospective teachers needs.

It is the general purpose, here to select on the basis of the majority opinion of specialists in the field, a number of courses representing the best theory and practice on the Kindergarten-Primary level; and on the basis of an analysis of the content of such courses determine the evident needs of a teacher in this field.

There are three possible objections that might arise

in connection with this procedure.

(1) It might reasonably be maintained that such courses of study while they give a fairly accurate index of the specific content needs, they neither reveal numerous more general needs of the teacher, nor indicate the relative emphasis that should be placed upon various functions revealed. It is the purpose to supplement the results here with such results as are obtained thru a difficulty analysis as explained in a subsequent paragraph. The result of such a combination will not only supply such functions as may not be included in analysis of courses but will indicate where emphasis should most profitably be placed.

(2) A second objection might be raised that the needs of individual communities vary to such an extent that no general determination of teacher-needs can be obtained apart from the local community in which that teacher is to serve. Theoretically such an objection seems tenable. As an actual fact, however, such is not the case. It is found, as subsequent facts show, that in spite of the wide geographic range, general uniformity of content is the rule rather than the exception. In such exceptional instances where local variation does appear the few problems that appear can be easily met after the teacher enters service.

(3) A third and final objection is found in the fact that the selection of the courses of study used here are made on the basis of expert opinion. It is obvious that the only other

method of obtaining such courses would entail a study in itself. Attention might well be called to the fact that it is not the purpose of this study to determine curricula for public schools, but rather to organize professional training for teachers, who are to teach existing courses of study and to engage in their improvement.

3. Determination of the Needs of a Kindergarten-Primary Teacher on the Basis of a Job Analysis Revealed by the difficulties Encountered in Teaching.

The basis of our procedure here is that the difficulties a teacher encounters reveal some of the more important functions of a teacher, and indicate where emphasis should be placed and energy could be profitably spent in teacher-preparation. The general limitations of this method have already been discussed. It is readily recognized that a valid curriculum could not be determined solely upon the basis of the difficulties that a teacher may encounter. This fact leads to the combination suggested above. The elementary school courses of study indicate what content the teacher needs to know how to handle; the difficulty analysis shows where the emphasis should be placed in training.

A difficulty analysis can be made in several ways; namely, thru interview or conference, diaries, questionnaires; or direct observation. The general limitations of the diary, interview and direct observation methods have been discussed. Our procedure

has selected the questionnaire mainly because of the ability to reach a larger number and more widely distributed group of teachers. It is the purpose to prepare a very definite, simple and intelligible set of questions with the sole aim of ascertaining as specifically as possible both the general difficulties involved in teaching on this level; and the outstanding difficulties involved in the teaching of each specific subject in each grade. Again, it is the purpose to select 10 or 12 of the most capable teachers in each of 30 or 40 cities thruout the country, to whom questionnaires will be sent thru the office of the superintendent of the individual city school systems. Such questionnaires reach the teachers as if originally and officially sent from their superintendent. In addition, and as a possible check upon the observations of teachers, a questionnaire is sent to each supervisor of the Kindergarten-Primary grades of each city.

Several criticisms have been launched against the questionnaire as a method of gathering information. Suffice it to say here that the validity of questionnaire procedure is dependent upon certain details of organization and presentation of the questions therein. Justification of this procedure is deferred until such time as the questionnaire used in this study is discussed.

#### 4. Critical Evaluation of Present Practice With Suggestions of Modification to Meet More Adequately the Needs of Preparation.

It is the purpose of this step in the investigation to evaluate present practice on the basis of the evident needs of the

teacher as indicated by the analyses of Elementary School Courses and teachers' difficulties. In addition it is the aim to discuss such modification as the needs of this type of teacher suggest. In pursuance of these ends the procedure shall be adopted of bringing together all of the data in one place. These data are drawn from three general sources.

- (1) Analyses of descriptions of Normal School Courses
- (2) Analyses of the Content of Elementary School Courses
- (3) Analyses of the difficulties involved in teaching.

#### GENERAL PLAN OF PRESENTATION

For convenience the facts of this study are presented in two parts. The first part includes in addition to a discussion of the problem and general methods of procedure, Chapters I and II the following facts:

Chapter III presents a description of the methods of procedure employed in the analysis of present practice. Chapter IV gives the general results of a survey of present practice. Chapter V presents the results of a comparison of the curricula of two and three year normal schools.

Part II includes generally the presentation of the results of the analyses of the content of elementary school courses and teachers' difficulties with suggestion of modification of present practice to meet the evident needs of Kindergarten-Primary teachers. Chapter VI presents a detailed discussion of the methods of procedure employed in the analyses of elementary school courses and

Teachers difficulties. Chapters VII and VIII present the results of the analyses of elementary school courses and teaching difficulties discussed in the light of teacher preparation. Chapter IX consists of a general summary and conclusions.

## CHAPTER III

A CRITICAL SURVEY OF PRESENT PRACTICE

The specific purpose of this section is to make a critical survey of all of the two year and a majority of the three year curricula giving preparation particularly for prospective Kindergarten-Primary Teachers. More particularly it is the purpose to ascertain the assumed functions of this type of teacher as indicated by the type of training prescribed. In pursuance of this end two major lines of attack are followed--

(1) A detailed survey of present tendencies in the training given by Normal Schools emphasizing particularly--

(a) The number of courses given; and (b) Kind of courses given with an analysis of the specific purpose of each course.

(2) A comparative study of two year and three year curricula to determine the desirability and justification of three year curricula.

MATERIALS AND METHODS**I. Materials**

As a basis for selecting those schools that gave training specifically for the Kindergarten-Primary field two procedures were followed: (1) A canvass was made of all of the State Normal School Catalogs found in the libraries of the University of Chicago (2) The tentative list thus obtained was checked against the list

given in the "Educational Directory" for 1924, pages 178-221. In Section XXII of this Bulletin, is found a list of "Directors of Kindergarten Training" in all of the colleges, normal schools and Kindergarten Training Schools in the United States and Hawaii. This list is probably the most complete and authentic within the writers knowledge. In addition, Miss Vandewalker, specialist in Kindergarten Education, Bureau of Education, Washington D. C. was kind enough to supplement this list with a description of the character of each institution (that is, whether state, city or private).

In the appendix of this study will be found a list of the schools the Bulletins or catalogs of which were canvassed or otherwise considered. This list is divided into two parts: (1) the schools, the catalogs of which were chosen for study, arranged alphabetically by states; and (2) an alphabetical arrangement of schools by states, the courses of study or catalogs of which were not selected. Each school or course is numbered and will hereafter be referred to by number only.

It is noted that a total of 161 schools, in 36 states and the District of Columbia, have been canvassed. Each of of these schools is supposed to give differentiated training for prospective Kindergarten or Kindergarten-Primary Teachers. From this number 55 schools have been chosen as meeting the requirements of the conditions of this study.



The selection of the above 55 schools have been based upon four criteria:

(1) This study has been confined to the Kindergarten-Primary field. Thus only those schools offering a curriculum designed to train this type of teacher have been selected. Where curricula are designated Kindergarten, or Primary, and it is evident upon canvass that they are restricted to these levels, <sup>they</sup> are excluded. The justification of this procedure is quite obvious. The recent union of Kindergarten-Primary grades as an administrative and pedagogical unit naturally assumes a certain type of training school curriculum. It is this type of curriculum that is here chosen for study.

It will be seen that 21 schools, or approximately 20 per cent, of the original list have been excluded because they gave Kindergarten training only. It should be added that in addition to a thoro canvass of the catalogs themselves--especially where there was any doubt concerning a course--a personal letter was sent to the "Director of Kindergarten Training" requesting specific information.

(2) An examination of the list of Kindergarten-Primary Schools reveals the fact that approximately 80 per cent belong to the two year type. This fact indicates that the two year course is typical. In view of the fact that this investigation is interested primarily in prevalent practice, it seems advisable to confine

effort largely to that type of school. On this basis three and four year schools have been excluded as atypical altho a canvass is made of three year schools for comparative purposes. It should be added however that no such comparison is made with four year courses. In the first place, they are too few in number to indicate anything like a general tendency; and, secondly, they differ radically from two year courses in type as well as amount of training. The three year courses seem more a difference in amount of training, as will be shown later.

It will be observed that only 25 courses, or roughly 25 per cent of the schools rejected, were excluded because they were either a three or four year course. Ten of these schools were of the four year type, while the remaining fifteen were of the three year type--including ten similar courses of New York State. It should be added that in a number of cases, a school was excluded on one basis only. Thus it happens that some of the three or four year schools, altho they might not have been excluded because of their length, would have been excluded because they gave only Kindergarten training.

(3) Again, only those schools have been chosen whose catalogs give a fairly definite and intelligible description of the courses given. The writer is quite conscious of the fact

that, in earlier investigations, normal school catalogs presented a difficult and often an unprofitable field of study. In many cases it was found that catalogs confined themselves to general rather than specific items in their description of courses. For the purposes of this study this limitation is not so serious. The general items serve sufficiently to give the general trend of emphasis. It is true that little or no definite indication is given as to the details comprising these items. This limitation would be overcome only by access to syllabi of courses or visitation of the schools. The former are not available. The latter is difficult and not absolutely necessary. This limitation is compensated by the fact that the general trends of emphasis may be indicated and that this study is primarily interested in these more general lines.

Only 14 schools have been excluded because of inadequate description. This number represents about 20 per cent of the total possible number of schools definitely known to be of the type specified for analysis. The majority of these schools is of the "private ownership" type. In each case a personal letter was sent to the "Director of Kindergarten Training" asking for specific information. The schools, either did not reply or the additional information was so meager that no definite understanding of the courses could be obtained.

(4) No school was selected, about which very definite information was not available. 32 Schools, or approximately 30 per cent of the schools, were excluded because definite information could not be obtained. These schools are listed under the

head of "No reply to query". This particular designation means that no response was received from those schools, neither in request for a catalog nor in request for specific information concerning the type of school. There is anyone of four chances that such schools would not come under the category analyzed. They could be either a three or four year school, or give a Kindergarten course only, or give a Primary course only, or be a mistake in tabulation by the Bureau. Thus even assuming that one in every four was of the desired type only eight schools have been excluded. If these 8 schools are added to the 14 schools excluded because of inadequate description, it will be noted that the 55 courses chosen represent approximately 75 percent of all Kindergarten-Primary courses indicated. Certainly 75 per cent should be sufficient to indicate the general trend.

The courses selected on the basis of the above criteria are representative of every section of the United States, and characteristic of every type of administrative control. It will be noted that every geographical group is here represented. In addition, it will be seen that of these 55 schools, 45 are state controlled; 3 are of the city type and 7 are privately controlled.

It should be stated here that of the 55 schools selected 14 are in Pennsylvania where all state normal schools are supposed to maintain the same curriculum.

While these schools are supposedly of the same general character it was deemed justifiable to include all of them in this study--especially since it is the aim to canvass all of the schools of this type. It is obvious that the effect would not be the same as in the case of a representative sample. Probably it would be well to add that, while in the main these schools are alike, subsequent examination revealed several instances of differences in types of courses given and in the content of courses supposedly the same.

As mentioned earlier, a comparative study of two and three year courses is to be made. Five schools have been selected to represent the three year group. As will be recalled, there are 15 three year schools listed. Ten of these 15 are found in New York State where the same course is maintained for all State Normal Schools, two are in Ohio, and three in Massachusetts. The five schools selected represent each of the three states, and each of the three types of control--that is, State, City and Private. The schools selected are, Ohio, University, Athens, Ohio, Municipal University of Akron, Ohio, Boston Normal College, Boston, Mass., State Normal School, Bridgewater, Mass., and State Normal School, Geneseo, New York.

The basis of selection here is so obvious that it is hardly necessary to justify it. In fact, practically all of the three year courses listed, except those similar as in New York State, are considered.

## 2. METHODS OF PROCEDURE

In analyzing the curricula selected above, it is the aim to discover, quantitatively and qualitatively, just what a Kindergarten-Primary curriculum contains or requires. More specifically the attempt is made to discover several facts.

(1) What courses or subjects are given and how much emphasis is given to each course?

In general, courses are listed as designated in the catalogs. Where the name is misleading, as shown by an examination of the description, it has been the rule to redesignate such courses or subjects--such redesignation being noted by inclosure in parentheses. The practice is followed generally of listing separately, only those courses that are distinct in content and general character. For example, "English", when all is composition, is undistinguished; where English Composition, Oral Expression and English Literature are given by the same school, they are listed as separate subjects.

In view of the fact that different schools used different systems of accrediting courses, it has been found expedient to use some common basis of accrediting courses. Experience showed that the per cent credit of any course of the total credits given would be the best measure that could be obtained. Thus each subject or course is given, what, for lack of a better name, is called, "a percentage credit". That is to say, if a certain school requires 60 credits for graduation and "English Composition" is given three credits, the percentage credit is 5.00. It should probably be pointed out here that the basis for

deriving the "Percentage Credit" was the number of credits rather than the time. It probably would have been desirable to ascertain both but information in regard to time was not always given.

Some question might be raised relative to the validity of using such a "Percentage Credit" as a basis. There is some justification for this attitude since all courses may not have exactly the same length of school year or even spend the same amount of time on the same or similar courses. The answer, so far as the writer can see, is that the time element, in either case, makes little, if any, difference. If a certain number of units is required for graduation from a two year school the relative amount of emphasis upon the various subjects in proportion to the total number in any one curriculum is the same as in any other school purporting to give two years of training. Consequently the "Percentage Credit" has been adopted as an index. The fact that one school may spend more time on a given subject, although it may have the same "Percentage Credit" makes little difference in this study. Courses or subjects are presumably accredited on the basis of their relative importance. One course is given more credit than another because more time is spent on it in recitation or preparation, or because it is more difficult to teach and therefore requires a longer time. Thus a "Percentage Credit" does give a valid indication of the amount of emphasis given to various courses of different curricula.

(2) Some attempt is made to determine the number of courses given and the number of periods per week given to instruction in these courses. One of the arguments for the lengthening of the normal school course from two to three and four years is the claim of overcrowding. It is the purpose to ascertain to what extent this condition obtains.

(3) Again it is the aim to determine the general tendency and specific nature of each curriculum in an attempt to get some idea of the general uniformity or variation in practice. A preliminary canvass, based upon objective analysis, showed that this type of curriculum divided itself into five general categories. For convenience in handling the data and facility of interpretation these categories are used as the basis of the discussion of the results. These categories are described as follows:

(A) General Content--Under this head are included all of those subjects that are not strictly professional. The purpose of these subjects is not to provide any specific professional preparation but rather to provide academic subjects with a professional flavor. They are usually justified on the basis of providing a broader back ground in the content that the teacher has to teach.

(B) General Professional--In this group are included those subjects that are designed for the professional training of the teacher irrespective of the level upon which she is to teach. They have as their aim the provision of a general professional background to aid the teacher in interpreting and applying general pedagogical principles to specific teaching situations.

(C) Special Professional--Under this head are listed those courses that are strictly professional in nature and designed specifically for the training of kindergarten--primary teachers.

(D) Special and Technical Content--This category consists of all of those subjects of a special technical or content nature that are designed to develop skill and otherwise prepare the teacher to teach a certain type of content. In other words the aim is to prepare this type of teacher in such special content, knowledge or technical



skill as are involved in teaching certain subjects, as, music.

(E) Observation and Participation--This class includes all types of observation and practice teaching.

In analyzing the curricula from the point of view of the above categories, it shall be the purpose to ascertain--(1) the percentage of each curriculum devoted to each of the categories described above; and (2) The average percent for the 55 schools. These latter data are used as a basis of comparison with three year courses

(4) It is the aim to find out in some objective and systematic fashion the specific purpose or purposes of each course or subject given. To that end, preliminary efforts indicated that a composite (qualitative-quantitative) description of each course or subject would be the best method of attacking this problem since it would allow both quantitative and qualitative treatment. Consequently the method of procedure has been that of taking each individual subject and listing the topics or items covered by it. This method secures a list of the items covered with a frequency indication of duplication of topics. For example, "General Psychology" is described as emphasizing the following items with certain frequencies--Habit 40; Instincts 41; etc.

While the above plan seems to be the most feasible the writer realizes as much as any one else its possible inadequacy. In the first place the question naturally arises whether the items given represent a full and adequate description of the course. In reply it must be stated that in general they do. The courses have been chosen with this point in mind. There may be some minor items that are not included. The more general items indicate quite clearly the general trends of emphasis, however. In the second place, it might

be objected that a qualitative description is untenable since there may be overlapping of courses. In general, each topic is found in one course only although there is some over-lapping. In such cases where there is overlapping or duplicating of topics, they are compensated for by the fact that such duplication must take time from some other individual topic that might have been listed singly. Thus the topic as a frequency unit does provide a fairly accurate index.

(5) Finally, it is the purpose to make a comparative study of two year and three year curricula. Mention has already been made of the three year courses selected for this purpose. After an analysis similar to that employed with the two year courses, it is the aim to ascertain the following facts.

(a) Whether the additional year changes the relative emphasis upon the various categories described above?

(b) Whether the additional year represents an increase in time upon the subjects now being given in two year curricula, or the addition of courses of a different type?

(c) Whether in view of answers to (a) and (b) the additional year is justified?

## Chapter IV

Results of Analysis of Courses in 55 Two Year Normal Schools

The purpose of this analysis is to ascertain as specifically as possible the general trend in the professional training of kindergarten-primary teachers in normal schools as indicated by--(1) The kinds of courses given, (2) the number of courses given and (3) The specific nature of the courses required. The data under this third head are not presented in this chapter but are deferred until the discussion of part II of this study.

For purposes of more general analysis these curricula have been divided into the five categories--General Professional, Special and Technical content, Special Professional and Observation and Participation--described on pages <sup>38</sup>35 and <sup>39</sup>36. Table IA presents the results of an analysis by categories, of the curricula of the 55 two year normal schools. The first column designates the school and the next five columns indicate the percent of the curriculum given to each category. At the foot of each column are recorded the average emphasis given to each category, and the range of extremes for each category.

The data of this table indicate fairly clearly the degree of general uniformity and variation in the practice of schools training kindergarten-primary teachers. The following facts are noted particularly--

(1) Each curriculum divides itself into each of the five divisions. There is not a single exception. This fact indicates that normal schools are agreed to the extent that they think the preparation of the kindergarten-primary teacher should include these five

TABLE IA

GENERAL SUMMARY ANALYSIS BY CATEGORIES OF 55 NORMAL SCHOOL CURRICULA

Sch- ool	SPECIAL PROFES- SIONAL	SPECIAL and TECHNICAL CONTENT	GENERAL PROFES- SIONAL	OBSERVATION AND PARTICI- PATION	GENERAL CONTENT	TOTAL
1.	4.04	22.22	23.23	14.14	36.36	99.99
2.	20.00	30.00	10.00	15.00	25.00	100.00
3.	19.18	23.29	24.66	13.70	19.18	100.01
4.	9.87	32.24	22.47	13.16	22.37	100.01
5.	25.65	17.16	21.45	14.29	21.45	100.00
6.	16.95	27.40	12.48	13.30	29.42	99.55
7.	28.86	22.20	11.10	27.78	9.99	99.93
8.	13.72	50.96	5.88	13.72	15.78	99.96
9.	11.50	33.35	9.67	37.95	7.47	99.94
10.	19.06	31.97	20.09	15.98	13.39	100.49
11.	26.64	28.86	17.76	11.10	15.54	99.90
12.	22.49	38.32	9.99	16.65	12.49	99.94
13.	28.33	19.98	18.33	10.00	43.33	100.01
14.	33.91	25.41	9.44	24.53	6.60	99.89
15.	12.51	33.36	12.41	8.34	33.36	100.08
16.	4.17	16.67	20.83	13.50	45.84	100.01
17.	12.50	33.36	12.51	16.66	25.01	100.04
18.	8.34	33.35	12.51	12.51	33.36	100.07
19.	10.42	31.26	12.51	16.66	29.18	100.03
20.	16.68	35.42	12.51	12.51	22.93	100.06
21.	16.68	31.27	12.51	10.42	29.19	100.07
22.	14.58	15.67	20.85	12.50	35.42	100.02
23.	10.30	31.83	15.45	11.33	30.90	99.81

TABLE IA (Cont'd)

GENERAL SUMMARY ANALYSIS BY CATEGORIES OF 55 NORMAL SCHOOL CURRICULA

School	SPECIAL PROFES- SIGNAL	SPECIAL and TECH- NICAL CON- TENT	GENERAL PROFES- SIGNAL	OBSERVATION AND PARTICI- PATION	GENERAL CONTENT	TOTAL
24.	22.96	31.32	29.52	16.40	9.84	100.04
25.	12.00	35.00	16.00	9.00	28.00	100.00
26.	13.32	25.32	23.31	13.33	24.67	99.95
27.	14.00	39.00	13.50	26.50	7.00	100.00
28.	16.25	30.00	15.00	18.75	20.00	100.00
29.	15.40	41.79	15.40	7.69	19.79	100.07
30.	14.08	38.42	14.09	21.89	11.53	100.02
31.	15.36	39.94	18.43	20.69	5.12	99.54
32.	12.36	32.60	14.85	22.75	16.39	98.95
33.	11.96	34.35	19.42	23.89	7.47	100.08
34.	14.07	42.18	21.88	14.05	7.81	99.99
35.	20.00	30.00	15.00	18.75	16.25	100.00
36.	20.00	30.00	15.00	18.75	16.25	100.00
37.	20.00	30.00	15.00	18.75	16.25	100.00
38.	20.00	30.00	15.00	18.75	16.25	100.00
39.	20.00	30.00	15.00	18.75	16.25	100.00
40.	12.50	35.00	17.50	18.75	16.25	100.00
41.	20.00	30.00	15.00	18.75	16.25	100.00
42.	20.00	30.00	15.00	18.75	16.25	100.00
43.	20.00	30.00	15.00	18.75	16.25	100.00
44.	16.25	30.00	15.00	18.75	20.00	100.00
45.	20.00	30.00	15.00	18.75	16.25	100.00
46.	20.00	30.00	15.00	18.75	16.25	100.00

TABLE IA (cont'd)

GENERAL SUMMARY ANALYSIS BY CATEGORIES OF 55 NORMAL SCHOOL CURRICULA

Sch- ool	SPECIAL PROFES- SIONAL	SPECIAL AND TECHNI- CAL CON- TENT	GENERAL PROFES- SIONAL	OBSERVATION AND PARTICI- PATION	GENERAL CONTENT	TOTAL
47.	20.00	30.00	15.00	18.75	16.25	100.00
48.	16.67	8.88	14.44	16.67	43.33	99.99
49.	13.33	20.00	13.32	3.33	50.00	99.98
50.	9.99	23.31	26.66	3.33	26.66	99.95
51.	19.98	16.65	13.33	9.99	39.99	99.94
52.	16.01	30.28	13.55	14.57	26.34	100.69
53.	5.55	29.97	21.09	9.99	33.31	99.91
54.	11.49	37.82	10.81	21.60	18.24	99.96
55.	9.08	19.98	19.98	49.05	1.82	99.91
<hr/>						
AVER- AGE	15.654	29.605	16.012	16.762	21.561	99.592
<hr/>						
RANGE						
Low	4.04	8.88	5.88	3.33	1.82	
High	33.91	50.96	29.52	49.05	50.00	

types of training.

(2) While normal schools are agreed in respect to the general direction preparation should take they are not in harmony as to the amount of emphasis that should be given to each type of training provided. If normal schools were agreed upon the type of preparation demanded, the emphasis upon each of these five categories would be practically the same in different schools. This is not the case however.

Table II indicates the average emphasis, with the range for each category--

Table II Average Emphasis and Range for Five Categories

Category	Av. Emphasis	Range	
		Low	High
1. Special Professional	15.65	4.04	33.91
2. Special and Technical Content	29.61	8.88	50.96
3. General Professional	16.01	5.88	29.52
4. Observation and Participation	16.76	3.33	49.05
5. General Content	21.56	1.82	50.00

Table II makes it evident that normal schools are uncertain as to the best procedure in training teachers on this level. The wide variations in practice are, to say the least, an astounding revelation. The widest variation comes in the case of general content subjects. Here the range runs from 2 to 50 percent of the curriculum with an average of 21 percent. The next widest variation appears in the case of observation and participation. While the average is 16.76 percent the range is from 3.33 to 49.05 per cent. Special and Technical Content shows a slightly less variable practice. The range is from 8.88 to 50.96 per cent. Comparatively speaking the special and general professional subjects show much more uniformity of pro-

cedure although there is considerable variation. In the case of the former the average is 15.65 and the range is from 4.04 to 33.91 per cent. In the case of the latter the average is 16.01 and the range is 5.88 to 29.52 per cent. It is significant to note that the widest variations are found in the general content subjects, and observation and practice. This fact indicates that the needs of the teacher along these lines are less apparent than in the case of the general and special professional subjects.

(3) The data here indicate that normal schools regard knowledge of, and ability to do, the things taught as of prime importance. It is seen that the average emphasis given to "General Content" and "Special and Technical Content" is in each case greater than the emphasis given to any one of the three professional categories. In general it is noted that the average emphasis upon "General Content," and "Special and Technical Content" justabout balances that upon the other three categories combined. These facts indicate that the prospective teacher spends half of her time in acquiring the facts she is to teach, and the other half in developing the ability to teach those facts. It is one of the purposes of this study to determine whether such a proportionate emphasis is justifiable.

#### Description and Analysis of Categories by Subjects

The results of the analysis of the five categories described above are presented in terms of the individual subjects comprising each category. The results of this analysis are presented in five separate tables, one for each category. In each table the individual schools are represented by numerals up to 55. The amount of emphasis is stated in terms of "Percentage Credit." The average amount of emphasis and the range are given at the end of each column. The data



# General CONTENTS SUBJECTS -

TABLE IIA  
TWO YEAR COURSE 43a

Sr.	English	Electives	Social	Science	Science	Grand
	School Composition	English English Literature General Literature Poetry	Sociology (social) Geography world History Amer. Hist.	Current Events Amer. Govt Economics European History	Physical Education Biology Physiology	Total
1	4.04 4.04	8.08	25.25	20.00	3.03	3.03 36.36
2	5.00	5.00 24.00	10.96 10.96	20.00	7.22	25.00
3						
4	3.95	3.95	10.53 10.53	2.63 2.63	2.63 5.26	5.26 12.37
5	4.29	4.29	4.29 4.29	4.29 4.29	4.29 8.58	8.58 22.44
6	2.67	2.67 14.07	16.07 16.07	2.67 2.67	2.67 5.34	5.34 2.67
7			3.33 3.33	3.33 3.33	6.66 3.33	3.33 9.99
8	7.84	7.84	2.30 2.30	2.87 2.87	5.17 7.84	7.84 15.68
9	2.30	2.30	2.30 2.30	2.87 2.87	5.17 7.84	7.84 15.68
10	3.09 3.09	6.18	4.44 4.44	2.22 2.22	6.66 4.44	7.21 13.39
11	3.33 3.33	6.66	3.33 3.33	5.17 5.17	6.66 4.44	4.44 15.54
12	5.00	5.00	26.67 26.67	5.17 5.17	3.33 2.80	2.80 12.49
13		2.52	1.99 1.99	6.26 6.26	3.78 3.78	6.60
14	4.17	4.17	4.17 4.17	4.17 4.17	4.17 4.17	3.36
15	4.17	4.17	4.17 4.17	4.17 4.17	4.17 4.17	4.17 4.17
16	4.17	4.17	4.17 4.17	4.17 4.17	4.17 4.17	4.17 4.17
17	8.34 4.17	12.51 12.51	12.51 12.51	4.17 4.17	4.17 4.17	25.01
18	4.17 4.17	4.17 4.17	4.17 4.17	4.17 4.17	4.17 4.17	33.36
19	4.17 2.08	4.17 4.17	4.17 4.17	4.17 4.17	4.17 4.17	2.08 2.08
20	4.17 4.17	8.34 8.34	8.34 8.34	8.34 8.34	8.34 8.34	2.08 2.08

Sr	English	Science	Math
School	Composition Oral English English Literature General Literature Poetry Total Prescribed Unprescribed Total	Sociology (Social) Geography World History Amer. History Current Events (History) Amer. Govt Economics European History Total Phy. Educ. Biology Physiology Total	
21	4.17	4.17	25.19
22	8.33 4.17	4.17	35.42
23	8.24	4.12 3.09	30.90
24	9.84		9.84
25	8.00		28.00
26			26.67
27			2.00
28	8.15 3.15		26.7 14.67
29	3.30 2.20		2.00 2.00
30	3.21 3.84		5.00 21.25
31	5.12		10.99 9.79
32	5.32 1.14		2.56 1.92
33	2.99		5.12
34	4.69		2.50 16.39
35	8.75 2.50		10.46
36	0.75 2.50		3.12 7.51
37	8.25 2.50		5.00 16.25

No.	English				Electives		Social Science				Science				Grand Total		
	Composition	Oral English	Eng. Liter.	Eng. Liter.	Prescribed	Un-prescribed	Sociology	Geog.	World History	Amer. Hist.	Current Events	Amer. Govt.	Econ.	Phys. & Chem.		Biology	Physiology
38	8.15	2.50			11.25									5.00			5.00
39	8.15	2.50			11.25									5.00			5.00
40	8.15	2.50			11.25									5.00			5.00
41	8.15	2.50			11.25									5.00			5.00
42	8.15	2.50			11.25									5.00			5.00
43	8.15	2.50			11.25									5.00			5.00
44	8.15	2.50			11.25	3.75	3.75							5.00			5.00
45	8.15	2.50			11.25									5.00			5.00
46	8.15	2.50			11.25									5.00			5.00
47	8.15	2.50			11.25									5.00			5.00
48	8.15	2.50			11.25									5.00			5.00
49	10.00				10.00	24.44	24.44	5.56						5.56			5.56
50	10.00	3.33	10.00		23.33		30.00	30.00									
51	10.00				10.00		13.33	13.33									
52	6.25	5.25	3.03		14.63			3.13						6.26			6.26
53	3.33	2.22	8.88		14.43									3.33			3.33
54	3.33	0.68			4.01									10.13			10.13
55	1.52				18.2												
AN	5.71	6.52	36	.56	0.25	11.41	5.46	6.81	6.04	.17	.25	6.2	.03	26	.11	.06	2.47
														3.12	4.6	.35	3.72

here indicate three facts; (1) The kind of subjects given; (2) the number of courses given; and, (3) The degree of variation or uniformity in procedure.

### 1. General Content Subjects

Table IIA page 40 entitled "General Content Subjects--Two Year Course"--gives the results of an analysis of the general content category for the 55 two year normal schools. Table III page 45 gives a general summary of the more detailed table on page 40. This summary table includes the number and names of the subjects given, the average percentage credit given each subject, and, the percent of the 55 schools giving such a course.

Table III Summary of Table IIA General Content Subjects

Subjects	Av. percentage Credit	Per cent of Schools giving course
1. English--all types	9.185	92.73
A Composition	5.718	89.09
B Oral Expression	1.523	52.73
C English Literature	0.360	3.64
D General Literature	0.564	12.73
E Poetry	0.020	1.83
2. Electives--Content	6.880	43.64
A Electives--prescribed	1.417	9.09
B Electives--Free	5.463	34.55
3. Social Science--All	2.576	38.18
A Sociology--Intro	1.048	27.27
B Geography	0.178	5.45
C World History	0.251	7.27
D American History	0.621	14.55
E Current Events	0.034	1.82
F American Government	0.268	7.27
G Economics	0.116	3.64
H. European History	0.660	1.82
4. Science--All	3.938	69.09
A Physical Education	3.126	60.00
B Biology	0.461	9.09
C Physiology	0.351	9.09

Table III reveals the following significant facts--

Table III reveals the following significant facts:--

(1) 18 individual subjects are given in this category. They include the general groups--English, Electives, Social Science and Science.

(2) The subjects given most emphasis are--English (Composition and Oral Expression); Free Electives; Introductory Sociology; and, Physical Education.

(3) Normal Schools are agreed that English Composition and Physical Education are probably necessary. They are not so certain in the case of the rest of the subjects. The fact that there is general agreement in the case of only two subjects out of eighteen is quite indicative of the wide variation in this category.

The facts here raise certain significant questions more strongly than ever, namely, what general content subjects are necessary for teacher preparation on this level, what general purpose should they serve and how much emphasis should be given to them? We have assigned to part II of this study the task of answering these questions.

## (2) General Professional Subjects

Table IVA page 4 designated "General Professional Subjects Two Year Course" gives the results of the analysis of this category by individual subjects. The following facts are revealed--

(1) 14 individual subjects are included in this category. These subjects include the general groups--Psychology, History of Education, Introduction to Education and Teaching, Educational Sociology, Principles of Education, General Methods and Principles of Teaching, Professional Electives, and Professional Ethics.

(2) Psychology is the most frequent subject presented. Every school

TABLE IV

46a

## General Professional Subjects - Two Year Course

Seq	Psychology					History of Education					School					Total				
	School	General	Educational	Child	Teach and meas.	Total	General	Educ.	History	Prins.	Total	School man.	Introductory Education	Educ. Sociology	Principles of Education	Prins. of Ped. and Gen. meth	Professional Electives	Prof. Ethics	Total	
1			5.05	5.05		10.10							3.03	5.05		5.05				23.23
2		5.00				5.00										5.00				10.00
3		5.45	5.48		2.74	13.10	4.11	2.74		6.85	4.11									24.66
4		7.83		3.45	2.63	14.47					3.95					3.95				22.37
5		4.29		4.29		8.58		4.29		4.29	2.86			2.86			2.86			18.59
6		3.57		3.57		7.14					2.67				2.67					12.48
7		3.33		2.22	3.33	8.88						2.22								11.10
8		5.88				5.88										2.30		2.30		8.88
9		2.30		1.15		3.45	1.62			1.62										9.69
10		3.61	3.61		2.06	8.76		3.61		3.61	2.06	3.09			2.57	4.44				20.09
11		4.44		4.44		8.88									4.44	4.44				17.76
12		3.33	3.33			6.66					3.33									9.99
13		5.00		3.33		8.33							5.00		5.00					18.33
14		0.63	1.89			2.52					1.26				3.77	1.89				9.44
15		4.17	4.17			8.34										4.17				12.51
16		4.17	4.17		4.17	20.54														20.84
17		4.17			4.17	8.34							4.17							12.51
18		4.17	4.17			8.34							4.17							12.51
19		4.17	4.17			8.34							4.17							12.51
20		4.17				4.17							4.17							12.51
21		4.17				4.17							4.17							20.85
22		4.17	4.17			8.34							4.17			4.17				15.45
23		4.17				4.17		3.09	3.09	4.17										

Sl. No.	Psychology					History of Education					Amount Total
	School	General	Educational	Ched	Terts and meas.	Total	General	Elem. Education	Hist. and Prim.	Total	
24	9.84			9.84		14.68	9.84			9.84	29.52
25	4.00	4.00	4.00	4.00		12.00		4.00		4.00	16.00
26	6.66			6.66		13.32	3.33			3.33	23.31
27		5.00				5.00	1.50			1.50	13.50
28				3.75		3.75		3.75			15.40
29	3.30			3.30	2.20	8.80	1.65		1.65	3.30	14.09
30	3.41	2.56			19.2	7.69	1.92			1.92	18.43
31		5.12				5.12	5.12			5.12	14.35
32	2.50	2.50				5.00	4.54			4.54	19.42
33	4.48					2.47	4.48			4.48	21.38
34	4.69					4.69		4.69		4.69	15.00
35				3.75		3.75		3.75		3.75	15.00
36				3.75		3.75		3.75		3.75	15.00
37				3.75		3.75		3.75		3.75	15.00
38				3.75		3.75		3.75		3.75	15.00
39				3.75		3.75		3.75		3.75	17.50
40				3.75	4.50	6.25		3.75		3.75	15.00
41				3.75		3.75		3.75		3.75	15.00
42				3.75		3.75		3.75		3.75	15.00
43				3.75		3.75		3.75		3.75	15.00
44				3.75		3.75		3.75		3.75	15.00
45				3.75		3.75		3.75		3.75	15.00
46				3.75		3.75		3.75		3.75	15.00

Sub	Psychology					History of Education					School Management					Principles of Education					Professional Ethics					Grand Total
	School	General	Educational	Child	Tests and meas.	Total	General	Elem. Education	Hist. and Princ.	Total	School Management	Introduction to Education	Educ. Sociology	Principles of Education	Prin. of Tech. and Gen. Methods	Professional Electives	Professional Ethics									
41				3.75		3.75																15.00				
44	5.56	3.33	2.22			11.11																14.34				
44	3.33	3.33	3.33			4.44																13.32				
50	3.33		3.33			4.66																26.66				
51	3.33					3.33																15.33				
52	3.13	3.13	2.08			8.34																13.55				
53	3.33	3.33			3.33	9.99																21.09				
54	3.38		5.40			8.78																10.81				
55	1.82	5.45	3.63		1.42	12.72	3.63															18.78				
56	2.53	1.65	2.76		.54	7.30	7.4	.46	.48	2.21	.82	1.78	1.19	.60	1.32	.67	.04									



gives some course in psychology, most frequently child and general psychology. It seems to be a general tendency for each school to emphasize two types of psychology. One course is usually introductory in nature. The other is more of an applied character.

Table IV Summary of Table IV A General Professional Subjects

Subjects	Av-Percentage Credit	Per cent of Curricula giving
1. Psychology-All Types	7.489	100.00
a. General Psychology	2.534	60.00
b. Educational Psychology	1.652	38.48
c. Child Psychology	2.760	67.27
d. Tests and Measurements	0.543	20.00
2. History of Education	2.211	56.36
a. History of Elem. Education	0.469	12.73
b. History of Education(General)	0.740	20.00
c. History and Prins. of Education	0.982	27.27
3. School Management	0.824	27.27
4. Introduction to Education	1.785	50.91
5. Educational Sociology	1.191	30.91
6. Prins. of Teaching & Gen. Methods	1.324	34.55
7. Principles of Education	0.602	18.18
8. Professional Electives	0.673	7.27
9. Professional Ethics	0.041	1.82

(3) Only slightly more than half of the schools give History of Education in any form. The most frequent procedure is to require the combination "History and Principles of Education."

(4) About 50 per cent of the schools give a course in the "Introduction to Education or Teaching."

(5) The emphasis upon the other courses is given by less than half



[illegible]

Kindergarten												Primary												Grand Total	
Schools	Kq. Primis.	Kq. Theory Intro	Kq. Theory adv	Kq. Curr.	Kq. meth	Unit + Primis Kq.	Total	Primary methods	Primary curr.	arith meth.	Reading meth.	Story meth.	English meth.	High and Civics meth.	Penmanship methods	Methods of Teaching Ev. chld.	nature study meth.	ind. arts meths.	Fine arts methods	music methods	Phy Educ. meths.	Total	Total		
45	6.25				3.75		10.00	3.75	5.5	3.75									2.50			10.00	20.00		
46	6.15			3.15			10.00	3.75		3.75									2.50			10.00	20.00		
47	6.25			3.15			10.00	3.75		3.75									2.50			10.00	20.00		
48				3.37			3.37												2.22			12.34	12.67		
49				10.00	3.33		13.33												2.22			13.33	13.33		
50	3.33			3.33			6.66	3.33											3.33	3.33		13.32	19.98		
51				3.33	3.33		6.66	3.33														10.50	16.01		
52				3.13	2.08		5.21	2.03														2.22	5.55		
53				3.33			3.33															4.73	18.49		
54				3.38	3.38		6.76	3.38	1.35													3.63	9.08		
55				5.45			5.45	3.43																	
56	2.34	33	20	1.65	1.58	58	3.44	.29	.68	1.51	20	2.1	.71	.36	.08	.07	.23	.04	.75	.04					

of the schools. This fact emphasizes again the variation of opinion in respect to the means of teacher preparation.

### 3 Special Professional Subjects

Table VA page 47<sup>0</sup> gives the data for the subjects under this category. Table V presents a summary of the data in Table NA

Table V Summary of Data for Special Professional Subjects

Subjects	Av. Percentage Credit	Per cent of Schools giving
1. Kindergarten Education	7.689	96.36
a. Kindergarten Principles	2.342	47.27
b. Kindergarten Theory (Intro.)	0.335	5.45
c. Kindergarten Theory (Adv.)	0.201	7.27
d. Kindergarten Curriculum	2.651	58.18
e. Kindergarten Methods	1.580	36.36
f. Kindergarten History & Principles	0.580	16.36
2. Primary Education	8.333	89.09
a. Primary Methods	3.115	65.45
b. Primary Curriculum	0.294	9.09
c. Special Methods	<u>4.924</u>	65.45
1 Arithmetic	0.689	21.82
2 Reading	1.516	43.64
3 Geography	0.205	9.09
4 Music	0.211	7.27
5 English	0.712	20.00
6 History and Civics	0.362	10.91
7 Penmanship	0.080	5.45
8 Teaching of Foreign Children	0.076	1.82
9 Nature Study	0.230	5.45
10 Industrial Arts	0.045	1.82
11 Fine Arts	0.752	29.09
12 Physical Education	0.046	1.82

The data in the summary table V show the following facts:

(1) There are 20 subjects in this category. Six are included under the general head of Kindergarten Education; and fourteen under the general head of primary education. While there is a larger number of subjects given in Primary Education the average emphasis is about the same. This fact indicates that there is less variation in Kindergarten Education than in Primary Education. This observation is corroborated again by the fact that 96 per cent of the schools give some sort of Kindergarten course while 89 per cent give some sort of course in Primary Education. (2) With the exception of reading, it is not at all a general practice to give special method courses. This fact is especially significant in light of the fact that it is the practice to give half of the total emphasis to the development of the ability to teach. It is quite obvious that much of this preparation must be provided either in the Special and Technical Content courses or General Professional Courses. The data in Table V show that the former possibility is not true for with the exception of nature study and penmanship relatively little attention is given to these subjects. Thus the needs must be met here in the General Professional Courses. It shall be the aim to ascertain whether such a procedure most adequately meets the needs of prospective teachers.

#### 4 Special and Technical Content Subjects

Table VIA Page 56 entitled "Special and Technical Content" presents the results of the analysis of this category. Table VI gives a summary of the facts presented in Table VIA (It should be stated that this category includes all special and technical content subjects. In some cases both content and methods are included in the same course. A course is placed according to whether the content is predominant or

TABLE VI  
SUMMARY OF DATA ON SPECIAL AND TECHNICAL CONTENT

SUBJECTS	AVERAGE PERCENT- AGE CREDIT	PERCENT OF SCHOOLS GIVING COURSE
1. Music--all types	9.771	96.36
a. Music--theory	0.995	27.27
b. Music--appreciation	0.133	9.09
c. Music--Piano	0.122	1.82
d. Music--content and methods	4.521	74.55
2. Industrial Arts	4.589	92.73
a. Handwork--general	2.334	64.45
b. Construction and play mater.	1.703	49.09
c. Household Arts	0.552	16.36
3. Fine Arts--all types	3.947	90.91
a. Fine arts--theory	1.896	50.91
b. Fine arts--appreciation	0.224	12.73
c. Fine arts--content and meths.	1.827	40.00
4. Technical Electives	0.742	5.45
5. Health Education--all types	5.041	89.09
a. Playes and games	1.548	45.45
b. Gymnastics	0.258	9.09
c. Play Ground supervision	0.134	5.45
d. Child and School Hygiene	3.161	70.91
6. Child Literature--alltypes	5.041	80.00
a. Literature--child	1.042	29.09
b. Literature & story telling	2.247	58.18
c. Story Telling	0.245	9.09
7. Content Subjects		
A. Arithmetic	0.541	12.73
b. Geography	0.734	20.00
c. Nature Study	2.945	76.36
d. Penmanship	0.813	52.73
e. Literary Technique	0.081	9.09
f. History and Civics	0.541	16.36
g. Mother Play	0.132	3.64
h. General Reviews	0.203	5.45

Table VIA

## Special and Tech

School	Music					Fine arts					Ind arts					Health Edu								
	Theory	apprac.	Piano	content	method	Total	Theory	apprac.	content	method	Total	Handwork	const. &	play mat.	Household	arts	Total	Technical	Elec.	Play and	Games	Gymnastics	Playground	Superv.
1	2.02	2.02				4.04	4.04				4.04		7.07				7.07			3.03				
2			5.00	5.00		5.00	5.00				5.00	5.00					5.00			5.00				
3			2.74	2.74								2.74	2.74				5.48			2.74				
4		X	6.58	6.58		5.26	5.26				5.26	3.95	3.29				7.24			3.95				
5																		8.58						
6	0.89	X	2.67	3.56		1.78	0.89				2.67	1.78					1.78	8.21		2.25				
7			2.22	2.22		4.44					4.44	2.22			6.66		8.88							
8			4.76	4.76			3.92				3.92	5.88	5.88				4.76			5.88				
9			4.60	4.60		5.75					5.75	2.30	2.30	4.60			9.20			4.60				
10	2.06		4.12	6.18			4.63				4.63	5.15	3.09	1.59			9.93			2.06	3.09			
11			4.44	4.44		2.22	4.44				6.66		8.88				9.88			2.22			2.22	
12	5.00			5.00			5.00				5.00	5.83	3.33				9.46			5.00				
13			3.33	3.33			3.33				3.33	3.33					3.33							
14	4.70		3.77	8.47								1.89	3.77				5.66			4.70	2.82			
15			4.17	4.17			4.17				4.17							25.02						
16	4.17			4.17								4.17	4.17				8.34							
17	4.17			4.17			8.34				8.34	4.17					4.17							
18	4.17			4.17			4.17				4.17	4.17					4.17					2.08		
19	4.17			4.17			4.17				4.17	4.17					4.17			2.08				
20	4.17			4.17			4.17				4.17	4.17					4.17					2.08	1.08	
21			4.17	4.17			4.17				4.17	4.17					4.17							
22						2.08					2.08	2.08					2.08							4.17
23	4.12			4.12			4.12				4.12	2.06					2.06							
24			3.28	3.28			3.28				3.28	3.28					3.28			3.28				
25			4.00	4.00			5.00				5.00	4.00	4.00				8.00			2.00				
26	2.67			2.67		2.67					2.67	3.33					5.33			3.33				
27			5.00	5.00			4.00				4.00	5.00	3.00				8.00			3.00				
28			8.75	8.75		3.75					3.75	3.75					3.75							
29			6.60	6.60			4.39				4.39	4.40	2.20			4.40	11.00			3.30				
30	2.56	X	1.56	6.40		1.28	1.56				3.84	3.84				4.48	5.32			2.56				



Table VI A

Special and

Schol	Music				Fine arts				Ind. arts				Health							
	Therap.	app.	Piano	Com	Total	Therap.	app.	Com	Total	Handwrt	Constr.	Play M.	Modeling	Auto.	Total	Tech.	Elec.	Playg.	Games	Gymn.
31			5.12	5.12				5.12	5.12			6.15			6.15			5.12		
32			3.79	3.79	1.14	0.76	2.27	4.17	4.54	3.02	1.14	8.71			8.71			3.03		
33			4.48	4.48		2.99	8.97	8.96	2.99						2.99			5.97		
34	3.12			3.12		3.12			3.12	3.12					3.12					
35			8.75	8.75	3.75				3.75		2.50				2.50					
36			8.75	8.75	3.75				3.75			2.50			2.50					
37			8.75	8.75	3.75				3.75		2.50				2.50					
38			8.75	8.75	3.75				3.75		2.50				2.50					
39			8.75	8.75	3.75				3.75		2.50				2.50					
40			11.25	11.25	3.75				3.75	3.75					3.75					
41			8.75	8.75	3.75				3.75			2.50			2.50					
42			8.75	8.75	3.75				3.75		2.50				2.50					
43			8.75	8.75	3.75				3.75		2.50				2.50					
44			8.75	8.75	3.75				3.75		2.50				2.50					
45			8.75	8.75	3.75				3.75		2.50				2.50					
46			8.75	8.75	3.75				3.75		2.50				2.50					
47			8.75	8.75	3.75				3.75		2.50				2.50					
48	2.22			2.22	2.22				2.22											
49			10.00	10.00				10.00	10.00											
50			3.33	3.33				3.33	3.33	3.33	3.33				6.66					
51	3.33			3.33	3.33				3.33	3.33					3.33				1.67	
52	4.16			4.16	6.25				6.25	3.13					3.13				2.08	
53	1.11		3.33	4.44	1.11	1.11			2.22	1.11					1.11					
54			6.75	6.75	13.50	6.75			6.75	2.70	1.35				4.05				2.70	
55			3.63	3.63						3.63	3.63				7.26				3.63	
AV	8.9	.63	.12	4.52	5.61	1.89	.22	1.82	3.76	2.33	1.70	.55			4.46	.74	1.54		2.5	

## Nica Content

Category	Child Hyg.	School Hyg.	Total	Child Literature	Liter. and Story Telling	Story Telling	Total	Outline	Geography	History	Science	Library	Technical and Vocational	Arts	Home Economics	English	Grand Total
			3.03		4.04		4.04										22.22
			5.00	5.00	5.00		10.00										30.00
274			5.48	2.74			2.74		2.74	2.74	1.37						23.29
274			5.48							2.74							30.00
4.29			4.29						4.29								17.16
267			4.92									0.92	2.67				24.73
			3.33	3.33					3.33								22.20
			3.92	9.80		5.88	5.88		3.92	3.92							50.96
1.30			6.90		4.60		4.60		2.30								33.35
1.03			6.15						4.63	0.52							31.97
			4.44						4.44								25.86
			5.00		3.33	3.33	6.66		3.33		0.84			3.33			38.32
					3.33		3.33		3.33	3.33							19.98
			7.52		2.82		2.82							0.94			25.41
					4.17		4.17										33.33
					4.17		4.17	4.17		4.17				4.17			16.18
			4.17	6.25		4.17	4.17		4.17	4.17	2.08						33.16
			4.17	6.25	2.08		4.17	6.25		4.17	2.08						33.55
			4.17	8.33	4.17		4.17	4.17	4.17		2.08						31.26
			4.17	4.17		4.17	4.17	4.17	4.17		2.08						35.43
				4.17	4.17		4.17		4.17								31.27
				4.17	4.17		4.17		4.17								16.67
3.09			3.09	4.12			4.12	6.08	4.12					4.12			31.89
			3.25		3.25		3.25		4.92								21.32
			2.00	2.00			2.00		6.00						8.00		35.00
			3.33		6.66				6.66								25.32
2.00			5.00		6.00	1.00	7.00		6.00	3.00						1.00	39.00
			6.25	6.25		3.75	3.75		3.75	1.25							30.00
			1.65	4.95	2.20		2.20	3.30	1.65	3.30	1.10	3.30					41.70
1.92			4.48		1.92		1.92	3.20	3.20	1.92	0.80	0.64	3.20				38.40

# Technical Content

[illegible]

the method is predominant. In the case of the former it is put in this category. In the case of the latter it is included in the Special Professional Category just discussed) The data here indicate several significant facts--

(1) 26 subjects including the 7 groups--Music, Industrial Arts, Fine Arts, Technical Electives, Health Education, Child Literature, and content subjects are given in this category.

(2) The schools are fairly well agreed that all of the subject groups of this category, except Technical Electives, are a desirable part of the teacher's preparation. Each school in 87 to 96 per cent of the total number give some course under one of these heads. There is some diversity, however, relative to the type of course given under each head. In the case of music the most frequent procedure is the "Content-Method" type of course; in Industrial Arts "General Handwork"; in Fine Arts, "Theory;" in Health Education, "Child and School Hygiene" and "Plays and Games;" in Child Literature, "Literature and Story Telling;" and in the content subjects, "Nature Study" and "Penmanship." Very few schools give attention to other content subjects. This fact indicates that the needs in these subjects are taken care of elsewhere.

The designations of the subjects of this category indicate that the major purpose is the provision of opportunity to learn such facts that the teacher will subsequently teach the child; or, the development of those abilities and skills that are subsequently to be developed on the part of the child. The descriptions of these courses presented in Part II, corroborate this observation. In the light of these facts it is still another purpose of this study to ascertain (1) whether the needs of the teacher lay primarily in the

direction of acquisition of content to be taught, or in emphasis upon how to teach such content, or both? (2) What procedure, if any, seems most adequate for attaining the evident end of preparation.

### 5 Observation and Participation

Table VIIA Page 50<sup>o</sup> entitled "Observation and Participation" presents the results derived from an analysis of data relative to this category. The summary table VII indicates the general facts of the more elaborate table VIIA

Table VII Summary of Data on "Observation and Participation"

Subjects	Av. Percentage Credit	Per cent of Curricula giving
1. Practice Teaching (All Types)	15.685	100.00
a. General Practice	9.611	61.82
b. Introductory Practice	0.592	12.73
c. Advanced Practice	1.210	12.73
d. Kindergarten Practice	1.467	18.18
e. Primary Practice	1.177	16.36
f. Kindergarten-Primary Practice	1.419	7.27
2. Observation	1.085	21.82

The data derived from the analysis of this category show the following facts:

(1) It has been seen that the requirement in this category varies from 3 to 49 per cent of the curriculum. This variation is partially explained by two procedures generally practiced. It is the most frequent for schools to give a short strictly supervised period of practice in their own training schools. More unfrequently it is the procedure for schools to give a more extensive period of practice in public schools with the work under the general supervision of the nor-

TABLE VIIA  
OBSERVATION AND PARTICIPATION--TWO YEAR COURSE

(50a)

	Prac. gen.	Prac. Intro.	prac. adv.	Kdg. Prac.	Primary Prac.	K*-P Prac.	Total Prac.	Obser- vation	Grand Total
1.		2.02	12.12				14.14		14.14
2.				10.00	5.00		15.00		15.00
3.	13.70						13.70		13.70
4.				6.58	6.58		13.16		13.16
5.						14.29	14.29		14.29
6.	13.30						13.30		13.30
7.	27.78						27.78		27.78
8.		3.82	9.80				13.72		13.72
9.	34.50						34.50	3.45	37.95
10.	15.98						15.98		15.98
11.	8.88						8.88	2.22	11.10
12.	16.65						16.65		16.65
13.		5.00	5.00				10.00		10.00
14.	24.53						24.53		24.53
15.		4.17	4.17				8.34		8.34
16.				4.17	4.17		8.34	4.17	12.51
17.				8.33	8.33		16.66		16.66
18.	12.51						12.51		12.51
19.				8.33	8.33		16.66		16.66
20.				4.17	8.34		12.51		12.51
21.	10.42						10.42		10.42
22.	8.33						8.33	4.17	12.50
23.				8.24			8.24	3.09	11.33
24.						16.40	16.40		16.40
25.	9.00						9.00		9.00
26.	13.33						13.33		13.33
27.	23.50						23.50	3.00	26.50
28.	18.75						18.75		18.75
29.	7.69						7.69		7.69
30.		5.76	16.13				21.89		21.89
31.				10.24	7.38		17.62	3.07	20.69
32.				9.86	9.86		19.72	3.03	22.75
33.						20.90	20.90	2.99	23.89
34.	9.38						9.38	4.69	14.07
35.	18.75						18.75		18.75
36.	18.75						18.75		18.75
37.	18.75						18.75		18.75
38.	18.75						18.75		18.75
39.	18.75						18.75		18.75
40.	18.75						18.75		18.75
41.	18.75						18.75		18.75
42.	18.75						18.75		18.75
43.	18.75						18.75		18.75
44.	18.75						18.75		18.75
45.	18.75						18.75		18.75
46.	18.75						18.75		18.75
47.	18.75						18.75		18.75
48.		5.56	11.11				16.67		16.67
49.	3.33						3.33		3.33
50.	3.33						3.33		3.33
51.	9.99						9.99		9.99
52.		6.25	8.32				14.57		14.57
53.	9.99						9.99		9.99
54.				10.80	6.75		17.55		21.60
55.						27.27	27.27		27.27
AV	9.611	.592	1.210	1.467	1.177	1.419	15.685	1.085	16.745

mal school authorities. In two exceptional cases both procedures are followed.

(2) All schools give some form of practice teaching. It is clear that they are agreed that some practice teaching is necessary. They are not in such accord in respect to observation. Only 12 schools give a period of observation apart from practice.

(3) Six Administrative types of practice are employed. Although "General Practice" where the practice comes at or near the end of the course and is scattered over the four grades and sometimes the entire elementary level is the most frequent procedure it is clear that the problem of the most effective form of administration has not been solved.

The above facts raise three very significant questions--the last two depending very much upon the answer to the first (1) What is the function of practice teaching? Is it the function of this activity to give prospective teachers only sufficient practical basis for self direction and therefore a short well supervised period of practice will suffice; or, is the function to develop considerable skill through long periods of practice in an actual public school situation; or should it involve both aims?

(2) In what administrative form should practice teaching be administered, and how much time should be given to the activity?

(3) What is the function of observation, and, how shall it be administered in relation to practice teaching?

It is the purpose of part II to throw some light upon these questions.

#### SUMMARY

The results of the analysis of the 55 normal schools giving

specific training for teaching on the Kindergarten-Primary level indicate the following significant facts and raise several important questions.

1. While there seems to be some common basis in the formulation of this type of curriculum, there is also evidence of much confusion and difference of opinion as to the best means of attaining the general ends set up. The fact that the 55 curricula studied fell readily into the five categories described, indicates to that extent, some homogeneity. Much diversity of practice prevails in respect to what is prescribed under each category and the relative amount of emphasis given to each category. In some cases the variation ranged from 2 to 50 per cent. Such extreme variation indicates the lack of objective evidence as to the needs of preparation, as well as of a definite idea of the means of providing for those needs. It is the purpose of this study to determine objectively the needs of this type of teacher and indicate more or less specifically the means of providing for those needs.

2. 79 individually distinct subjects are given by the 55 schools examined. The average number of subjects per school is 19.5 with a range of 13 to 31. It is almost inconceivable to see how schools with the same aim could present such extremes in their means of accomplishing the same end. The conclusion is obvious that either they do not have the same aim, or that the aim is not sufficiently definite to indicate the means. Again, it is evident that some attempt should be made, on an objective basis, to determine the aim of teacher preparation on this level.

3. In respect to the "General Content" subjects, it was found that: (a) The widest variation occurred in this category, (b) Although 18 subjects are given in all only two, English and Physical Education



seem to be agreed upon as necessary by a majority of the schools. These facts suggest several important questions--

- (1) What is the function of General Content Subjects?
- (2) How much emphasis should be given to these subjects?
- (3) Specifically what subjects should be prescribed?
- (4) What should be the content of these subjects?

4. The "General Professional" subjects show less variation than the general content subjects. The diversity however is sufficiently striking to suggest an examination of the validity of the assumption upon which they are prescribed. 14 subjects are given in this category..Psychology is the only course that shows any high degree of uniformity. These facts suggest the following pertinent questions--

- (1) What should be the function of general professional subjects?
- (2) ~~Are~~ normal schools correct in ascribing such importance to psychology?
- (3) What other general professional subjects should be required?

5. Special Professional Subjects It was noted that it was not the practice to give special methods courses in any subject but reading. The needs along this line were taken care of in more general professional courses. The questions naturally arise--

- (1) Do the needs of the teacher on this level, justify this procedure?
- (2) What should be the type of preparation provided to meet their need in the special subjects?

6. Special and Technical Content Subjects--It was observed that the primary function of the subjects of this category was to furnish such facts and develop such skills as the teacher was subsequently to teach. This procedure suggests the following questions:

(1) Should mastery of content to be taught take precedence over developing ability to teach?

(2) Are there other and better means of insuring the teachers grasp of facts to be taught than by giving such content in specific courses?

(3) What procedure best meets the needs of teacher preparation in this field?

7. Observation and Participation It was found that normal schools were undecided as to what the aim of observation and participation should be, and also as to what would be the best method of administering them. These facts indicated that a canvass of this category was necessary to determine particularly the following facts--

(1) What is the function of practice teaching and observation?

(2) What administrative type should be employed?

(3) How much time should be spent upon these activities?

A number of questions have been raised throughout the discussion of this chapter. The reader is warned that it is the intention to answer only as many of them as our data will warrant. It is conceived to be the purpose of this study, not only to raise questions that may be answered by the data in hand, but also to indicate those that might form the basis of profitable future research and study.

Chapter VA Comparison of Two and Three Year Curricula

The data of this chapter are the result of a comparative study of two and three year curricula. They are presented to show the difference between these two types of curricula. It is the specific purpose to answer the following questions--

(1) Does the additional year change the general direction of the preparation of this type of teacher? That is, is there a change in the relative emphasis upon the five categories described in the preceding chapter?

(2) Does the additional year represent an increase in time for the same type of subjects found in the two year curriculum; or, the addition of new types of courses?

(3) Does the additional year seem justified?

In view of the fact that the same procedure was used in the analysis here as in the two year curricula only summary tables will be given.

1 Does the additional year change the relative emphasis upon the five categories?

Table VIII presents a summary of the average emphasis, and range for both two year and three year schools. The data presented in this table indicate some very significant facts.

(1) There is relatively very little difference in the emphasis in the two and three year curricula as far as the five general categories are concerned. In the case of "General Content" and Special Professional courses, the three year curriculum gives slightly less emphasis. In the case of "Observation and Participation" there is a

Table VIII Comparison of five categories--two year and three year curricula

Table VIII comparison of five categories two year and three year curricula

Categories	TWO YEAR		THREE YEAR	
	Av. P. C.	Range	Av. P.C.	Range
1 Special & Technical Content	29.61	8.88--50.96	29.76	21.94-37.72
2 General Content	21.56	1.82--50.00	18.28	4.72-27.36
3 Observation & Participation	16.76	3.33--49.05	22.27	7.96-36.05
4 Gen. Professional Content.	16.01	5.88--29.52	16.05	5.63-26.86
5 Spec. Professional Content	15.65	4.04--33.91	13.49	8.72-17.11

little more emphasis given. In view of the fact that the three year course represents a recent tendency it is rather significant to note that this increase is solely upon this category. The general professional and special and Technical Content Categories remain relatively the same.

This observation indicates, in general, that the general direction of the teachers' preparation remains relatively the same. The additional year means rather more of an increase in time, and with the exception noted is in the same direction as the two year curriculum.

(2) Again, it is to be seen that the amount of variation in the categories remains relatively the same although the three year courses show, in general, greater uniformity. This latter fact may be due to the smaller number of cases "Observation and Participation" and "General Content" subjects, as in the two year course, show the greatest amount of diversity of practice. The only difference is found in the fact that the former shows greater variation here, while in the two year course, the latter shows the greater variation. General Professional courses remain about the same. Special and Technical Content and Special Professional Categories show a decidedly higher degree of uniformity but their relative positions in respect to the other categories remains about the same.

The observations here indicate that not much more agreement has been reached by normal schools in respect to what general content courses, and observation and participation should be given then in the case of the two year schools. In general, these data corroborate the

conclusion that the addition of another year has neither materially changed the direction of preparation nor indicated any more definitely that the needs are any better known.

2. Does the Additional Year Represent An Increase in Time for the Same Subjects Found in the Two Year Curricula; or, the Addition of New Subjects?

While it has been seen that the general direction and aim of preparation are the same, it is quite possible that entirely different means may be used. It is therefore necessary to compare these curricula from the point of view of the individual subjects given.

Table IX page 57a contains a list of the subjects given by both schools. The column to the right indicates whether the three year course represents an increase in time, a decrease in time, and the elimination or addition of a subject.

The facts in this table make it clear that the three year curriculum is primarily an extension of the two year curriculum as far as time is concerned. It is found that there is a combined list of 92 courses. Of these 92 subjects 67 are found in both curricula. 18 are found in the two year curriculum that are not found in the three year curriculum; and, only 7 are found in the three year curricula that are not found in the two year course. In 48 subjects of similar character the three year course indicates an increase in time; in 19 subjects there is a decrease in time. Thus it is evident that the three year curriculum is designed primarily to give greater emphasis to subjects already included in the two year course rather than to add new subjects.

In order to indicate more clearly the fact noted above and to determine the effect upon the various categories, a graphical representation of these data are given by categories. For the purpose of

TABLE IX

COMPARATIVE EMPHASIS UPON INDIVIDUAL SUBJECTS TWO AND THREE YEAR

SUBJECTS	SUBJECTS	
1. English Composition	* 47. Kindergarten Theory (adv)	*
2. Oral Expression	* 48. Kindergarten Curriculum	-
3. English Literature	* 49. Kindergarten Methods	-
4. General Literature	0 50. Kindergarten Hist & Prins	*
5. Poetry	* 51. Primary Methods	*
6. Content Electivesprescribed	- 52. Primary Curriculum	*
7. Content electives--free	- 54. Arithmetic methods	-
8. Sociology Introductory	- 55. Industrial Arts Methods	*
9. Geography	0 56. Music Methods	*
10. World History	0 57. Fine Arts Methods	-
11. American History	0 58. Geography Methods	0
12. American Government	* 59. History & Civics Methods	0
13. Political Science	X 60. Penmanship methods	0
14. Current Events	* 61. Method of teach. foreign child.	0
15. Economics	0 62. Nature Study methods	0
16. European History	* 63. Phy. Educ. Methods	0
17. Physical Education	* SPECIAL AND TECHNICAL	
18. Biology	* 64. Music--theory	*
19. General Schience	X 65. Music--appreciation	*
20. Physiology	0 66. Music-content and methods	-
General Professional	67. Music-vocal	X
21. General Psychology	* 68. Music-Piano	*
22. Educ. Psychology	* 69. Art-theory	*
23. Child Psychology	* 70. Art-appreciation	*
24. Tests and measurements	* 71. Art-content and methods	-
25. History of Education-general	* 72. Handwork-general	*
26. History of Elem. Education	- 73. Construction & play materials	*
27. Hist. & Prins. of Education	- 74. Household Arts	*
28. Hist. of Education in U.S.	X 75. Technical electives	0
29. School Management	- 76. Plays and games	*
30. Introduction to teaching	- 77. Gymnastics	0
31. Educational Sociology	- 78. Play ground supervision	0
32. Principles of Education	* 79. Child Hygiene	*
33. Prins. of teach. & Gen. Meth.	- 80. School Hygiene	-
34. Professional Electives	0 81. Child Literature	*
35. Educational Biology	X 82. Literature & Story telling	-
36. Professional Ethics	* 83. Story telling	*
Observation and Participation	84. Arithmetic content	*
37. General practice	- 85. Geography content	*
38. Introductory practice	* 86. Nature Study Content	-
39. Advanced practice	* 87. Penmanship content	*
40. Kindergarten practice	* 88. Gardening	X
41. Primary Practice	* 89. Library Technique	*
42. Kindergarten-primary practice	0 90. Mother Play	*
43. Teaching of special subjects	X 91. History and Civics	*
44. Observation	* 92. General Reviews	0
SPECIAL PROFESSIONAL		
45. Kindergarten Principles	-	
46. Kindergarten Theory(intro)	*	

\* Increase    -Decrease    0-Elimination    X Addition

showing the absolute increase or decrease in time in the two year and three year curricula the data were reduced to a comparable basis by the use of the ratio 2 to 3. The results of this effort are indicated by the categories below.

1. General Content Fig Ia, presents the comparison of general content subjects; six subjects are eliminated; and two are added. In 9 subjects the emphasis is increased; and in three cases there is a decrease.

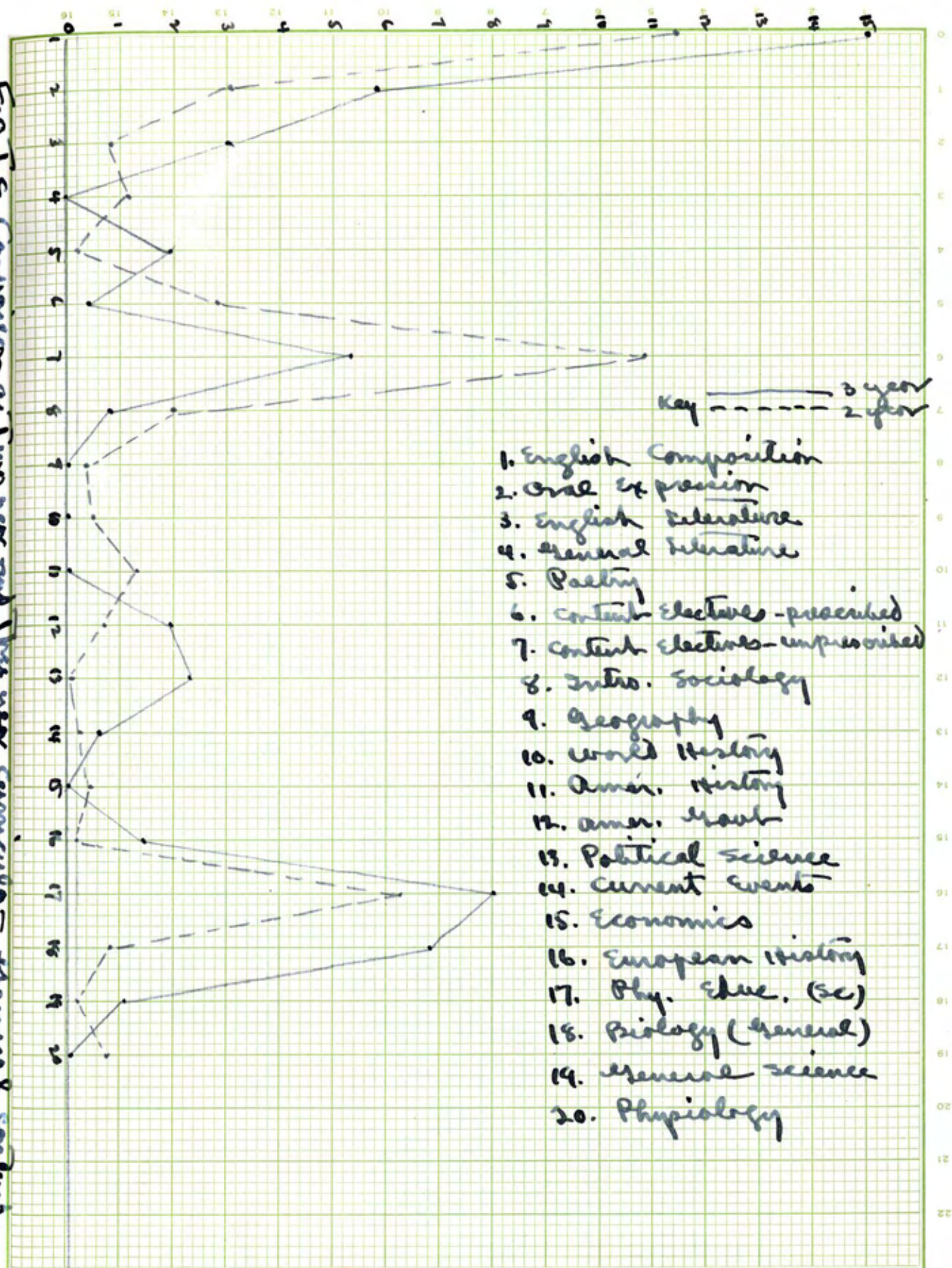
2. General Professional Fig IIc presents the comparison of general professional subjects. One subject is eliminated; two subjects are added. In 7 cases there is an increase; and in 6 cases there is a decrease.

3. Observation and Participation. Fig IIIc compares the facts for observation and participation. It is seen that there is considerable reduction of emphasis upon general practice. Introductory and advanced and kindergarten and primary practice are increased respectively. There is a new departure noted in giving some practice teaching in special subjects. The fact that practice teaching is increased to a much greater extent than other categories leads one to conclude that this category was the primary cause of the extension.

4. Special and Technical Content Fig IVc presents the results of a comparison of the subjects of this category. It is seen that 4 subjects are eliminated; 2 subjects are added and there is a decrease in emphasis upon five subjects and an increase in 18 subjects. The most pronounced decrease comes in the prescription of the "content method" type of course in this category. It is the general practice of the three year course to give a separate course in content followed by a separate course in special methods.



Fig. 1c - Comparison of two year and three year curriculum - general content





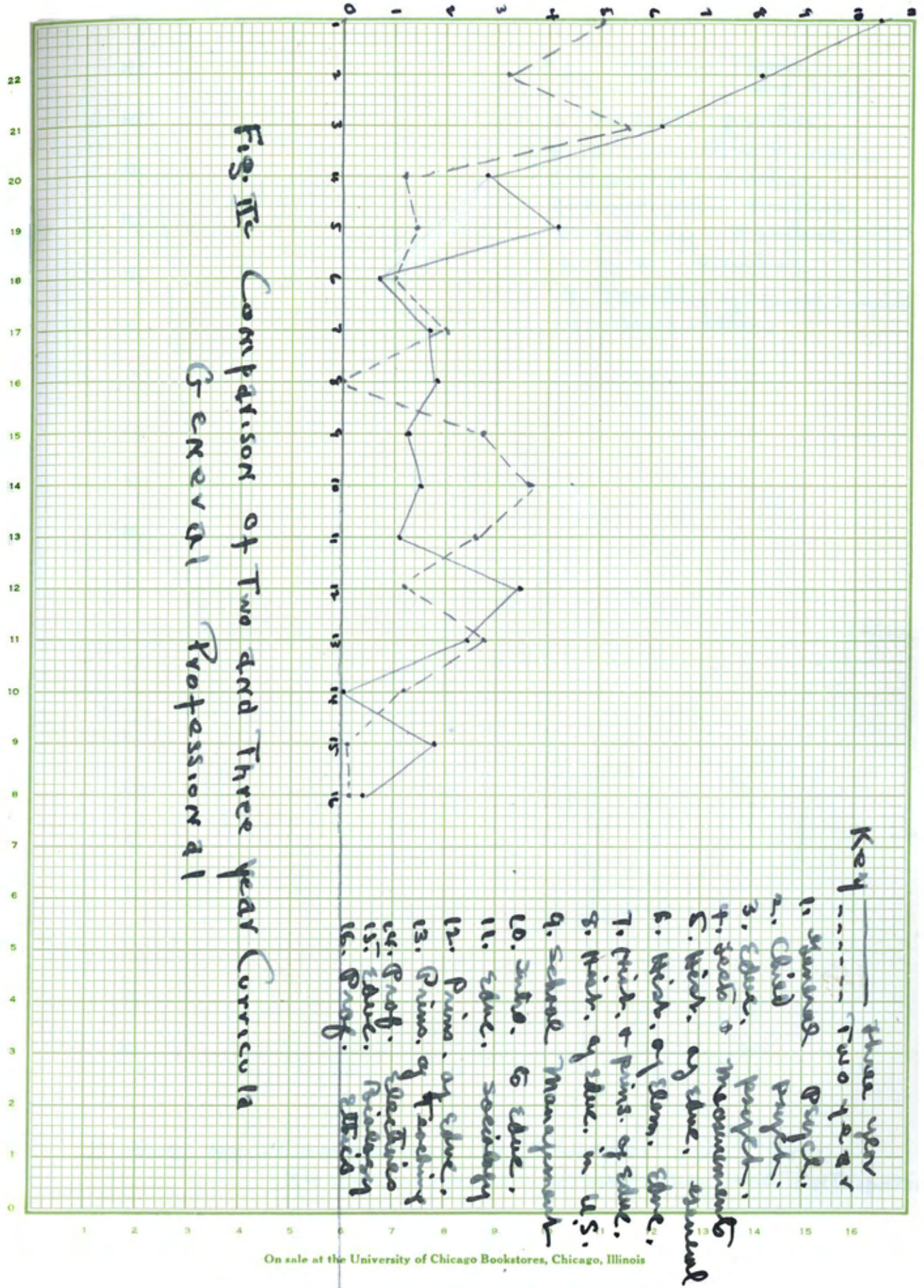
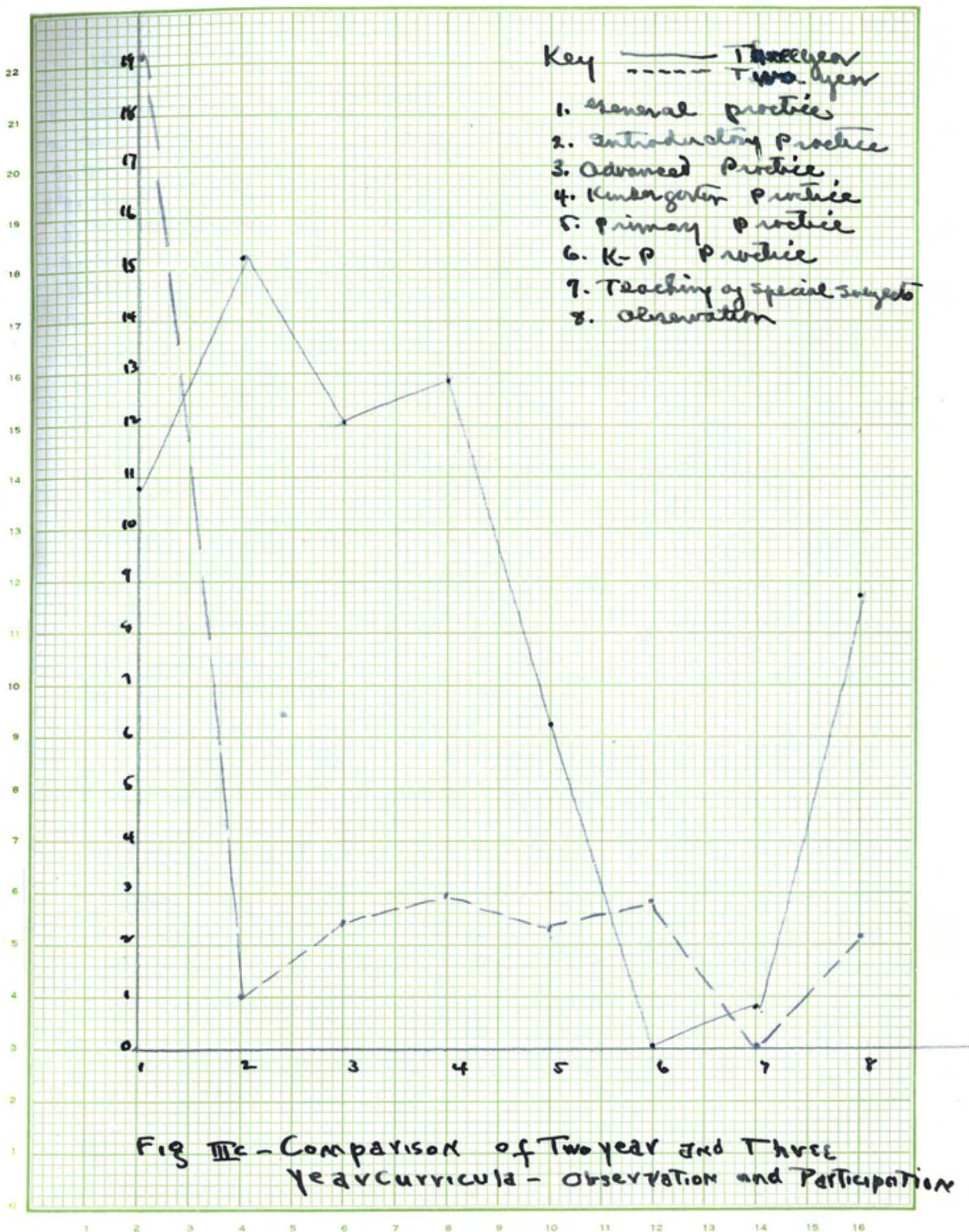


Fig. II- Comparison of Two and Three year Curricula  
 General Professional







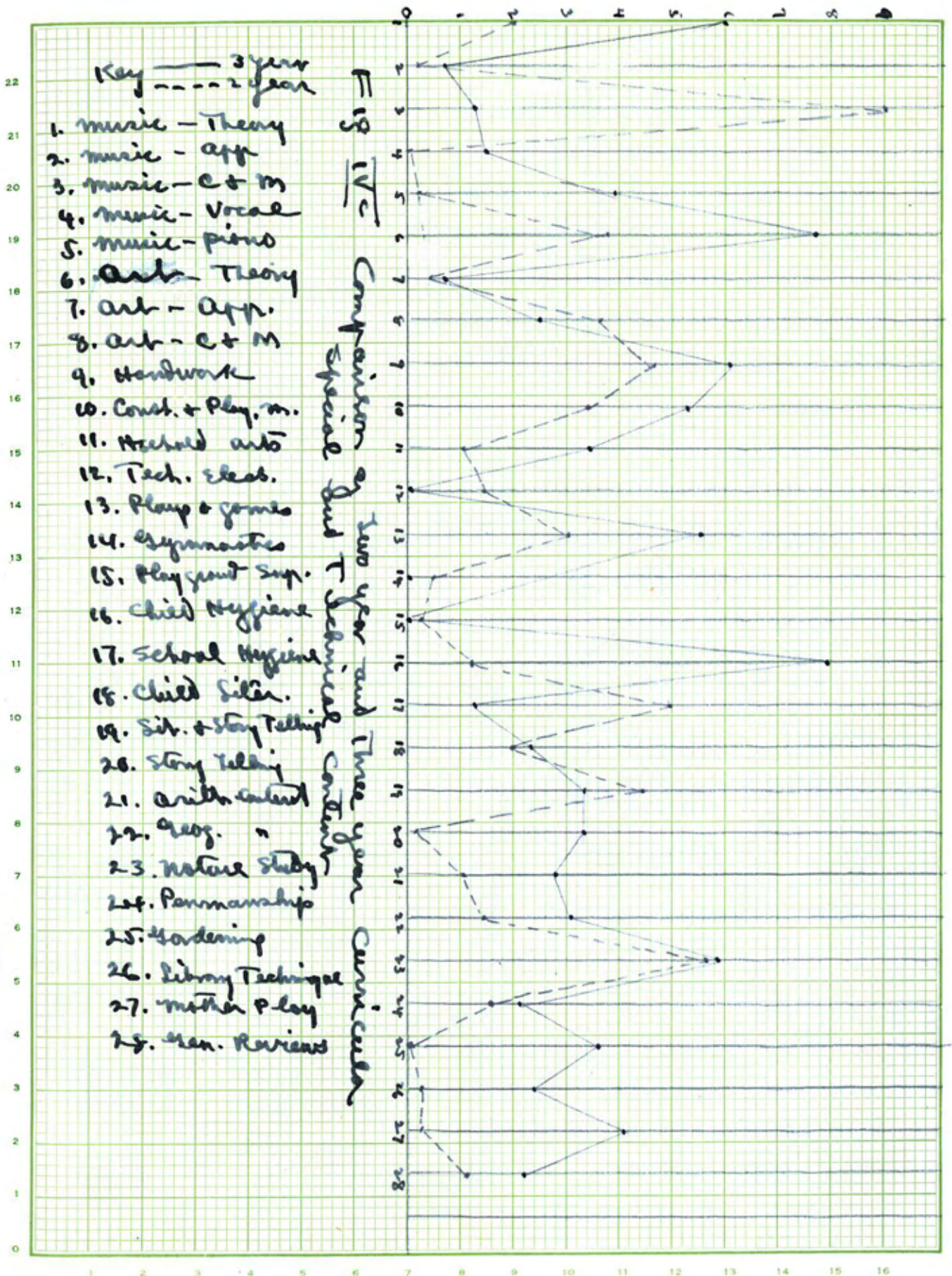
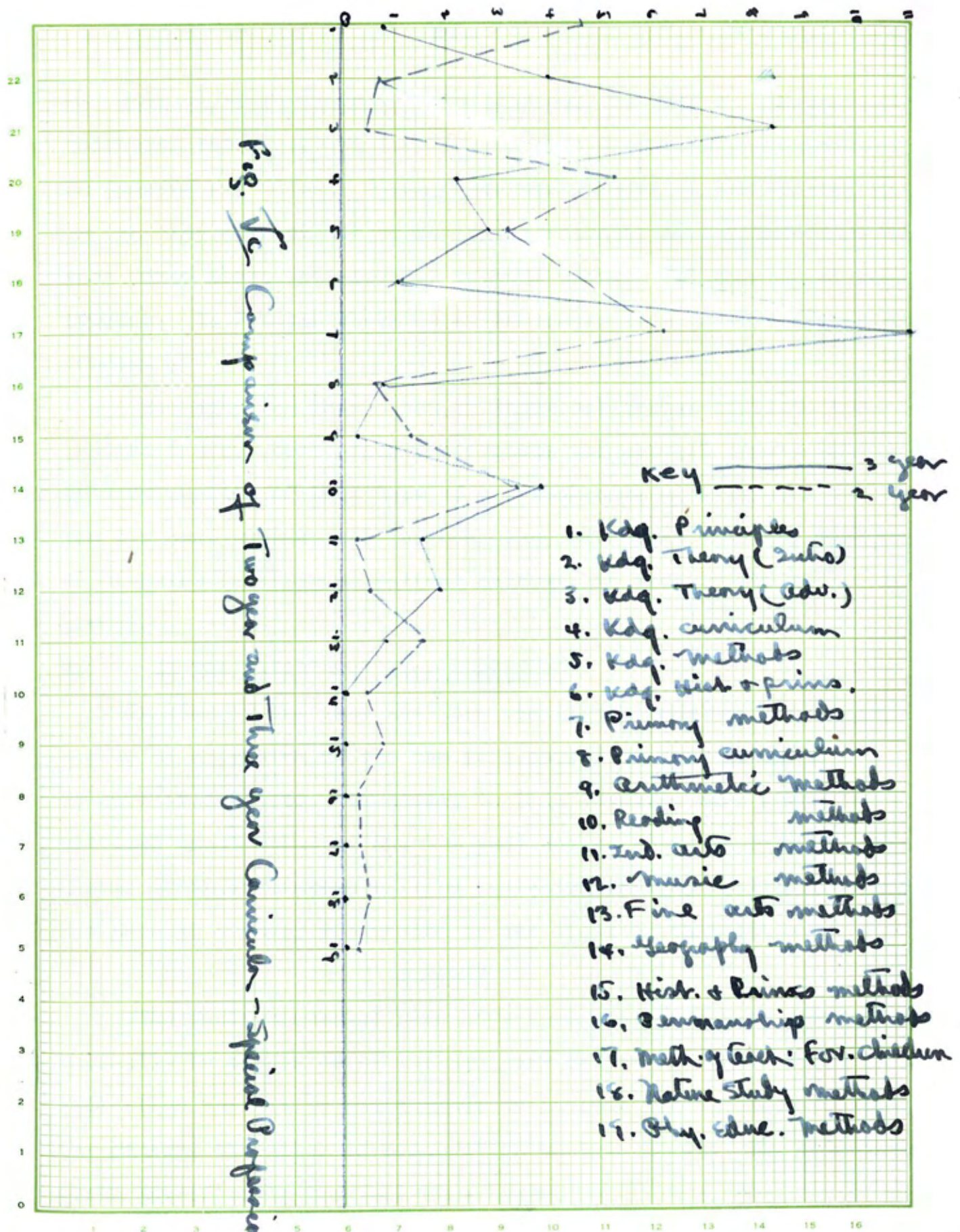




Fig. 1c Comparison of Two year and Three year Curricula - Special Department



5. Special Professional Fig Vc compares the data in the special professional category. It is observed that 6 courses are eliminated and no courses are added. These 6 courses eliminated are special methods in teaching content subjects. These subjects are an exception to the fact noted above that special methods courses follow special content courses. In 9 cases there is an increase; in 5 cases there is a decrease.

The detailed data shown in these categories indicate two general facts. First they corroborate the general conclusion that the primary purpose of this type of curriculum is an extension in time of the two year course; and, second, they show that with the exception of practice teaching no radical changes are made in the five categories.

### 3. Is the Additional Year Justified?

In view of the fact that the additional year represents primarily an extension of the two year course in time given to the same or similar subjects, the answer to this question must await the more critical examination of the two year course given in part II. The answer to this question will be indicated in some detail on page in the general summary discussion of the facts of this study.

### SUMMARY

The facts presented here show that the three year curriculum is primarily an extension of the two year course in time. There is no indication that it is the purpose to include new subjects or change the general direction of preparation on this level. The data have shown specifically the following facts:

1. There is relatively very little difference in the direction of

emphasis as based upon the five categories.

2. (The most significant change in emphasis has been in the increase of observation and participation.)

3. The relative order of variation in the categories is the same. It is seen, however, that the three year courses show in general, a little higher degree of uniformity but not enough to be especially significant.

4. Only 7 new courses out of 92 are added by the three year curriculum that are not included in the two year course.

5. The addition and elimination of courses in any one category are not sufficient to indicate any significant trend.

6. The justification of the three year course must await a more detailed examination of the two year curricula.

## Part II--Chapter VI

Functions of a Kindergarten-Primary Teacher as Revealed by an Analysis of Elementary School Courses of Study and a Difficulty Analysis.

The purpose of this section of the investigation is two-fold--

(1) To determine the functions of a kindergarten-primary teacher as they are revealed by an analysis of the contents of the best elementary courses of study in current use, and by an analysis of the difficulties encountered in teaching on this level.

(2) To make a critical evaluation of present practice and in the light of data derived from these analysis<sup>and</sup>, suggest modifications that would make preparation more adequate.

1. Determination of the Functions of a Kindergarten-Primary Teacher as Revealed by an Analysis of Elementary School Courses of Study.

A. Selection of Courses of Study.

It is surprising to note that no significant related study can be found. In spite of the fact that elementary school courses of study are prepared periodically by state, county and city officials, there is found no definite attempt, in the form of a systematic investigation to correlate this material with teacher training programs. Thus this part of our task is of a pioneer character.

The method employed in selecting courses for analysis was that of majority expert opinion. Justification of this procedure has already been given in Chapter II. A list of 31 persons was requested to submit a group of ten elementary courses, that in their opinion, represented the best theory and practice in this field. This list, which is found in the appendix page, is the combined results of sug-

gestions of Dean William S. Gray and Miss Alice Temple, School of Education, University of Chicago, and Miss Nina C. Wandewalker, Specialist in Kindergarten Education, Bureau of Education, Washington, D. C. It can be observed from a glance that each person appearing on this list is either a specialist in kindergarten-primary education in particular, or the curriculum field in general. Each one of these persons was sent a personal letter requesting the needed information.

Upon first thought, and to those who are unacquainted with the kindergarten-primary field, this would seem a stupendous, if not impossible task. There is ample reason to believe that such a task is neither unnecessarily stupendous, nor are the results so attained without meaning and value. In the first place it should be remembered that courses of study involving a union of kindergarten and primary grades are relatively recent and few in number, thereby limiting the field. Again, those who submitted lists of courses are, without exception, specialists in the field and have, as their duties and activities imply, made a study of the curricula on this level.

Table in appendix, presents a list of the courses of study with frequency of mention. Twenty-one replies were received. Ten persons made no reply. Fourteen of the twenty-one persons replying sent in a list as requested. Seven indicated that they did not have the time or material with which to make an intelligent reply. It is significant to note that of these seven persons not sending in a list five were in the general curriculum field while only two were specialists on this level. It will be observed that thirty-four courses of study have been mentioned in all. Ten are mentioned three or more times; twelve are mentioned twice only; and, twelve are mentioned only once. This list is divided into three groups accordingly.



The question naturally arises whether any one or all of these groups would be an adequate basis for the assumption underlying our analysis. The first group of ten courses was chosen, tentatively since they represented the most frequently mentioned. It was found that after an analysis of the first six no significant additions were obtained. A less detailed canvass of five courses of the second group and five courses of the third group was also made. The results indicated that the first ten courses had covered essentially the entire field. Hence these ten courses were permanently selected as the basis of the analysis.

Mention has already been made of the fact that most of the persons contributing to the above described lists of courses were specialists in this particular field. Furthermore, they were suggested by people acquainted with representative members of this group. A glance at the list of contributors is sufficient to convince one of their rather wide geographical distribution. Thus the question of sectionalism cannot be justly raised. Furthermore the ten courses selected show just as wide or a wider geographical distribution; and, what is more significant, do not parallel the geographic distribution of those persons suggesting them.

#### B Method of Dealing with the Data

The aim here is so to analyze the content of these ten courses as to show most clearly the evident needs of a Kindergarten-Primary Teacher. It is assumed that the teacher needs to know what content to teach and how to teach it. We have followed two lines of procedure: First, each subject or subject group in the courses has been analyzed individually. It was found that these courses of study were organized in several ways. Some stated a number of individual aims and objectives with the corresponding subject matter, activities or other material designed to

a

attain them; some gave only aims and objectives; still others gave only subject matter to be covered or activities to be engaged in. Each one of these individual items was tabulated separately and the results combined to form the descriptions given in Chapters VII and VIII. Through the above outlined procedure we are able to state specifically what content the teacher needs to know and that ought to be taught.

Second: the data thus obtained are used as a basis of comparison with what normal schools think are the evident content needs of this type of teacher. In this manner it should not be difficult to determine whether such institutions furnish opportunity for contact with the content evidently needed. In addition, it affords a concrete basis for determining what things the teacher ought to learn how to teach.

In presenting these data it is the plan to put them in tabular form so that the main items are easily noted. The detailed items are <sup>not</sup> put under the several more general topics furnishing/only the specific content but making clear the more general designations. These main items have been tabulated by grades. In columns to the right are noted the several grade as well as total frequencies. In this manner some index is presented of the relative importance of items. The quantitative determination here is of such a general character that it is hardly necessary to attempt any detailed justification. It should be stated that the same procedure is followed that was explained in connection with the tabular description of normal school courses.

Determination of the Needs of a Prospective Kindergarten-  
Primary Teacher on the Basis of the Difficulties encountered.

A. SELECTION OF MATERIAL.

The procedure employed in making the difficulty analysis was the questionnaire method. Great pains were taken to devise a set of questions that would be sufficiently simple and explicit to obtain the information desired. Several preliminary drafts were made and submitted to Kindergarten-Primary Teachers in order to "Check up" on its simplicity and clarity. How well these efforts succeeded can probably be best determined by an examination of the questionnaire itself--a copy of which is found on pages      and      . It should be noted that practically every teacher to whom the final draft was submitted stated that it was clear and simple and could be easily answered.

While the questionnaire is simple in character and may be easily answered, occasion is here taken to indicate the aims of the various questions asked. In five introductory paragraphs detailed instructions are given relative to answering the questions therein. As it will be seen later these questionnaires were sent out from the office of some city superintendent. The introductory instructions

We are seeking information whereby we may improve the efficiency of teaching in the KINDERGARTEN-PRIMARY grades. Thus we are resorting to this means of ascertaining the difficulties and problems that teachers on this level have to encounter. It is hoped thereby to gain some idea of the important points to attack.

In order to encourage as frank a statement as possible, it is to be entirely optional whether the teacher gives her name or not. In fact, we are not interested in personalities. It is therefore earnestly requested that you co-operate willingly and conscientiously in this undertaking.

Below will be found seven questions which it is hoped you will consider carefully and answer as fully as space will permit. Use the back of this sheet or attach a sheet hereto, if you do not have enough space for your answers.

Every question is of such a nature as to apply in many respects to every Kindergarten-Primary teacher. Thus each teacher is expected to answer all questions. In question VII, however, each teacher will confine herself to those subjects of her grade only.

Finally, your answers to these questions are of utmost importance. Hence we are asking that you give them serious thought before making a reply. It is suggested that you study them carefully for two or three days along with your daily schoolroom practice and reply only after such consideration.

I. Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_  
(optional) Experience \_\_\_\_\_ years.

II. Name the most difficult subject to teach in your grade \_\_\_\_\_  
(a) Why is this the most difficult? \_\_\_\_\_  
(b) Name the easiest subject to teach in your grade \_\_\_\_\_  
(c) Why is this the easiest? \_\_\_\_\_

III. Check whether you are a Normal School graduate, College Graduate, or neither.

IV. List TWO or more specific items that your teaching experience has given you that you DID not get, or COULD not get from your course in a normal or other school during your preparation for the teaching profession.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

V. Do you prefer to teach in the Kindergarten-Primary grades rather than the intermediate or upper grades? \_\_\_\_\_  
(a) Reason \_\_\_\_\_  
(b) What grade do you prefer to teach in the Kindergarten-Primary field? \_\_\_\_\_  
(c) Reason \_\_\_\_\_

VI. List, in order of seriousness or complexity, ten of the most difficult teaching problems you have to encounter in teaching or supervising your grade.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

VII. Below is a list of most of the subjects taught in the Kindergarten-Primary grades. Set down opposite each subject that YOU teach or supervise, AT LEAST, ONE outstanding difficulty or problem encountered in the teaching of that subject.

1. Reading-Oral \_\_\_\_\_
2. Reading-Silent \_\_\_\_\_
3. Phonics \_\_\_\_\_
4. Language-Oral \_\_\_\_\_
5. Language-Written \_\_\_\_\_
6. Penmanship \_\_\_\_\_
7. Literature \_\_\_\_\_
8. Story-Telling \_\_\_\_\_
9. Spelling \_\_\_\_\_
10. Picture Study \_\_\_\_\_
11. Numbers \_\_\_\_\_
12. History \_\_\_\_\_
13. Geography \_\_\_\_\_
14. Community Life and Civics \_\_\_\_\_
15. Household Arts \_\_\_\_\_
16. Plays and Games \_\_\_\_\_
17. Health and Hygiene \_\_\_\_\_
18. Nature Study \_\_\_\_\_
19. Music \_\_\_\_\_
20. Ind. Arts, Handwork \_\_\_\_\_
21. Fine Arts, Drawing \_\_\_\_\_
22. Kindergarten Work Period \_\_\_\_\_
23. Seat Work \_\_\_\_\_

(Please fill out and return this blank to the Superintendent's office not later than one week after its receipt)

were formulated with this fact in mind.

Besides the introduction the questionnaire contains five major and two minor items:

(1) Formal questions Name, (optional), school, grade, experience. The second introductory paragraph indicated in general why the name of the teacher was to be optional. This was especially desirable since the questionnaires were to be handled through the superintendent's office. The grade was requested so that some analysis of difficulties by grades could be made, if desired. Finally, the experience of the teacher was desired to determine the general character of the teachers answering the questionnaire.

(2) The basis of the second question, requesting the teacher to name the most difficult and easiest subjects with reasons therefor, seems perfectly evident. It was the aim here to see if one subject was more difficult than another with the obvious implication that in teacher-preparation this fact would serve to distribute emphasis properly. Likewise the reasons given ought to shed equally as much light upon the question.

(3) The third question is merely a supplement to No. 1.

(4) The reasons underlying question IV need an extended explanation and some justification. We are all aware of the fact that teaching "Experience" is viewed as something desirable. This question is an attempt to find out what a teacher got by experience that seemingly could not be gotten or is not given in a normal school. The evident assumption is that if we know what this something is the normal schools might be able to devise ways and means of providing it. It might be reasonably maintained that the experience of older teachers answering this question would show some items that were not given in

Normal Schools when they went to school but are given now in the present schools. This possibility is given due consideration. We are primarily interested in ascertaining whether the items so mentioned could or can be gotten in the fifty-five normal schools purporting to train teachers for this level.

(5) This question is an attempt to get at the matter of teacher preferences. It is the aim particularly to answer the question why teachers prefer any particular level upon which to work. Such facts as may be obtained ought to be valuable not only in the placement of teachers but likewise in their training.

(6) Question VI is an attempt to get at the more general difficulties and problems in teaching on this level. It will be noted that latitude is provided for the teacher to give not only those difficulties she cannot or has not solved but all of these she encounters. Although the question indicates that the difficulties should be listed in the order of seriousness or complexity, not much hope is entertained that it will prove fruitful. Again, this question is confined to specific grades so that, if desirable, comparison among grades can be made.

(7) The last question, while of much the same general character as question VI is more detailed and confined to individual subjects. The twenty-three subjects listed here are a result of our analysis of the ten elementary school courses. It will be noted that here also the grades are kept separate so that they may be treated individually if found desirable.

It will be remembered that it was found that all teachers did not show ability to analyze teaching situations and to indicate the basis of their difficulties. Thus we have sought to

select a representative group of teachers who did possess such ability. It was finally decided to select a representative group of teachers from the country at large. A list of 49 superintendents of city school systems throughout the United States was compiled. A personal letter was sent to each superintendent requesting that he co-operate by asking three of his most capable teachers in the kindergarten and each of the first three grades to fill out one of the above described questionnaires. In addition, he was requested to ask his kindergarten-primary supervisor or supervisors to fill out, for each grade, the second sheet of this blank consisting of questions VI and VII. A separate blank was sent for each grade and a note attached instructing the person making the return. Again, we are indebted to Dean Gray of the School of Education, University of Chicago, for assistance in making contacts with superintendents to whom questionnaires were sent.

The list on page 70a gives the number and names of cities responding to our request. The star after each city means that reports were also received from supervisors. Where there is no such indication no blanks were returned for supervisors either because there was no such official or other reasons unaccounted for. In all 325 teachers in 33 cities contributed answers to this questionnaire. In 23 cities supervisors also filled out blanks. The data of this study are based upon only 253 teachers/<sup>in</sup> 27 cities and supervisors in 19 cities however.

It was found that after an analysis of the first 200 replies that no significant additions were obtained. Thus the data derived here is based upon a detailed analysis of 253 replies from



TABLE XA

LIST OF CITIES REPLYING TO QUESTIONNAIRE

*1. New York City, N. Y	20. Jacksonville, Ill.
*2. Dunkirk, N. Y.	*21. Morris, Ill.
*3. Oskosh, Wis.	*22. Denver, Colo.
*4. Green Bay, Wis.	*23. New Orleans, La.
5. Wilmington, Del	*24. Birmingham, Ala.
*6. Grand Rapids, Mich.	*25. Drumwright, Okla.
*7. Detroit, Mich.	26. Warrensburg, Mo.
*8. Los Angeles, Calif.	27. Omaha, Nebraska.
9. Hammond, Ind.	*28. Worchester, Mass.
*10. Gary, Ind.	29. Harrisburg, Pa.
*11. Terre Haute, Ind.	*30. Kansas City, Mo.
*12. New Port News, Va.	31. Joliet, Ill.
*13. Dayton, Ohio.	*32. Baltimore, Maryland.
*14. Toledo, Ohio.	*33. Washington, D. C.
*15. Des Moines, Ia.	
*16. Cedar Rapids, Ia.	
17. Carroll, Ia.	
18. Geneseo, Ill.	
19. Chicago, Ill.	

---

\* Indicates Supervisors contributing answers also.

teachers in 27 cities; and, supervisors in 19 cities. The first 27 cities listed in table XA are the source from which these replies come. The distribution of replies analyzed by grades is indicated in Table X.

Table X Distribution of Replies to Difficulty-Questionnaire  
by Grades.

Grades	Teachers	Supervisors	Total
Kindergarten	51	14	65
First	75	19	94
Second	67	17	84
Third	60	14	74
Total	253	64	317

b. Method of Dealing with Data

The method of procedure has been more or less definitely implied in the foregoing discussion. It is the general purpose to tabulate answers separately by grades with some indication of the frequency of recurrence. The answers of teachers and supervisors will be tabulated separately to note any striking similarities or differences. Finally, the data will be summarized by subjects or problems so as to be easily comparable with such facts as are obtained from Normal School bulletins.

It is apparent that, in view of the necessary brevity of the answers, there will be some ambiguity. Where such is found to be the case, the general policy is to discard them entirely. Again, all questions are not answered by all teachers. Therefore the frequencies vary. In this instance the basis of interpretation is the actual number of items submitted. A further and more detailed statement of

our treatment of these data is given in connection with their presentation.

#### General Plan of Presentation of Data

It is the general plan to present the results of this section in conjunction with a critical evaluation of present practice. This procedure has the advantage of obviating duplication of presentation and, in addition, it brings the data together at the point of discussion. Subsequent discussion will involve the following procedure:

(1) A critical evaluation of the courses coming under the five categories--Special Professional; General Professional; General Content; Special Content and Technical; and Observation and Practice.

In connection with each group the following data will be presented:--

(a) Analysis of descriptions of Normal School Courses.

(b) Analysis of Elementary School Courses of Study.

(c) Analysis of questionnaire reports on difficulties encountered in teaching.

(2) A general summary of recommendations based upon the detailed discussion of the data presented under (1).

## Chapter VII      Section I.

In accord with the general plan of presentation this section is restricted to the category "Special and Technical Content" and those subjects of the "Special Professional" category that refer particularly to the teaching of special subjects. It is the purpose here to make a critical evaluation of these courses on the basis of data obtained through the analysis of courses of study and answers to the questionnaire. In more detail it is the aim to discover what professional training is necessary for the preparation of a Kindergarten-Primary teacher to teach the various subjects.

The procedure employed here is to bring together four sets of data--

- (1) Analytical discussion of the description of Normal School Courses.
- (2) Analysis of the Elementary School Courses of study.
- (3) Analysis of difficulties encountered in teaching various subjects is indicated by teachers and supervisors.
- (4) Significant literature or studies of a supplementary character.

In the discussion of these data two main questions are kept in mind. (1) Does present practice adequately provide for preparation for teaching the various subjects? (2) In the light of the evident needs of the teacher as indicated by analysis of courses of study and difficulties encountered in teaching, what should constitute the minimum essentials of a course purporting to prepare one to teach the various subjects?

The subjects discussed in this section are those included under question VII in the "Difficulty Questionnaire," and the courses described in the Normal School bulletins under the head of Special and Technical Content and Special Professional Content. It should be noted that several "General Content" subjects are also discussed with the above special subjects. English is discussed in connection with Language; History, Government, and Geography with Social studies; Literature with Child Literature and Story-telling; Biology and Physiology with nature study; and physical education with plays and games. These subjects have been included at this point because their evident purpose is to give some sort of preparation for the teaching of the special subjects.

The second question stated above "What Constitutes the Minimum Essentials of a course for the preparation in teaching the special subjects represents a summary conclusion based upon the discussion of the data presented. In the interpretation of the facts presented under this head the following facts should be kept in mind:

(1) It is explicitly maintained that a composite summary of the best elementary school courses gives the content with which the teacher must be familiar and be able to handle in order to teach a particular subject effectively; and, that the major difficulties encountered in teaching that or similar content indicate where major emphasis should be placed in training. In brief, the summary of these two sources of data constitutes the least that teachers should know and be able to handle in order to teach any subject with any marked degree of success.

(2) Due allowance is made for the fact that these two sources may not represent the best theory that is known in any field. Where

such a situation exists the data reveal that fact and on the basis of such implications suggestions are indicated to meet in fairly adequate fashion the demand in this case.

A summary concludes the discussion of each subject. The items are set down generally in order of their importance as indicated by frequencies of mention. In this way some general idea of the relative importance of items may be gleaned.

(3) As far as possible statements of content of courses of study, and the difficulty analysis have been indicated separately. The basis of this distinction is quite obvious. It is quite possible that items included in courses of study, although they have a higher frequency, may not need greatest emphasis. The reverse is true of the items in the difficulty questionnaire. Then too, numerous items in the two lists overlap and the purpose of indicating points of major emphasis is defeated by combining these items.

(4) All of the specific items that appear under the general headings in the tables, have been included. Two main considerations emphasized the desirability of this procedure. (a) In many cases it is necessary to include all items to get an adequate statement or implication of the detailed preparation demanded. (b) All of these items provide, in most cases, the necessary subject matter, and preparation would be incomplete were not each possibility included.

(5) Liberty has been taken to restate some of these items. In a number of cases the implied function of teacher-preparation is not always clear. Such restatement is intended to bring out more fully the implied task of preparation from the point of view of the Normal School.

(6) Again, it is not the purpose to make any suggestions,

other than those suggested by the data presented. It is not the aim to solve the problem of how the Normal School might meet the implicit or explicit requirements of preparation. The summary outline presented is intended to be nothing more than a fairly detailed list of specific objectives for the preparation of a teacher of a special subject. Quite obviously, to do more is beyond the scope of this study. The summary outline is presented primarily with the idea in mind that it will serve as a basis for a syllabus in methods courses in special subjects, the contents of which must include such items as absolute minimum essentials.

7 Finally, it is unfortunate in the presentation of the four sets of data that they could not all be presented in one place. The character of the facts involved are of such a nature that they must be presented and discussed consecutively. With this fact in mind the reader should have no particular difficulty in following the general discussion.

## Chapter VII Section 2

### Reading

#### Presentation of Data

#### 1. Description of Normal School Courses in Reading.

Table XI page 78 gives a tabular description of Normal School courses in reading. Special note should be made of the fact that all of these courses are Special Methods Courses. Approximately 45 per cent of the schools follow this practice. The remaining schools take care of the needs in reading either in "General or Primary Methods" courses, or in language or oral expression courses.

The items given most emphasis may be grouped under four heads:

(1) Methods and Technique of teaching reading--including a distinction of aims and methods in oral and silent reading; and the use of devices. (2) The use of phonics. (3) Aims in teaching reading, including a discussion of the psychological processes involved, and an historical and comparative study of methods of teaching beginning reading. (4) The use of reading tests as a teaching device.

Whether such general items as are given most adequately meet the needs of this type of teacher, and, what specific content should be included under such general heads, will be indicated near the end of this section.

#### 2. Analysis of Ten Elementary School Courses of Study in Reading.

Table XII page 79 gives the results of an analysis of ten elementary school courses of study in reading. Attention is called to the fact that oral and silent reading are given in the same table. They are sufficiently separate to note the character and relative amount of emphasis given to each. Again, for convenience, the data have been classified under several major heads; such major divisions



might easily be considered as general aims or objectives and the subordinate items as the subject matter or other means of attaining these ends.

Table XI  
*Normal school courses in Reading*  
Analysis of Contents of Elementary School  
Courses in Reading

	Freq. of Mention	P.C. of Total Schools
(a) Historical & Comparative Study of methods of teaching <u>beginning</u> reading	16	29.6
(b) Psychological processes involved in reading	16	29.6
(c) Aims in Teaching reading	19	35.
1 (d) Pre-primer reading	3	5.5
(a) Oral and silent reading-distinction in aims and methods	18	33.
(b) Methods and technique of teaching reading	21	38.8
(c) Relation of reading to spelling and writing	2	3.7
(d) Observation	2	3.7
(e) Lesson planning and presentation	5	9.
(f) Devices--flash cards; black board etc.	19	35.
2		
(a) Choice of reading texts and supplementary materials	5	9.
(b) Readings of all basic texts and supplementary literature in state course of study	3	5.5
(c) Story-telling adaptations of classic material	1	1.8
3		
(a) Seat work	1	1.8
(b) Study lesson	1	1.8
4		
5 Use of phonics	20	37.
6 Reading Tests	17	31.

## Reading Table XII

Analysis of Elementary School Courses  
of Study in Reading

Oral Reading		K	I	II	III	T
I Cultivation of desire and interest in beginning reading		13	20	4	5	42
(a) Explanation traffic signs; danger, exit, child's name, days of work.						
(b) Reading flash cards; action sentences						
(c) Learning use of symbols to express ideas						
(d) Listening to stories read by teacher; told by teacher						
(e) Reading own name; signs and short sentences						
(f) Looking at picture books						
(g) Visit to library; drawing books; owning card; using library table.						
(h) Making Reading books composed of stories out of their own experience						
(i) Reading primers and first readers						
(j) Memorization of short easy rhymes and songs						
(k) Word matching and word and picture matching						
(l) Owning books						
II Mastery of the Mechanics of Oral Reading		3	11	12	8	34
(a) Flash card drills-words, phrases and sentences						
(b) Sight reading						
(c) Reading in a real audience situation						
(d) Blackboard study of difficult words and other difficulties.						
(e) Finding phrases or words in text matching words						
(f) Ability to use table of contents						
(g) Keeping place without pointing						
(h) Pronunciation and enunciation drills						
(i) Dramatization						
(j) Reading with a pleasing voice so others may enjoy and understand						
(k) Learning simple rules of pronunciation						
(l) Elementary study of diacritic marks						
(m) Quick recognition of oft recurring phrases						
(n) Grouping words into phrases or thought units						
IIA Phonics		1	13	16	10	40
I Ability to master new words by breaking them up into their phonic elements			5	13	7	25
(a) Rapid recognition and pronunciation of words and phrases						
(b) Study of families of words; phonic games; drills; flash cards.						
(c) Study of initial sounds in words consonants and double consonants						
(d) Study of phonograms; and long and short vowels						
(e) Study of diphthongs and diagraphs						
(f) Practice in syllabication; accent drills						
(g) Mastery of few elementary rules in pronunciation						
(h) Mastery of letters of alphabets						

	K	I	II	III
<b>Phonics</b>				
2 Rapid and correct recognition of words (Word Study)	1	8	3	15
(a) Ability to pronounce correctly and recognize promptly 300 words each half year				
(b) Vocabulary games and drills				
(c) Rules for pronunciation of simple words				
(d) Study of the most common prefixes and suffixes				
(e) Skip word and guess it through content drills				
(f) Frequent drills on lists of words commonly miscalled in reading				
(g) Hunting words known in new context				
(h) Seeing likenesses and differences in words				
<b>III Silent Reading</b>				
		14	14	22 50
1 Ability to interpret the authors thought-comprehension				
(a) Reading for answer to questions				
(b) Reading and giving gist of paragraph; getting main point				
(c) Making up thought provoking questions to be answered by reading				
(d) Classification of word groups				
(e) True-false tests of comprehension				
(f) Dramatization-action sentences				
(g) Completion-sentence tests of comprehension				
(h) Reading without lip movement				
(i) Reading books beyond power to read orally				
(j) Appreciation of humor of a selection-telling a humorous story which has been read.				
(k) Speed drills				
(l) Judging material read-elementary critical appreciation				
(m) Development of spirit of inquiry and investigation				
(n) Reading ahead by sentences and paragraphs				
<b>IV Oral and Silent Reading</b>				
	2 5	2	1	10
1. Use of books				
(a) Keeping books clean-no finger marks				
(b) Using book mark				
(c) Avoidtearing or curling edges				
(d) Knowing where to go for informatin; where to get books				
(e) Conversation about case and use of books				
(f) Knowing correct way to hold books; turn pages				
2. Minimum number of Books to be Read	2	3	3	8
(a) Each grade basal and one other grade reader-(oral)				
(b) Six Supplementary readers silent				
(c) Any book on grade level below grade of pupil				

	K	L	H	M	T
3. Reading Pasture					
(a) Ability to read orally and silently with proper habits of pasture	4	2	2	2	8
1 Sitting in good light falling over left shoulder to prevent eye strain					
2 Sitting in comfortable position; back straight, head erect; arms and legs at ease					
3 Holding book at proper distance--about 12 inches.					
4. Tests of Ability to read	1	4	3	3	11
					6
(a) Simple test devices					
(1) Reading directions-action sentences					
(2) Reading-game material					
(b) Standard tests of reading					
(1) Gray oral and silent					
(2) Haggerty I					
(3) Thorndike-McCall					
(4) Kelley silent					
(5) Thorndike sentence meaning and vocabulary					
(6) Monroe silent					
(7) Courtis Silent					
5. General					
(a) Teacher-Ability to select good text books					
1 Good literature worth-while?					
2 Within the space of child's comprehension and interest					
3 Varied content					
4 Well illustrated					
5 Hygienic fulfill requirements--type, paper, etc.					

The data obtained here reveal the following facts--

- (1) A greater proportion of emphasis is given to oral reading than to silent reading. This fact is not so surprising in view of the fact that the lower grades are concerned primarily with beginning reading.
- (2) Oral reading concerns itself with two major items (a) Cultivation of a desire and interest in reading, especially beginning reading; (b) Mastery of the mechanics including phonics.
- (3) Silent reading is confined to the comprehension phases or what is commonly called "Thought Getting."
- (4) Under the head of both oral and silent reading are listed five rather general items that refer to both phases.

The analysis of this material indicates several rather significant facts.

- (1) It seems perfectly obvious from these data that a teacher of reading must have in mind rather clearly the general aims she is trying to attain and how many she is to realize at each grade level.

(2) Again, the teacher must know fairly definitely the best types of subject matter or activities with which to attain these aims. These two observations seem but confirmation of the obvious. A more significant point however is noted in the fact that these data supply the needed information as to what aims and subject matter ought to be attempted. In other words these data indicate rather specifically what objectives ought to be aimed at, and what content or other subject matter sources the teacher must be able to handle in order to attain those aims.

### 3 Analysis of Difficulties involved in Teaching Reading

The data contributed here were obtained from both teachers

and supervisors. The results are presented separately in the same table. In most cases the lists of teachers and supervisors are very similar in character. Where they are supplementary a star is placed before such items in the supervisors' list.

Table XIII presents the difficulties encountered in the teaching of oral and silent reading. Oral reading has been tabulated separately but included in the same table with silent reading. In making a general classification of difficulties it was found that all of them fell under the general head of preparation and presentation of subject matter. The general procedure involved the classification and tabulation under as few general heads as possible. Under these more general heads are given numerous detailed items for the purpose of indicating, definitely and specifically, to what the general heads referred. In this case some quantitative indication, by grade, has been given. The columns to the right indicate grade and total frequencies for each item.

TABLE XIII  
Difficulties in Teachers Reading Oral and Silent as Revealed  
by Teachers and Supervisors.

## TEACHERS

## ORAL

K I II III V

## I Difficulties in Preparation and Presentation

## A getting pupils to read by phrases

1. To read by phrases-grouping words into thought-units 14 9 2 25

## B Elimination of Word Calling

1 8 3 2 14

1 Preventing "rote" reading 4 3 2

2 Directing their word conscious period so they do not  
lose the thought getting habit 1 4

## C Developing Good Expression

29 30 25 84

1 Recognition of an audience 2 2 2

2 Expression that indicates thought getting instead or  
mere word calling 27 28 23

## D Securing good pronunciation and enunciation

1 Establishing right habits of pronunciation and enuncia-  
tion 1 8 6 10 25

## E Individual Differences

2 1 2 5

1 Individual differences in rate how best to meet them? 2

2 How to handle poor readers 1

3 Lack of time to bring up poor reader 1

4 Keeping the interest of the faster group 1

## F Developing power of accurate word recognition

73 69 45 187

1 Reading the "demon" words 2

2 Tendency to fill in own words 1 1

3 Carelessness in reading small words 5

4 Word recognition-speed with sight words 8

5 How much correction should be done oral reading? 1

6 Teaching phonics so child will apply it 62 67 40 169

a. Getting child to apply phonics 13 18 10

b. How to avoid showing up reading in application of  
phonics 1

c. Teaching phonics incident to reading rather than a  
separate subject 2

d. Overcoming tone-deafness in phonics 6 2

f. Getting child to apply phonics in attacking new  
words 16 10 3

g. Getting child to apply phonics to his reading 14 5 5

g. Getting phonics to "carry over" to speech work 1 1

h. Getting child to work independently with new words 1 1

i. Confusing letters with same sounds 2 3

K	I	II	III
j. Mastery of rules	5	5	2
k. Inability to recognize phonograms in difficult words	2	1	2
l. Inability to blend sounds	4	5	4
m. Motivation			
(1) Making child interested in phonics	6	7	4
(2) Getting interesting devices	1	3	1
(3) Some children feel they are "too big" for phonics			2
(4) Maintaining interest	2	1	

---

- j. Mastery of rules
- k. Inability to recognize phonograms in difficult words
- l. Inability to blend sounds
- m. Motivation
  - (1) Making child interested in phonics
  - (2) Getting interesting devices
  - (3) Some children feel they are "too big" for phonics
  - (4) Maintaining interest



# Difficulties in Teaching Reading-Oral and Written as Indicated by Teachers.

## A Oral contd.

K I II III IV

## F. Word Recognition-contd.

6. Teaching phonics so child will apply it-contd				
(n) Child has had no previous phonic training.				1
(o) Deciding the best method to use in teaching.	1			1
(p) Teacher does not know previous training of child		1		
(q) Language difficulty of the foreign child		1		
7. Enlarge child's vocabulary		2		
A. Language difficulty of Foreign child	3	2	4	9
H. Mastery of the mechanics	9	2	7	18
1. Lack of mastery of mechanics			5	
2. Over Emphasis of mechanics	1			
3. Developing proper eye movements in beginning reading	3			
4. Developing proper eye movements	4	2	2	
5. Correct position that is comfortable to the child	1			
I. Overcoming effects of bad reading child hears at home	2	1	3	
J. Defective eye sight	3			3
K. Finding proper types of materials	5	4	6	15

## B Silent Reading

I Difficulties in preparation and presentation				
A Comprehension-getting child to get thought	34	28	32	94
1. Getting child to get thought by units	3	4	1	
2. Memorizing silent reading lesson			1	
3. Inability of foreign child to get thought	1			
4. Reading words instead of getting thought	7	5	3	
5. Getting effective tests of comprehension	5	4	6	
6. Developing good study habits	13	15	21	
G. Inability to grasp main point amid details	7	11	12	
a. Independent thought getting	3		2	
b. Elimination of unintelligent skimming		1	3	
c. Elimination of guessing	1	1	1	
d. Getting the big points instead of many details	1			
e. To be unwilling to leave a passage until thought is mastered		1		
f. Proper judgment as to when question is answered	2		3	
B. Elimination of lip movement	10	11	3	24

Difficulties Encountered in Teaching of Reading-Oral & Silent as indicated by Teachers

B Silent Contd--

	K	I	II	III	IV
I Difficulties in preparation and presentation contd--					
E. Motivation		2	2	4	8
F. Increasing speed of comprehension		3	2	3	
G. Overcoming lack of mastery of mechanics		1		3	4
H. Provision for individual differences		3	5	7	15
1. Getting time to bring up slow readers		1	3	4	
2. Varying assignment and procedure to meet individual differences		2	2	3	
I. Pronouncing difficult words to get the meaning			1	2	3
J. Meager background of foreign child			4	2	6
K. Lack of good supplementary materials		3	7	4	14
L. Defective eye sight			1		1

## Difficulties encountered in Teaching Reading--Oral and Silent

(Supervisors)

A Oral

K I N M T

I Difficulties in preparation and presentation				
A. Getting child to read by phrases or thought units	3	1	1	5
B. Elimination of word calling	3			3
C. Developing expression that indicates thought getting instead of word calling	8	11	5	24
1. Expression that indicates thought getting	6	9	3	
2. Getting pupil to realize that he has an audience	2	2	2	
D. Securing enunciation and pronunciation	2	2	2	6
1. Establishing right habits of pronunciation and enunciation	2	2	1	
*2. Elimination of careless miscalling of little words			1	
3. Teaching phonics so child will apply it				
a. Getting child to apply his knowledge of phonics				
b. Apply in attacking new words	5	3	1	
c. Getting it to "Carry Over" to speech work	1	2		
d. Getting child to apply in his reading	1	3		
*e. Secure use of what child learned in lower grade	1	3	2	
f. Making phonics interesting to the child	1		1	
g. Getting pupils to blend sounds	1			
*h. Teacher's lack of ability	6	1	3	
*(1) Some teachers are tone deaf	1			
*(2) Teacher has little, if any, knowledge of subject	1	1	1	
*(3) Teacher does not know weaknesses or where to check	2		2	
*(4) Teaching phonics as an end rather than means	2			
E. Individual Differences				
1. Diagnosis of difficulties of poor readers and provide remedial treatment			1	
F. Word Recognition and Vocabulary building	25	13	11	49
1. Development accurate word recognition without destroying meaning	3			
2. Enlarge vocabulary			1	
3. Teaching phonics so child will apply it	22	13	10	
G. Motivation	4	3	3	10
*1. Provision of a good motive for those still in beginning stages	1	1	1	
*2. Lack of good motives in reading	2	2	2	
*3. Developing desire to read	1			
*H. Overcoming effects of poor reading in pupil's home	1			1
*I. Let pupils experiences set the standard		1		1
*J. Provision of interesting reading materials	1			1
*K. Getting kindergarten teacher to teach some reading when child shows need				3
*L. Keeping proper balance between oral and silent reading		2	1	3

Difficulties encountered in the teaching of reading-oral and silent  
Supervisors' List--

B. Silent

K I II III T

I. Difficulties in preparation and presentation	1	18	14	8	41
A. Selection and organization of desirable materials	4	1			5
*B. Methods of Presentation	3	3	2		8
*1. Poor technique and methods of presentation by the teacher	2	1	1		
*2. Keeping separate, content training and testing lessons			1		
*3. Too few thought provoking questions asked		2			
*4. Getting questions simple and definite enough to help child get the thought for himself	1				
C. Helping child to grasp the thought	5	8	6		19
1. Helping slow and dull pupils to get the thought	1	3			
2. Overcome tendency of many pupils to become <u>mechanically perfect</u> .	1	3		2	
3. Overcome lack of mastery of mechanics	1				
4. Developing good study habits					
(a) Overcome tendency to pass over unknown words	1	2		2	
(b) How to arouse dissatisfaction with reading words without meaning				2	
5. Overcome lack of good home reading environment	1				
*D. Teachers do not avail themselves of opportunity to begin in kindergarten	1				1
E. Elimination of lip movement	2				2
*F. Increase of eye span of the child	2	1			3
G. Motivation					
1. To be sure child has an intelligent purpose	2	1			3

The following facts are revealed by this analysis--

(1) Oral reading involves considerably more difficulties than silent reading. It is not clear at this point whether such is the case because a majority of effort and interest is placed upon oral reading, or because teachers are not as conscious of silent reading difficulties as they are of difficulties in oral reading. It is probably the former but both possibilities are quite tenable. (2) The greatest number of difficulties is found in the first and second grades. The obvious explanation here is the fact that, in these grades the pupils are learning to read. (3) In the case of oral reading the chief difficulties are the following:

- (a) Getting child to read by phrases or thought units.
  - (b) Developing expression that indicates thought-getting instead of mere word calling.
  - (c) Elimination of word calling.
  - (d) Securing good enunciation and pronunciation.
  - (e) Provision for individual differences in reading.
  - (f) Word recognition and vocabulary building.
  - (g) Teaching phonics so the child will apply it.
  - (h) Overcoming language difficulty of the foreign child.
  - (i) Overcoming the effects of bad reading at home.
  - (j) Detection and correction of defective eye sight.
  - (k) Finding proper types of material.
- (4) In the case of silent reading we find the chief difficulties to be as follows:--
- (a) Aiding child to grasp the thought.
  - (b) Development of good study habits.
  - (c) Elimination of lip movement.

- (d) Motivation.
- (e), Overcoming lack of mastery of mechanics.
- (f) Provision for individual differences.
- (g) Meager background of the foreign child.
- (h) Lack of good supplementary materials.
- (i) Detection and correction of defective eye sight.
- (j) Failure of teacher to teach some reading in kindergarten when child shows need for it.

(5) It is quite significant that there is so little difference between the difficulties noted by teachers and those noted by supervisors. This fact indicates that we were fairly successful in selecting those teachers who had ability to analyze teaching situations.

### 3 A. Analysis of Reasons for naming reading as the hardest or easiest subject to teach.

It will be remembered that one of the questions in the questionnaire asked which were the hardest and easiest subjects to teach and reasons therefor. The answers to this question with reference to reading are indicated by Tables XIV and XV.

Table XIV Reasons for Naming Reading the Hardest or Easiest Subject to Teach.

Grades	Kdg	First	Second	Third	Total
Hardest to teach		39	26	7	72
Easiest to teach		18	23	17	59

Table XIV indicates the following facts--

(1) Approximately 55 per cent of the teachers who mention reading think reading is the hardest subject to teach, and 45 per cent think

it is the easiest. 29 per cent of all teachers think reading is the hardest; and 23 per cent think it is the easiest. Such a small advantage as the above per cents indicate would hardly warrant the conclusion that reading is the most difficult subject to teach. It does, indicate, however, in light of the fact that reading is mentioned most frequently as both the hardest and easiest subject to teach that reading has the possibility of being the most difficult subject and therefore that much care should be taken to aid prospective teachers at this point. The factors that explain the difference between these two extremes will probably throw additional light upon this question. These facts will be noted in discussion of the reasons for naming reading the one or the other.

(2) Reading seems to become less and less difficult as we advance to the third grade. It is clearly shown that first grade reading is an exceedingly difficult task, while the third grade is apparently as the first is difficult.

TABLE XV

Reading Oral and SilentReasons for naming as hardest subject to teach

	K	I	II	III	T
<b>I Inherent Complexity of the Subject Matter</b>	18	10			28
A. Extremely difficult for child to extract thought from a mass of words	1	2			3
B. Numerous adjustments required of child in reading	1	4			5
C. So many more aims to be attained at one time	4	2			6
D. It is unfamiliar ground--absolutely a new experience	5				5
E. Most difficult for the child to grasp	1				1
F. Difficult for child to transfer from mere word recognition to thought getting		2			2
G. Difficult to get child to see symbols mean words	1				1
H. Phonics Subject Matter	5				5
1. No relation between child experience and phonics	3				3
2. Requires analysis and child has not reached that stage	1				1
3. Fails to "Carry Over" because it is too abstract	1				1
<b>II Most difficult to prepare and present</b>	23	18	3		44
A. Individual Differences	13	2	1		16
1. Large classes make individual work impossible	4				4
2. Improper grouping has most disastrous effects in this subject	3				3
3. Individual differences are greatest in reading			1		1
4. Inability to separate good and poor readers	1	2			3
5. Individual differences in background and preparation	2				2
6. Individual differences in rate of learning	2				2
7. Varied interests of child call for varied methods of approach	1				1
B Mastery of Mechanics very difficult	7	4	1		12
1. Lack of mastery of mechanics hinders thought--getting	1	1	1		3
2. Much mechanics makes it tiresome and difficult	1				1
3. Difficult to motivate mechanics so child will get them	1	2			3
4. Child does not easily "Carry Over" mechanics		1			1
5. Phonics					
a. Absolutely mechanical and uninteresting	3				3
b. Too much drill is required to establish independence	1				1
C Childs poor background for the subject	3	7	1		11
1. Poor vocabulary and meager experience		3			3
2. Many children are not interested in learning to read at first	1				1
3. Language handicap of the foreign child	2	3	1		6
4. Pupils promoted before they have mastered work of previous grade		1			1



	I	II	III	T
D. General Teaching Difficulties		5		5
1. Lack of good materials		3		3
2. Numerous tasks tax teacher's energy and resourcefulness		2		2
Reading--Oral and Silent--				
Reasons for naming as easiest subject to teach contd.				
I Easiest to prepare and present	19	20	19	58
A. Child very much interested in reading	12	10	14	36
1. Child has desire to read	12			12
2. Mechanics learned-child is interested in getting the content or "story"		8	11	19
3. Reading more nearly correlated with activities of daily life, see Needg.		2	3	5
B. Fewer general difficulties encountered in teaching	7	10	5	22
1. More good material and methods				
a. More good methods in teaching reading	1			1
b. Materials and Methods more varied and interesting		4	2	6
2. Teacher particularly prefers to teach the subject				
a. Get great satisfaction in creating a love for reading.		1		1
b. Enjoys the teaching so much it is easy to create a responsive atmosphere	4	4	2	10
c. "Comes Natural"	1			1
3. Teacher has prepared especially to teach this subject	1	1	1	3

The pedagogical significance of this fact is not altogether clear. It seems rather obvious however, that first grade reading, which involves chiefly the mechanics, and is the starting point in many cases, is the most difficult largely because of these facts. On the other hand the more advanced stages of reading may seem easier to the teacher because she is not conscious of the problems involved in silent reading after the mechanics of oral reading have been fairly mastered. It is quite possible that both are true.

Table XV page 92 gives a descriptive summary of the reasons given for naming reading the hardest or easiest subject to teach. A casual glance is sufficient to indicate that these data are supplementary rather than in direct opposition. (a) It will be observed that reading is supposed to be most difficult because of: (1) The inherent complexity of the subject matter itself; (2) The extreme difficulty involved in mastery of the mechanics; (3) The great effect of individual differences in the subject; (4) The child's poor background for the subject; and (5) A very few general difficulties with subject matter.

(b) Reading is adjudged the easiest subject to teach almost solely because (1) It is easy to motivate since the child is very much interested in learning to read; or (2) The teacher likes to teach the subject. A third reason may be added--materials and methods are more numerous than in other subjects. It is evident that, with the exception of the last reason given, these lists are practically mutually exclusive; and, in the case of the last reason, this factor is practically negligible in the first list.

The implications of these data are quite obvious. It is per-

fectly evident that each of the major reasons in both lists furnishes a point to be especially noted in the preparation of a teacher of reading. On the basis of this observation it seems necessary to emphasize specifically in teacher preparation, the following items:

1. A thorough and detailed knowledge of the subject matter and materials in reading with due appreciation of, and regard for, ~~the~~ inherent psychological complexity.
2. A keen appreciation of the effect of individual differences in reading and the perfection of some means of meeting them.
3. An economical and effective technique in aiding the child to master the mechanics of reading.
4. Knowledge and appreciation of the child's poor background especially in reading and the ability to provide it where lacking.
5. Ability to choose, from a wealth of materials and numerous "Good Methods" of teaching reading, those that are best adapted to the specific purpose of the teacher.
6. Ability to utilize the child's seemingly very intense interest in reading to get him to master the more monotonous phases of the subject without dampening his enthusiasm to read.
7. Making the teacher's preparation of such a character that she will get great satisfaction and enjoyment out of teaching reading.

4. Comparison of List of Difficulties Presented Here With a Similar List Indicated by Teachers of Illinois as Compiled by Miss Ruth Streitz.

On page 95 is given a list of difficulties encountered in the teaching of reading as indicated by a number of "Teachers"

teaching  
Difficulties in/reading--Streitz's List (1) *see page 96*

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I General Difficulties Encountered in the Teaching of Reading

1. Development of interest in reading.
2. Enlargement of fundamental experiences.
3. Provision for individual differences.
4. Enabling pupils "to see" words.
5. Acquisition of an adequate vocabulary.
6. Pupils understanding of assignments.
7. Use of the dictionary.

II Difficulties encountered in Teaching Oral Reading.

8. Interest in phonics.
9. Development of a reading mechanism.
10. Skill in the use of flash cards.
11. Carelessness in pronunciation.
12. Poor enunciation.
13. Phrasing.
14. Speech defects.
15. Expression in Reading.
16. Appreciation in reading.
17. Method of teaching poetry.

III Difficulties Encountered in Silent Reading.

18. Fluency in recognition of words and phrases.
19. Increasing span of recognition.
20. Supplementary material.
21. Difficult and inappropriate selections.
22. Silent reading in the primary grades.

- 23. Comprehension of material.
- 24. Recognition of difficult words
- 25. Elimination of lip movement.
- 26. Rate in silent reading.

This list is included for two reasons--(1) to note how well the lists in this study covered the field; and (2) to supplement, if necessary, the aforementioned lists. It will be observed that Miss Streitz's list contains only one specific item that is not found in our list here--"Use of the dictionary," although this item is clearly implied. On the other hand, we do find that numerous items are mentioned here that are not included in the Streitz list. These facts indicate that the list of difficulties here is fairly representative of the field especially in view of the fact that the Streitz list was for all grades.

I. Is Reading Now Adequately Provided for by Normal School PRACTICE?

A. What items, topics or activities are now adequately provided for?

The answer to this question is not immediately evident. In the first place, only 24 schools provide for a special course in the teaching of reading. The other 21 schools take care of this subject

(1) Teachers' Difficulties in Reading and Their Correctives---  
 Teachers in the State of Illinois. (Streitz, Ruth) Bur. of Ed. Research, Coll. of Ed. University of Illinois. Bulletin No. 23-1925.  
 This list was compiled by Miss Ruth Streitz, sometime Associate Director of the Bureau of Educational Research, University of Illinois.

incidentally in the more general courses designated "General Methods," "Primary Methods," "Language," and "Oral Expression," A canvass of the descriptions of these courses shows that reading is given only incidental consideration. This is particularly true in case it is taught in connection with "Language" and "Oral Expression;" and, in the case of "General Methods" and "Primary Methods" two or three other courses are usually given together. The reader needs only to refer to the summary list at the end of this chapter; or to bring to the mind the lists already presented to be convinced that the minimum essentials of a course in reading could not be given incidentally in any of the above described courses.

In the second place, with respect to the 24 schools that do give such a special course, it will be noted that as a group, they seem to provide, in general, fairly adequately for all major items except "Choice and Selection of Materials." It is quite possible, however, that this item is included under the more general head of "Methods and Technique of Teaching Reading."

Again, it is evident that more attention should be given to "pre primer reading." It was the observation of kindergarten supervisors that teachers were unwilling to avail themselves of the opportunities presented for such work. Much of this attitude might easily be attributed to the fact that the need for it has not been emphasized sufficiently in teacher preparation.

(b) What Specific Content Should be Provided in such Cases Where Normal School Courses May Have Made General Provision but Has not Indicated the Detailed Content?

It must be evident that while Normal School Courses may be going

to the right place they may be taking the wrong route and specific means to arrive. It is one of the unfortunate limitations of our materials that the specific items were not available with the general items. The fact that we cannot tell what Normal Schools are doing specifically is more than compensated for by the much more important fact that we can tell rather definitely what they ought to be doing. From our earlier discussion it was noted that the specific points that ought to be emphasized are those presented in our analysis of Elementary School Courses of study and difficulties encountered in the teaching of the subject. To prevent duplication these points will be given in another paragraph.

To summarize the answer to the question whether reading is adequately provided for by present practice, the following facts seem clear.

(1) In such schools where a special course in reading is not given, it is practically impossible to cover the ground that should be considered in any course that gives reading only incidental consideration, or includes with it two or more other subjects.

(2) In general, such schools that have special courses in the teaching of reading provide fairly adequately for the more general items with <sup>the</sup> possible exception of "Selection of Materials." In the case of the specific items no comparison can be made because such facts are not included in the normal school descriptions.

### What Should Constitute the Minimum Essential of a Course in Reading?

#### I General Items Applying to both Oral and Silent Reading

- A. A thorough and detailed knowledge of the subject matter and materials of reading with due appreciation of, and regard for, its natural complexity to child.

1. Appreciation of the complex character of the reading process.
  - a. Recognition of extreme difficulty of child in extracting thought from a mass of words.
  - b. Consciousness of the numerous adjustments required of child.
  - c. Appreciation of the numerous aims to be attained by child at one times.
  - d. Appreciation of fact that reading is a new experience for child.
  - e. Consciousness of the difficulty involved in getting the child to see that symbols indicate meanings.
  - f. Recognition of the fact that there is very little relationship between the child's experience and phonics.
  - g. Consciousness of the difficulty of the child in transferring from mere word recognition to thought getting.
  - h. Appreciation of fact that phonics requires analysis and that the child does not easily analyze.
  - i. Recognition of the fact that child fails to "Carry Over" phonics because it is abstract.
  - j. Knowledge and appreciation of child's poor background and ability to provide it where lacking.
2. Ability to choose from a wealth of materials those best adapted to teacher's purpose; or where suitable materials are lacking to command sufficient knowledge and resourcefulness to supply the need.  
66342  
A<sup>1</sup> derived from courses of study; A<sup>2</sup> derived from difficulty analysis.



a. Ability to select good text book and other material on the basis of the following criteria.

1. Good, worth while, literature?
2. Within sphere of child's comprehension and interest?
3. Varied content?
4. Good illustrations?
5. Hygienic-good type, paper etc?

b. Knowledge of Criteria for selection of supplementary material.

c. Familiarity, at least, with the basic tests and supplementary literature in the state course of study.

d. Knowledge of the minimum number of books to be read in each grade.

3. Ability to devise simple tests of reading ability and to use standard reading tests as a teaching device.

a. Ability to devise reading game materials and simple test devices.

b. Ability to use as a teaching device several types of oral and silent reading tests.

4. Knowledge and appreciation of the importance of teaching children how to care for and use books.

5. Knowledge and appreciation of good hygienic conditions in reading; and disposition to insure such conditions.

6. General knowledge of the aims of reading in the kindergarten-primary grades.

## II Oral Reading

A. Ability to Cultivate a Desire and Interest in Beginning Reading.  
(1-2)

1. Specific knowledge of the aim in teaching beginning reading.

- (1)
- 2 Knowledge of, ability and skill in, the technique of presenting the following subject matter and carrying on the following activities:
- "A. Explanation of traffic signs; exits; child's name; days of the week.
  - B. Pupils reading flash cards; action sentences.
  - C. Learning use of symbols to express ideas.
  - D. Listening to stories read by teacher; told by teacher.
  - E. Reading own name; signs and short sentences.
  - F. Looking at picture books.
  - G. Visits to library; drawing books; owning cards, using library tables.
  - H. Making reading books composed of stories out of their experiences.
  - I. Reading primers and first readers.
  - J. Memorization of short easy rhymes and songs.
  - K. Word matching and word and picture matching.
  - L. Owning Books."
- (2)
- 3 Ability to provide motives in reading that are conducive to intelligent reading and the progressive development of the child.
- A. Ability to provide good motives for those still in the beginning stages.
  - B. Ability to overcome child's lack of a good motive.
  - C. Ability to utilize the child's seemingly very intense interest in reading in getting him to master the more monotonous phases.

(2)

B Development of an economical and effective technique for aiding the child to master the mechanics of oral reading.

1. Knowledge of, and ability and skill in, presenting the following subject matter or carrying on the following activities.

- a. Flash card drills; words, phrases and sentences.
- b. Sight reading.
- c. Reading in a real audience situation.
- d. Blackboard study of difficult words and other difficulties.
- e. Finding phrases or words in text matching words.
- f. Ability to use table of contents.
- g. Keeping place without pointing.
- h. Pronunciation and enunciation drills.
- i. Dramatization.
- j. Reading with a pleasing voice so others may enjoy and understand.
1. Elementary study of diacritical marks.
- m. Quick recognition of oft recurring phrases.
- n. Grouping words into phrases or thought units.

(1)

o. Ability to master new words by breaking them up into their phonic elements.)

1. Rapid recognition and pronunciation of words and phrases.
2. Study of family of words; phonic games, drills and flash cards.
3. Study of initial sounds in words-consonants and double consonants.
4. Study of phonograms; long and short vowels.
5. Study of diphthongs and diagraphs.
6. Practice in syllabication; accent drills.

7. Mastery of a few elementary rules in pronunciation.

8. Mastery of the letters of the alphabet.

(1)  
P Rapid and correct recognition of words-(word study)

1. Ability to pronounce correctly and recognize promptly 300 words each half year.

2. Vocabulary games and drills.

3. Rules for pronunciation of simple words.

4. Study of the most common prefixes and suffixes.

5. "Skip word and guess it through content drills."

6. Frequent drills on lists of words commonly miscalled in reading.

7. Hunting known words in new context.

8. Seeing likeness and differences in words.

(2)  
2. Development of a Special Technique for Overcoming or Preventing the Following Difficulties in the Mastery of the Mechanics of Oral Reading.

A. To teach phonics so that child will apply it.

1. Getting child to apply phonics to new words in reading.

2. How to avoid slowing up reading in applying phonics.

3. Whether to teach phonics incidental to reading or as a special subject?

4. Overcoming "tone deafness" in phonics.

5. Getting phonics to "Carry Over" to speech work in general.

6. Getting child to work independently with new words.

7. Overcome confusion of letters with same sounds.

8. Mastery of rules of pronunciation and application.

9. Overcome difficulty in recognizing phonograms in difficult words.

10. Overcome inability to blend sounds.
11. Motivation of phonics
  - (a) Making child interested in phonics.
  - (b) Getting interesting devices.
  - (c) Overcome feeling of some pupils that they are "too big" for phonics.
12. Overcoming child's previous bad training in phonics.
13. What is the best method to use in teaching phonics?
14. Teacher does not know child's previous training in phonics.
15. Overcoming the language difficulty of the foreign child.
16. Secure the use of what child learned in previous grade.
17. Some teachers are "tone deaf"
18. Teacher does not know weaknesses nor where to check.
19. Insure teaching of phonics as a means rather than an end.
20. How, if possible, to secure independence without so much drill?
- b. Developing good expression on part of the child.
  1. Making him recognize the "audience situation"
  2. Getting expression that indicates thought getting instead of mere word calling.
- c. Getting pupils to read by phrases, grouping words into thought units.
- d. Securing good pronunciation and enunciation.
  1. Establishing right habits of pronunciation and enunciation.
  2. Elimination of careless miscalling of little words.
- e. Developing power of accurate and immediate word recognition.
  1. Aiding child in reading the "demon" words.
  2. Overcoming tendency to fill in own words.

3. Overcoming carelessness in reading small words.
4. Developing speed with sight words.
5. How much correction should be done in oral reading?
- f. Insure general mastery of the mechanics.
  1. Overcoming lack of mastery of mechanics.
  2. Prevent overemphasis of mechanics.
  3. Developing proper eye movements especially in beginning reading.
- g. Appreciation of importance and disposition of kindergarten teacher to teach some reading when child shows need for it.
- h. Elimination of word calling.
  1. Prevention of "rote" reading.
  2. Directing (kindergarten and first grade) child's word conscious period so he will not lose the thought-getting habit.
- i. Keeping proper balance between oral and silent reading.
- j. How to let pupils' experiences set the standard?
- k. Overcoming the effect of bad reading the child hears at home.
  1. Detection and correction of defective eye sight.
- (1-2)
3. Ability to choose from a wealth of materials those best adapted to the purpose of the teacher; or where materials are lacking to possess sufficient knowledge and ingenuity to supply them.
  - (2)
4. A keen appreciation and knowledge of the effect of individual differences in oral reading and the perfection of some effective technique of meeting them.
  - a. How to meet individual differences in rate?
  - b. Diagnosis of difficulties of individual readers, especially poor readers, and provision of remedial treatment.

- c. How to deal with poor readers when there is a lack of time.
- d. Keeping interest of the bright group while dealing with the dull.
- e. How to do individual work in large classes?
- f. What to do when unable to separate good and poor readers?
- g. Securing varied methods of approach to meet the varied interests of children.

### III Silent Reading.

(1)

- A. Development of an economical and effective technique for aiding the child to grasp the thought from the printed page.
  - 1. Ability to select and organize desirable materials.
    - a. Knowledge of the specific aim or aims in the teaching of silent reading in the kindergarten-primary grades.
    - b. Knowledge and appreciation of the kinds and amount of materials suitable for each grade level.
  - 2. Knowledge of, ability and skill in, the technique of presenting the following subject matter or carrying on the following activities:
    - a. Developing ability to comprehend the authors thought.
      - 1. Reading for answer to questions
      - 2. Reading and giving gist of paragraphs; getting the main point.
      - 3. Making up thought provoking questions to be answered by reading.
      - 4. Classification of word groups.
      - 5. True-false tests of comprehension.
      - 6. Dramatization-action sentences.
      - 7. Completion-sentence tests of comprehension.

8. Reading without lip movement.
  9. Reading words silently beyond power to read them orally.
  10. Apprediation of humor of a selection.
  11. Telling a humorous story that has been read.
  12. Speed drills.
  13. Judging material read-elementary critical appreciation.
  14. Development of spirit of inquiry and investigation.
  15. Reading ahead by sentences and paragraphs.
- (2)
3. Development of a special technique for overcoming or preventing difficulties in the following:--
    - a. Developing good, effective study habits.
      1. Teaching pupils how to study silent reading.
      2. Inability of child to grasp main point amid details.
      3. Overcome tendency to read words instead of getting thought.
      4. Getting effective tests of comprehension.
      5. Developing spirit of unwillingness to leave a passage until mastered.
      6. Proper judgment as to when a question is answered.
      7. Elimination of unintelligent skimming.
      8. Elimination of guessing.
      9. Stimulating independent thought getting.
    - b. Development of effective methods of presentation of material to children (ability to make a good reading assignment)
      1. Development of a flexible technique on part of teacher.
      2. Ability to keep separate content training, and testing lessons.
      3. Developing ingenuity and judgment in making and asking thought provoking questions.



4. Getting questions simple and definite enough to help the child get the thought for himself.
- c. Elimination of lip movement.
  - d. Assurance that the child has an intelligent purpose as the basis of his reading efforts.
  - e. Getting child to grasp thought by units.
  - f. Overcoming lack of mastery of the mechanics of reading.
  - g. Overcoming tendency of many pupils to become mechanically perfect.
  - h. Increasing child's speed of comprehension.
  - i. Inability of foreign child to get the thought.
  - j. Overcoming poor home reading environment.
  - k. Preventing child from memorizing silent reading lesson.
1. Detection and correction of poor eye sight.
- (2)
- 3 A keen appreciation and thorough knowledge of the effect of individual differences in silent reading and the perfection of a technique for meeting them practically.
- a. Providing time, in a large group, to do remedial work.
  - b. Varying procedure and assignments to meet individual needs.
  - c. Overcoming individual differences in background and preparation.
  - d. Making provision for meager background of foreign child.
  - e. Diagnosis of difficulties of individual readers, especially poor readers, and provision of remedial treatment.
  - f. Keeping interest of the bright while working with the dull.
  - g. What to do when unable to separate good and poor readers.

Arithmetic      Section 3Presentation of Data1. Description of Normal School Courses

Attention is called to the fact that "Special and Technical Content" and Special Method Courses have been combined in description here. In the case of arithmetic 7 schools give what are presumably special content courses with some attention to methods, and, 11 schools give "Special Method Courses". In three instances the same schools give both courses. Thus 15 different schools contribute to the description found on page 110. It is noted that the items given chief consideration are: (1) Discussion of modern methods of teaching arithmetic; and, (2) A general review of the arithmetic facts to be taught.

Arithmetic, in common with geography, language, history and civics, and spelling, is not generally given as a special subject. The more frequent procedure has been to include all of these subjects under the general head of "Primary Methods." This observation is even more apparent from the fact that it is rare that "Special Method" and "Primary Methods" are given by the same school. It is interesting to note that reading, penmanship and nature study are more frequent exceptions. The fact that 50 per cent or more of the schools follow this practice indicates that these latter subjects are more difficult and therefore require more detailed preparation. This assumption was corroborated in the case of reading. It remains to be seen whether the same is true in the case of arithmetic.

Table XVII Description of Normal SchoolCourses in Arithmetic

	P.C. Total No.	C and M	M f h.	T o T
(a) Educational aims and values in arithmetic teaching	9.	1	4	5
1 (b) History and Pedagogy of Arithmetic	11.	2	4	6
(a) Modern methods of teaching arithmetic	24.	3	10	13
(b) Examination of best courses of study in arithmetic	11.	2	4	6
(c) Number games and devices	20.	5	6	11
(d) Observation of demonstration teaching	3.7	1	1	2
2				
3 Use of Standard tests as a teaching device	3.7	2		2
(a) Review of arithmetic	20.	8	3	11
(b) Study of state course of study	5.5	1	2	3
4				
5 Correlation of number with other subjects	5.5	3		3

## 2. Analysis of ten Elementary School Courses in Arithmetic

Table XVIII page 112 gives the results of an analysis of ten elementary school courses in arithmetic. The data are tabulated here in similar fashion to those in reading. One exception is noted in the fact that each general head or class is subdivided by grades thus giving somewhat of an outline of what is expected in each grade. There are eight general types of activity indicated by these data--

- (1) Learning to count numbers.
- (2) Reading and writing numbers.
- (3) Learning mathematical vocabulary and getting quantitative concepts.
- (4) Understanding and use of measure.
- (5) Elementary knowledge of fractions.
- (6) Mastery of fundamental operations in simple processes.
- (7) Problem solving and general application of number.
- (8) Ability to make and read graphs.

The above major items represent the abilities and skills the teacher must be able to develop on the part of the child. The teacher who can carry on the above lines of activity effectively is the one who is prepared to teach this subject on this level. Later discussion will indicate more in detail what specific training is necessary to develop that type of teacher.

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Table XVIII Analysis of Elementary School Courses of  
Study in Arithmetic.

	K	I	II	III	Total
<b>I Counting</b>	10	17	7	4	38
(a) Ability to count by two's to ten or more; by 10 one's to ten; understanding of first, second, third etc to ten.					
(b) Ability to count objects by 1,2,5,10; to keep scores by 4's, 5's; to see number as name of a group; to recognize small groups without counting; to count abstractly by 1,2-10 to 100; count backwards from 20; roman numerals to XII; multiplicative counting to 20.		17			
(c) Ability to count by 6,7,8,9, to 100; ordinal counting as far as needed; also once, twice etc; counting 100 to 0 by two's and five's.			7		
(d) Ability to by 1-10 to 100 or over either abstractly or concretely				4	
<b>II Reading and writing numbers</b>	4	8	6	6	24
(a) Interest and pleasure in writing numbers; learning how to write numbers; recognition of roman numerals from I to XII; recognize numbers from 1 to 10; interest and pleasure in reading numbers.	4				
(b) Ability to write numbers from 1 to 100 (being taught by teacher as need arises); Reading numbers to 100; reading telephone or house number; Finding page in reader.		8			
(c) Writing numbers through 1000; reading numbers to 1000; recognition of groups of objects to six units.			6		
(d) Ability to read and write numbers by words for any number used; reading and writing numbers of 4,5 and 6 orders; recognition and understanding of units, tens and hundreds; reading and writing roman numerals to <u>XXX</u>				6	
<b>III Mathematical vocabulary and quantitative concepts</b>	10	5	3	6	24
(a) Ability to form concept of over, under, bottom, right, left, inside, outside, front, back, straight, curved; large, small, long, short, big, little heavier than, lighter than, more, as much as; square, triangle, circle.	10				
(b) Ability to use in any situation-size, form; weight; and number.		5			
(c) Ability to understand the symbols - $\frac{1}{2}$ , -, o, x, +;			3		
(d) Ability to understand and use the terms: Subtract, remainder, difference, add, sum; \$, decimal point in money; lb, gal; yd, qt; pt; doz; multiply, multiplication, product; divide, divisor; dividend, quotient; rectangle, area; arabic and roman numerals.				6	

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	K	I	II	III	T
IV Measurement	9	12	6	6	33
(a) Ability to measure quantities in simple fashion-					
(1) Learning days of the week (Friday, Monday, Saturday-Sunday); Time school begins; time for lunch; simple widths and lengths, long and short side of paper and tables; sizes of chairs; names of pieces of money (dollar, quarter, dime, nickel, penny), understand a gain in height or weight; appreciation of the necessity for exact measurement.					
(b) Ability to measure quantities in elementary fashion.					
(1) Recognition of half-dollar, quarter, dime, nickel and a bill; to tell time by hours and half hours; ability to measure in ft. yds. qts. dozs, dimes, dollars, days, weeks, months and years.		12			
(c) Ability to measure and comprehend measures of continuous quantities.					
(1) Understand continuous measurement 1 foot, two feet; inches, yds; week, month etc; mastery of tables, dry, linear, time, weight, money.			6		
(d) Ability to measure in fairly definite fashion					
(1) Understanding and use of the hundred-wt, tons; seconds; thermometer reading; $\frac{1}{2}$ and $\frac{1}{4}$ peck; gallon; ability to make correct change involving pennies; tell time to the second.				6	
V Fractions	3	2	2	3	10
(a) Ability to understand fractional parts of concrete objects.					
(1) Understanding and use of "half," "quarter"	3				
(b) Ability to recognize and understand $\frac{1}{3}$ , $\frac{2}{3}$ , $\frac{1}{4}$ with concrete experiences		2			
(c) Ability to use simple fractions with projects $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , to $\frac{1}{9}$			3		
(d) Ability to read, write, and understand common fractions $\frac{1}{2}$ to $\frac{1}{9}$				3	
VI Addition	4	6	5	15	
(a) Mastery of simple addition facts combinations to 10; add numbers needed; keeping scores to sums of 10	4				
(b) Ability to do the 45 combinations; sums of 3 two digit numbers involving carrying and use of zero in column addition.			6		
(c) Ability to add three orders of five addends; single column to 7; U. S. money to three figures.				5	

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	K	I	II	III	IV
<b>VII Subtraction</b>	2	6	4	12	
(a) Objective subtraction growing out of daily experiences; subtraction facts to 10	2				
(b) Ability to do 45 subtraction facts; to subtract one two-digit number from another without borrowing.		6			
(c) Ability to subtract three orders involving "borrowing."			4		
<b>VIII Multiplication</b>	2	4	6		
(a) Simple multiplication as a short form of addition	2				
(b) Ability to multiply to multiplicand of 3 orders and multiplier in units; mastery of all the tables to 12.			4		
<b>IX Division</b>	1	4			
(a) $\frac{1}{2}$ of numbers to 24 (all numbers divisibly by 2);	1				
(b) Mastery of division tables to 12; divide 3 place figure with remainder, divisor not more than one figure.			4		
<b>X Problem-Solving</b>	1	8	13	22	
(a) Conception and use of number incident to every day life-pages of book; cloak-room numbers; attendance; price marks, etc;	1				
(b) Ability to make and solve simple problems involving one process of addition or subtraction; playing store and making change for sums; ability to think through a simple one-step problem and indicate the process employed.		8			
(c) Ability to express simple oral problems in writing; playing store and making change; ability to solve simple onestep problems in addition, subtraction, multiplication or division; to check and prove correctness of one's own work.			13		
<b>XI General</b>					
(a) Graph making and reading-ability to read simple graphs of class scores; weather records; to read simple graphs with the help of the teacher	1		1	2	
(b) Tests-taking arithmetic tests, standard and incidental.	2		3	5	

### 3. Analysis of Difficulties Encountered in the Teaching of Arithmetic.

Table XIX page 115 gives a list of the difficulties involved in the teaching of arithmetic as indicated by teachers and supervisors in the Kindergarten-Primary grades. Ten major difficulties or problems are encountered in teaching this subject--

- (1) Motivation
- (2) Problem-solving
- (3) Developing speed and accuracy with combinations-fixing combinations.
- (4) Development of number concept
- (5) Teaching "Carrying and Borrowing" in subtraction.
- (6) Securing good material and number devices
- (7) Making number informal and in accord with the child's needs.
- (8) Elimination of finger counting
- (9) Developing ability to read and write numbers with speed and accuracy.
- (10) Getting sufficient time to give to the subject.

It is interesting to compare this list with Streitz's list on page 115. With few exceptions where difficulties refer to the intermediate and upper grades this list includes all of the items contained there. This fact indicates that the list of difficulties presented here have covered the field rather thoroughly. A more detailed discussion of the implied functions involved will be given in the summary at the end of this section.



TABLE XIX

## ANALYSIS OF DIFFICULTIES ENCOUNTERED IN THE TEACHING OF ARITHMETIC AS REVEALED BY TEACHERS

	K D G	I	II	III	T O T A L
<b>I. Preparation and presentation</b>					
A. Developing the number concept	1	12	5		18
B. Getting child to see relationships in problem solving		2	18	15	30
1. Lack of Judgment in solving problems		2	9	8	
2. Getting pupils to see what fundamental process to use.....			4	7	
C. Teaching carryings and borrowing in subtraction		1	7	4	12
D. Elimination of Finger counting		1	2	2	5
E. Fixing combinations-developing speed and accuracy		1	10	8	19
F. Developing ability to read numbers with speed and accuracy.....			2		2
G. Developing ability to write numbers with speed and accuracy .....		2			2
H. How to determine when child is ready for formal study of numbers .....		1			1
<b>I. Motivation</b>	3	16	15	11	45
1. Motivating drill lessons		9	9	7	
2. Finding new and interesting devices to keep up the interest.....		2	3	3	
3. Creating a desirable number atmosphere-provision of situation showing actual need for number.//.....	3	5	2	1	
<b>K. Materials -securing good</b>			1	6	7
1. Wording too difficult in texts			1	4	
2. Problems of texts too difficult for grade				2	
<b>L. Too much work required for the time given</b>			1	2	3

## ANALYSIS OF DIFFICULTIES IN TEACHING ARITHMETIC AS INDICATED BY SUPERVISORS

<b>I. Preparation and Presentation</b>					
a. Development of the number concept	1	2	1	1	5
b. Problem solving	2	6	6	5	19
1. Creating natural situations that give rise to number problems.....	2	5	1	3	
*2. Applying number skills and facts in problem solving.....			5	1	
*3. Too much emphasis on example: not enough on problem solving.....		1			
*4. Developing ability to read a problem intelligently.....				1	
c. Fixing number combinations-developing speed and accuracy.....		1	4		5
d. Finger counting			1		1
e. Lack of time allotted for subject				1	1
*f. Lack of time to give individual attention needed			2		2
g. Securing interesting number devices			2		2
*h. Making number informal and according to child's needs.....	1	5	1	1	8

\* Items supplementary to teachers list derived in this investigation

"Teachers' Difficulties in Arithmetic"- Streitz's List

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I. Difficulties Relating to General Phases of Arithmetic

1. Creation of desire in children to learn number facts
2. Correct writing of numbers
3. Accuracy in copying numbers
4. Meaning of figures and other arithmetical symbols
5. Recognition of numbers

II. Difficulties encountered in operations of arithmetic

6. Fluency in addition
7. Fluency in the fundamental operations
8. Concept of subtraction
9. Borrowing process in subtraction
- x10. Proficiency in subtraction in intermediate and upper grades
12. Multiplication tables, miscellaneous combinations
11. Multiplication tables, customary sequence.
13. Relationship between multiplication and division
14. Division of uneven numbers by 2
15. Confusion in division forms
- x16. Accuracy in determination of quotient figures in long division
- x17. Reduction of common fractions
- x18. Multiplication of common fractions
- x19. Division of common fractions
20. Accuracy in placing decimal point

III Difficulties Relating to Denominate Numbers and Problem-Solving

21. Presentation of denominate numbers
- x22. Square measure
- x23. Cubic measure

### 3 A. Analysis of Reasons for Naming Arithmetic the Hardest or Easiest Subject to Teach.

The answers to the question as to the hardest or easiest subject to teach, in the case of arithmetic, were as indicated in Table XX.

Table XX reasons for naming Arithmetic the easiest or hardest subjects.

@@@

Grades	Kdg	First	Second	Third	Total
Hardest		8	15	15	38
Easiest		5	13	15	33

The following facts are noted particularly:--

(1) Of the persons mentioning arithmetic as the hardest or the easiest subject to teach, approximately 53 per cent think it is the hardest, and 47 per cent think it is the easiest. Of the total number of teachers answering this question, 15 per cent think it is the hardest to teach and 13 per cent think it is the easiest to teach. The data

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(1) Streitz, Ruth--Teachers' Difficulties in Arithmetic and their corrective Bulletin. 18, Bur. of Ed. Research, University of Ill., 1924.

here, as in the case of reading, indicate that arithmetic may as easily be the most difficult subject as the easiest. The fact that arithmetic is second only to reading indicates the possibility of its being the second most difficult subject to teach. Hence much care should be taken in preparation for the teaching of that subject.

(2) Again, as in the case of reading, arithmetic seems to become less and less difficult as we advance to the third grade. This fact is explained in part by the data in table XXI. It is noted that "Motivation" becomes less and less difficult. The strictly mechanical and drill type of process necessary in the first and second grades, undoubtedly accounts for this fact. The slight advantage gained in mastery of mechanics (in the upper grade) is almost offset by the difficulty involved in problem-solving. It is quite possible that this latter would entirely offset the former were teachers more conscious of the difficulties involved.

Table XXI gives a tabular summary of the reasons for naming arithmetic the hardest or easiest subject to teach. Again, it is to be observed that, as in the case of reading, these reasons are supplementary rather than in opposition.

Table XXI Reasons for Naming Arithmetic Easiest or Hardest Subject

I. Hardest					K I E M Total			
A. Most difficult to prepare and present								
1. General	1	2	2	5				
(a) Teachers lack of interest and training	1	1	2	4				
(b) "Do not approve of this subject in primary"		1		1				
2. Lack of material in helpful form	1	2	5	8				
(a) Poorly organized material	1	1						
(b) Course of study requires too much		1	4					
(c) Course does not provide for correlation			1					
3. Mastery of Mechanics	2	5		7				
(a) Formality does not appeal to young child	1	2						
(b) Takes more effort to get and sustain attention		1						
(c) Child does not easily retain facts	1	2						
4. Inherent Complexity of the Subject Matter	6	5	6	17				
(a) Development of number concept-abstract-difficult for child	6	2						
(b) Difficult to go from concrete to abstract		3						
(c) Relating fundamentals to problems-seeing relationships				6				
II. Easiest								
A. Easiest to prepare and present								
1. Teacher likes subject		1	4	5				
2. Ground to be covered definite easy to check		5	3	8				
a. Most definite upon which to check progress		2	2					
b. Mechanical processes definite-easily learned		3	1					
3. More concrete devices therefore easily motivated	2	3	2	7				
4. Children are interested		3	2	5				
5. Background of child makes it easy	3	2		5				
a. child enters school with some number of experience	2	1						
b. Foreign child has handled money	1	1						

It will be noted that arithmetic is judged the hardest subject to teach because of the following reasons:--

(1) The subject matter itself is complex and not easily understood by the child.

(2) There is a lack of material in suitable and helpful form.

(3) The drill necessary in mastery of the mechanics makes it monotonous and difficult to motivate.

(4) Teacher lacks interest or training in the subject.

It is the easiest to teach because:--

(1) There are many good sources of concrete devices making it easy to get interesting material.

(2) The ground to be covered is specific and definite; results are easily checked.

(3) Children are interested in number.

(4) Background of child makes teaching easy.

(5) Teacher likes the subject.

It is quite obvious that the major reasons in both of the above lists furnish a fruitful and desirable point of departure in teacher preparation. On the basis of this assumption the implications of these data emphasize the following items:--

(1) A thorough and comprehensive knowledge of the psychology involved in learning the subject matter of arithmetic.

(2) Ability to make a wise selection of concrete devices with due regard for their educational value as well as their use in securing and holding attention.

(3) Development of an economical and effective technique in carrying on drill lessons.

(4) Ability to utilize the child's previous number experience as a basis for extension.

(5) Making the teacher's preparation of such a character that she will get great satisfaction and enjoyment out of teaching number.

Does Present Practice Adequately Provide for the Teaching of Arithmetic?

Referring to the discussion of Table XVII page 110 it is seen that relatively few, approximately 27 per cent, of the schools give special courses in arithmetic; that more frequently the needs here are met in a combination course involving several courses--generally language, spelling, and social studies. While the evidence is not so striking as it is in the case of reading, it is clear that such a combination does not allow sufficient attention to be given any one subject. It is not the purpose here to discuss the administrative detail. It is sufficient to point out that the procedure most frequently followed is not conducive to obtaining the best results. It is indeed a question whether any two of these courses, with the exception of spelling, could be profitably combined in a single course. Whether such subjects are given in combination or not, the facts indicate that the items under each head in general should be given as a unit. The old assumption that there is a general method applicable to the teaching of all subjects is, to say the least, questionable. Experience and the data from teachers' difficulties indicate that, aside from the broader educational principles that might be deduced in more general professional courses, there are problems specific to particular teaching situations. There must be some courses to prepare the teacher

to meet such specific problems. It is the conclusion of this investigation that "Special Method Courses" must be prescribed to meet these specific needs.

In the light of the above discussion, the present procedure of including the specific problems of several subjects under the head of some general methods course, or, of including various items as an integral part of some general course, is inadequate.

In the first place, the subject matter of any two courses, and in most cases, of any one course, is sufficient to require the entire attention and time of the present administrative unit--the quarter or semester. Second, the specific needs of the teacher indicate the necessity of a specific preparation that is best provided for as a unit.

In the case of the 15 schools that give special courses in arithmetic several facts are to be noted:

(1) In so far as "Methods of Teaching Arithmetic" are concerned, in general, sufficient emphasis seems to be given. It is not possible to say in detail whether these more general items include the desired specific treatment. This fact is offset by the more significant fact that the data here do indicate what specific items should be included.

(2) Too much emphasis is given to arithmetic review. This situation is due to two facts. These courses have been prescribed, obviously, to meet the needs of the entire elementary school level hence involving some rather difficult material. In fact much more difficult material than would be encountered on the kindergarten-primary level. Again, it is the assumption that the student does



not know this material. Therefore it must be retaught or reviewed.

It is the assumption of this discussion that the teacher comes to the Special Methods Course with the content of the subject fairly well in mind. Thus all of her time and energy can be devoted to the specific problems of handling that content effectively. It is the practice in some schools to require a proficiency test in such content as a prerequisite to the course. This procedure would serve admirably here. Again, it is assumed that the course will be confined particularly to the problems of the kindergarten teacher although some general knowledge of the problems of other levels is desirable.

(3) Again, it would seem that sufficient emphasis is not given to "History and Pedagogy (psychology) of arithmetic; and the use of Standard Arithmetic Tests." It is quite possible that these two items are included under the general head of "Methods of Teaching Arithmetic." The data here indicate that these items need an emphasis quite independent of the incidental consideration they might receive under this head.

In summary the following facts are indicated:--

1. In such schools where special methods are not given it is impossible to adhere to the procedure generally followed. Not more than two courses could possibly be given in combination within the limits of our present administrative unit; and, the problems are too specific and definite to permit of more general consideration as treated in a "General Methods" course. Thus the "Special Methods" idea must be adhered to irrespective of the form of administration.

2. In such schools that have Special Methods Courses, undue weight has been given to "Review of Arithmetic" facts; and not enough emphasis placed upon "History and Pedagogy of Arithmetic," and the "Use of Standard Tests." It has been suggested that an examination be given upon the content to be covered so that the students entire time and energy can be given to the methods of teaching that content. Again, it has been recommended that the two items "History and Pedagogy of Arithmetic" and "Standard Tests" be given attention apart from the possible incidental consideration they receive in conjunction with other topics.

What Constitute the Minimum Essentials of a "Special Methods" Course in Arithmetic?

This question is answered in a concise but sufficiently detailed fashion below. The following statement consists of a summary of (1) Analysis of the ten best elementary school courses of study; and, (2) the difficulties encountered in the teaching of arithmetic. These facts constitute the least that a teacher may know in order to be prepared to teach effectively the subject of arithmetic on the Kindergarten-Primary level.

I General Abilities and Knowledge Involved in Arithmetic Teaching.

- A. Development of a thorough and comprehensive knowledge of the history, and psychology of arithmetic.
- B. Ability to make a wise selection of concrete devices with due regard for their educational value as well as their use in securing and holding attention.
- C. Thorough and comprehensive knowledge of the general and grade aims in arithmetic in the Kindergarten-Primary Grades.

D. Development of an economical and effective technique for carrying on drill lessons.

E. Ability to utilize the child's previous number experiences as a basis for extension of his knowledge.

## II. Specific abilities and Knowledge Involved in Teaching Arithmetic.

(1)

xA. Ability to teach child how to count.

1. Kindergarten: To count by two's to ten or more; by one's to ten; understanding of first, second, third, etc., to tenth.
2. First Grade: To count objects by 1,2,5,10; to keep scores by 4's and 5's; to see number as name of a group; to recognize small groups without counting; to count abstractly by 1,2-10 to 100; to count backwards from 20; roman numerals to XII; multiplicative counting to 20.
3. Second Grade: To count by 6,7,8,9, to 100; ordinal counting as far as needed; also once, twice etc; counting from 100 to 0 by two's and five's.
4. Third Grade: To count by 1 to 10 to 100 or over either abstractly or concretely.

A (2) DEVELOPMENT of a Special Technique for overcoming or Preventing the following difficulties in teaching child How to Count.

1. Development of the number concept
2. Elimination of finger counting.

3. Making counting informal and according to the child's needs

xA (1) indicates content of courses of study; A(2) represents teachers' difficulties.

(1)

B. Ability to Teach Child How to Read and Write Numbers

1. Kindergarten. Development of interest and pleasure in writing numbers; learning how to write numbers; recognition of roman numerals I to XII; recognition of numbers from 1 to 10; interest and pleasure in reading numbers.
2. First Grade--Ability to write numbers from 1 to 10 (taught as the need arises); Reading numbers to 100; Reading telephone or house numbers; finding page in reader.
3. Second Grade--To write number through 1000; read numbers through 1000; recognition of groups to six units.
4. Third Grade--To read and write numbers by words for any number used; reading and writing numbers of 4, 5, and 6 orders; recognition and understanding of units, tens, and hundreds; reading and writing roman numerals to XXX.

(2)

B. Development of a Special Technique for Overcoming or Preventing the Following Difficulties in Teaching Child How to Read and Write Numbers.

1. Developing ability to read numbers with speed and accuracy.
2. Developing ability to write numbers with speed and accuracy.
3. Provision of situations showing actual need of reading and writing numbers.

(1)

C. Ability to Develop a Mathematical Vocabulary and Quantitative Concepts.

1. Kindergarten--Concept of over, under, bottom, right, left, inside, outside, front, back, straight, curved; concept of large, small, long, short, big, little, heavier than, lighter than, more, as much as; concept of forms, square, triangle, circle;

2. First Grade--Ability to use in any practical situation concepts--size; form; weight; quantity.
3. Second Grade--Ability to understand symbols--+, -, =, o, x, and +.
4. Third Grade--Ability to understand and use the items: subtract, remainder, difference; add, sum; \$, decimal in money; lb, gal, yd, qt, pt, doz; multiply, multiplicand; product; divide, divisor, dividend, quotient; rectangle, area, arabic and roman numerals.

(2)  
C. Development of a special technique for overcoming or preventing the following difficulties.

1. Development of number concept.
2. Provision of situations that show actual need for concepts of quantity.

(1)  
D. Ability to Teach Child to Understand and Use Measurement

1. Kindergarten--Ability to measure quantities in simple fashion--learning days of week (Friday, Monday, Saturday, Sunday); time school begins; time for lunch; simple widths and lengths; long and short side of paper or tables; sizes of chairs; names of pieces of money (dollar, quarter, dime, nickel, penny); understand a gain in height or weight; appreciation of the necessity for exact measurement.
2. First Grade--Recognition of half dollar, quarter, dime, nickel, and a bill; tell time by hours and half hours; measure in feet, yards, qts, dozs, dimes, dollars, days, weeks, months and years.
3. Second Grade--Ability to measure and comprehend measures of continuous quantities--one foot, two feet; inches, yards;

week, month etc; mastery of tables, dry, linear, time, weight, money.

4. Third Grade--Understanding and use of hundred weight, tons; seconds; thermometer reading; one-half and one-fourth peck; gallon; ability to make correct change involving premises; tell time to the second.

(1)

E. Ability to teach child elementary knowledge of fractions.

1. Kindergarten--Ability to understand fractional parts of concrete objects--"half" and "quarter."
2. First Grade--Ability to understand and use  $1/3$   $\frac{1}{2}$   $\frac{1}{4}$  with concrete experiences.
3. Second Grade--Ability to use simple fractions in projects-- $\frac{1}{2}$   $1/3$  to  $1/9$ .
4. Third Grade--Ability to read, write and understand common fractions  $\frac{1}{2}$  to  $1/9$ .

(1)

F. Ability to Teach Child to Master the Four Fundamental Operations in an Elementary Fashion.

1. First Grade--Mastery of simple addition facts-combinations to 10; add numbers needed; keeping scores to 10.
2. Second Grade--Ability to do 45 combinations; 3 two digit numbers involving carrying and use of zero in column addition.
3. Third Grade--Ability to add three orders of five addends; single column addition to 7 figures; U.S. money to three figures.

## II Subtraction

1. First Grade--Objective subtraction growing out of daily experiences; subtraction facts to 10.

2. Second Grade--Ability to do 45 subtraction facts; to subtract one two-digit number from another without borrowing.
3. Third Grade--Ability to subtract three orders involving "borrowing."

### III Multiplication

1. Second Grade--Simple multiplication as a short form of addition.
2. Third Grade--Ability to multiply to multiplicand of three orders and multiplier in units; mastery of all the tables to 12.

### IV. Division

1. Second Grade-- $\frac{1}{2}$  of all numbers to 24 (all numbers divisible by 2)
2. Third Grade--Mastery of division tables to 12; divide three place figure with remainder divisor not more than one figure.

(2)  
F. Development of a special technique for preventing ~~arover-~~coming the following difficulties in teaching the four fundamental processes.

1. ~~Fixing~~ combinations--developing speed and accuracy.
2. ~~Determining~~ when child is ready for formal study of number.
3. Motivation--finding new and desirable devices for keeping up interest; creating a desirable number atmosphere.
4. Teaching carrying and borrowing.
5. Getting time to give individual help where needed.

(1)  
G. Ability to Teach Child How to Solve Problems and Develop the

Problem Solving Attitude.

1. First Grade--Conception and use of number incident to daily use, pages of book; cloak room numbers; attendance; price marks; etc.
2. Second Grade--Ability to make and solve simple problems involving one step processes of addition or subtraction; playing store and making change; ability to think through a simple one-step problem and indicate the process employed.
3. Third Grade--Ability to express simple oral problems in writing; playing store and making change; ability to solve simple, one-step problems in addition, subtraction, multiplication or division; to prove and check correctness of one's own work.

(2)

- G. Development of a specific technique for preventing or overcoming the following difficulties in problem-solving.
1. Getting child to see relationship in problemsolving
    - a. Lack of judgment in solving problems
    - b. Getting pupils to see what fundamental process to use.
  2. Problems of text too difficult for the grade.
  3. Creating natural situations that give rise to number problems.
  4. Applying number skills and facts in problem solving.
  5. "Too much emphasis on examples; not enough on problems."
  6. Developing ability to read problems intelligently.
- (1)
- H. Ability to teach child how to make and read with aid of teacher simple graphs of class scores; weather records.
- (1)
- J. Ability to devise simple tests; and, use standard arithmetic tests as a teaching device.
- (2)
- J. Development of a specific technique for preventing or overcoming the following difficulties in selection of material:--
1. Wording too difficult in texts.
  2. Problems of texts too difficult for the grade.
  3. Securing interesting number devices.



## LANGUAGE

## Section 4

## I. PRESENTATION OF DATA

DESCRIPTION OF NORMAL SCHOOL COURSES IN LANGUAGE

Preparation for the teaching of language is provided in several ways. Table XXII indicates the schools giving various types of English or language courses.

TABLE XXII

TYPES OF COURSES FOR TRAINING IN TEACHING OF LANGUAGE

Sch- ool	English Compo- sition	Oral Expres- sion	SPE- cial methods	Gen. course on Com- position	SCH- ool	Eng. Com- posi- tion	Oral expr- ess- ion	Spe- cial meth- ods	Gen. Course on com- position
1	*	*			29.	*	*	*	
2.	*			*	30.	*	*	*	
3.			*		31.	*			*
4.	*			*	32.	*	*		
5.	*			*	33.	*			*
6.	*			*	34.	*		*	
7.			*		35.	*	*		
8.	*			*	36.	*	*		
9.	*			*	37.	*	*		
10.	*	*			38.	*	*		
11.	*	*	*		39.	*	*		
12.	*	*	*		40.	*	*		
13.	*			*	41.	*	*		
14.			*		42.	*	*		
15.	*			*	43.	*	*		
16.	*			*	44.	*	*		
17.	*	*			45.	*	*		
18.	*	*			46.	*	*		
19.	*	*			47.	*	*		
20.	*	*	*		48.	*		*	
21.	*		*		49.	*			*
22.	*	*			50.	*	*		
23.	*			*	51.	*			*
24.	*			*	52.	*	*		
25.	*			*	53.	*	*		
26.					54.	*	*		
27.					55.	*			*
28.	*	*							

\* Denotes school giving that particular course.

TABLE XXIII

<u>DESCRIPTION OF NORMAL SCHOOL COURSES IN COMPOSITION</u>		<u>Freq.</u>
1. Making Bibliographies		3
2. Note-taking		4
3. Unity		21
4. Coherence		21
5. Emphasis		21
6. Diction		29
7. Paragraph development		29
8. Sentence structure--analysis		33
9. Grammar Review		33
10. Inflections and constructions (Dictionary Study)		20
11. Punctuations and capitalizations		28
12. Written Themes		36
13. Practice in letter writing		36
14. Narration		41
15. Study of Literary Examples		33
16. Description		34
17. Argumentation		33
18. Library Technique		1
19. Exposition		41
20. Analysis of short stories		3
21. Study of dialogues, anecdotes and original stories		1
22. Spelling Reviews		19
23. Study of Child Literature--Selection and appreciation		2
24. Voice Training		3
25. Brief History of Language and its development		1
26. Methods of teaching English in the grades		1
27. Practice in Grading English papers in Training school		1

From the above table it will be seen that 50 schools give a course in English Composition; 30 schools give a course in oral expression everyone of which also gives a course in composition; 11 schools give a course in special methods of teaching language. In three instances it is the only course given in English; and, in five instances the courses are given by the same schools giving oral expression and composition. In 19 schools only a composition course is indicated with the possibility of language being given in conjunction with some other courses in "General Methods" or the "Primary Methods" course.

The prescription of English courses is based upon a two-fold assumption--First, that the prospective teacher needs a rather general type of training aimed particularly at the personal development of the teacher. Second, that there is need for some special training from the point of view of language teaching. To expedite matters both of these assumptions will be taken up in this section.

Again, it is noted that language teaching is provided for most frequently by the course in oral expression invariably preceded by a course in composition. In some 17 schools preparation is provided either through the composition course or a "General or Primary Methods" Course including language as one of the items. The most infrequent procedure is the "Special Methods" course.

#### 1 a. Description of Normal School Courses in Composition

Table XXIII page 132 gives the description of 50 courses in English Composition. It is obvious from the description of this course that it differs very little from the usual first year college course in composition. Chief emphasis is placed upon 16 topics

Table XXIV Description of Normal School Courses in Oral Expression

		Freq.	No. of Schools
1	Voice training	24	44.
2	Dramatic Reading	19	35.
3	Freedom from self-consciousness in oral expression	8	14.8
4	Expressive oral reading	9	10.6
5	Formation of good speech habits	2	3.7
6	Study of vowels and consonants-diacritical marks	1	1.8
7	Practice and skill in platform speaking	2	3.7
8	Choice of materials for grade work	1	1.8
9	Cultivation of literary taste in children	1	1.8
10	Skill in the art of story-telling	4	7.
11	Educational value of dramatization in the grades	1	1.8
12	Practical experience in stage mechanics and in directing plays	1	1.8
13	Study of relation of reading and literature	1	1.8

that may be easily noted in any such course. These topics show quite clearly that the obvious purpose is primarily the personal improvement of the teacher rather than acquisition of content to be taught or a development of a technique of teaching. Again, much emphasis is placed upon written work. This procedure is undoubtedly due to the fact that the course in oral expression usually follows it. It would seem, in view of the fact that oral expression also pretends to give special preparation for language teaching, that the general course would combine the phases more nearly vocational in character and delegate the remaining course the sole function of specific language preparation.

#### 1 (b) Description of Normal School Courses in Oral Expression

The description of these courses on page 133 indicates that most emphasis is placed upon Voice Training and Dramatic and Oral Reading. The content of this course presumably serves two purposes--First, it is primarily a more specific course following composition and is aimed, in a general way, toward the specific development of the teacher for her profession. Second, it is supposed to provide training for the teaching of language in the grades. It is evident from the description that it is probably more suited to the former than the latter. No reference is made to language teaching other than the more general development of abilities and skills that the teacher will be called upon to use in language teaching. Thus those 27 schools that rely upon this course for preparation for language teaching must find it rather inadequate.

1 (c) Description of Normal School Courses in Special Methods of Teaching Language.

The description of these courses appear on page 136 . The topics given special or most frequent emphasis are those most generally thought of in connection with methods of teaching a particular subject. We find here--(1) Aims and Problems in Teaching Language; (2) Selection, Organization, and Presentation of Materials in Language, and (3) Language Drills.

It has been noted that this practice is followed by only 11 schools. It is clear that normal schools think the needs here are more adequately met in the course in oral expression or general or primary methods. It has already been indicated that by no stretch of imagination, could one deem the preparation given in oral expression adequate. It remains to be seen whether the other alternative is any better.

2. Analysis of ten elementary school courses of study in language.

Table XXVI page 137 contains the analysis of ten elementary school courses of study in language. The items have been classified separately for oral and written language. The chief topics considered are as follows:--

(1) Certain general items relative to both oral and written language--selection of content and the like; and elimination of technical errors and formation of correct habits of speech.

(2) General aims of oral and written language.

(3) Oral Language

a. Voice training and expression on part of pupils

b. Development of vocabulary

TABLE XXV

DESCRIPTION OF NORMAL SCHOOL COURSES IN SPECIAL METHODS  
OF TEACHING LANGUAGE

	(a) Aims in Oral and Written Language	5
1.	(b) Problems in teaching of language	4
	(a) Selection of language materials for the grades	5
	(b) Plans for presentation of material in grades	5
	(c) Organization of language work for the grades	5
2.	(d) Observation of language teaching	1
3.	MEASUREMENT OF CHILDRENS COMPOSITIONS	1
	(a) Development of sentence mastery	2
	(b) Speech errors and correction drills	3
	(c) Parts of speech	1
4.	(d) Use of idioms	1
	(a) Conversation lessons	1
5.	(b) Story-telling	1

Freq.

TABLE XXVI  
ANALYSIS OF CONTENT OF ELEMENTARY SCHOOL COURSES IN  
LANGUAGE.

K	I	II	III	T
D				O
G				T
				A
				L

---

I. GENERAL

- (a) Selection of content--sources of material
  - 1. Personal experiences of child at home, school and on street.
  - 2. Imaginative materials--dreams, riddles and the like.
  - 3. Picture Study
  - 4. Dramatization
- (b) Relation of oral and written work
  - 1. Child should not be asked to write something except under stimulus of saying something or real interest to someone who will be interested.
  - 2. The basis of good written work is found in good oral work.
- (c) Attainments
  - 1. Ability to recite from memory at least eight lines of poetry; memorizing a poem a month.
  - 2. Listening and understanding two books read aloud by teacher during the year.
  - 3. Picture study--understanding and engaging one picture a month.
  - 4. Acquiring one story a month
  - 5. Ability to judge own work by class standards
  - 6. Two excursions or walks a year.
  - 7. Materials.
    - (a) Stories to children 8;
    - (b) Stories reproduced by children 8;
    - (c) Dramatized 8;
    - (d) Poems read to children 15;
    - (e) Memorized 1 to 6;
- (d) Critical appreciation
  - 1. Ability to analyze and criticize material heard, read or written by oneself, making statements about it.
  - 2. Judging values when only two or three situations are present and the difference is marked.
  - 3. Telling why one likes or does not like a piece of material.



ANALYSIS OF CONTENT OF ELEMENTARY SCHOOL COURSES  
IN LANGUAGE.

K	I	II	III	T
D				O
G				T
				A
				L

## I. GENERAL (cont'd)

(e) General aims.....	3	25	21	25	74
1. Ability to discover the appropriate correlation which exists between oral expression and manual arts.....	3	25	21	25	74
2. To make a conscious connection between oral language and other subjects.....					
3. To develop use of written forms from the oral.....					
4. Ability to use oral language correctly.....					

## II. ORAL LANGUAGE

(a) Voice Training and Expression.....	14	14	16	15	59
1. Speaking in a well modulated voice.....	6	6	6	6	24
2. Dramatization-presenting a play to an audience.....	3	2	2	2	9
3. Pronunciation and enunciation-ability to pronounce final syllables, consonants, etc., without allowing them to distract attention from the meaning.....	2	2	4	2	10
4. Development of freedom of expression in asking questions and making comments.....	3	4	4	5	16
(b) Development of vocabulary and choice of words	4	3	2	3	12
1. Interest in meaning of new words					
(a) Study of alphabetical arrangement of words preparatory to dictionary study.					
(b) Using properly, words heard or read.					
(c) Conversation.					
(c) Ability to arrange and relate experiences in an orderly fashion.....	7	8	10	13	38
1. Telling an experience or story in a clear and interesting way.....					
2. Producing at least several related sentences without a personal experience or story.....					
3. One exercise in oral composition a day.....					
4. Using pictures or objects to illustrate a narrative.....					
5. Making up a simple story; beginning old story in a new way.....					
6. Eliminating superfluous use of "and" "So" "but"					
7. Ability to see that some ways of expression are better than others.....					
8. Much conversation with other pupils and the teacher.....					
9. A few short accounts of child's activities in and out of school.....					
(d) Interest in rhymes and rhyming words.....					
1. Making up rhymes.....					

ANALYSIS OF CONTENT OF ELEMENTARY SCHOOL COURSES IN LANGUAGE.	K D G	I	II	III	T O T A L
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## II. ORAL LANGUAGE (cont'd)

(e) Knowledge and appreciation of language as a means of communication.....	4	3	1	1	9
1. Using language to express imaginative ideas					
Informal dramatization.....					
2. Answering questions directly.....					
3. Ability to remember and carry a message home; from one room to another.....					
4. Directing others in plays and games.....					
5. Immediate response to (language) directions-social situations, games.....					
(f) Ability to relate an experience or tell story without digressions.....	4	3	5	4	16
1. Occasional retelling of a story told by teacher or another pupil.....					
2. Discriminating between intelligent and pointless questions.....					
3. Talking in orderly fashion without digressions.....					
4. Making a short speech on some subject relating to work or play.....					
(g) Ability to choose vitally interesting subjects to tell to other children.....	5	5	6	6	22
1. Group discussions and connected relating of experience.....					
2. Disposition to share one's experiences thru conversation.....					
3. Selecting incidents from playground, home special days, games & pictures.....					

## III. WRITTEN LANGUAGE

(a) Appreciation of purpose and aim of written communication.....	2	2	12	14	30
1. Knowledge of how a letter takes a message--dictating a letter.....					
2. Making records of trips; important events.					
3. Writing a message of several words or sentences.....					
4. Copying a model letter set by teacher....					
5. Writing invitations for P.T.A. meeting; concerts and festivals.....					
(b) Ability to write an original paragraph of 3 to 8 sentences, using complete sentences; making few grammatical errors; punctuating properly.....		2	5	6	13
1. Selecting title for paragraph.....					
2. Punctuation drills.....					
3. Writing a letter of invitation.....					
4. Making titles for booklets.....					
5. Studying teachers model.....					

TABLE XXVI (continued)

137c

ANALYSIS OF CONTENT OF ELEMENTARY SCHOOL COURSES  
IN LANGUAGE.

K					T
D	I	II	III		O
G					T
					A
					L

## III. WRITTEN LANGUAGE (cont'd)

(c) Ability to write legibly with good form, correct posture and movement.....	1	3	1	5	
1. Emphasis upon correct form, legibility, neatness, correct posture and movement...					
2. Much blackboard writing.....					
3. Genuine motive given--provision and assignment of a definite problem.....					
4. Writing only after the topic is well in hand.....					
(d) Mastery of the mechanics of written language	1	5	12	14	32
1. Capitalization--proper nouns; names of day of month; abbreviations.....					
2. Abbreviations--contractions..Mr. Mrs. Dr...					
3. Form of paragraph--indentation, regular, margins.....					
4. Use of period; comma and interrogation....					
5. Writing a few related sentences with automatic control of punctuation, capitalization and indentation.....					
6. Writing from dictation, at least, three related sentences with not more than one error.....					

## IV. ORAL AND WRITTEN LANGUAGE

(a) Elimination of technical errors and formation of correct habits of speech.....	
1. Using correctly past tenses of simple verbs	
2. Attempt to correct one's own errors of speech.	
3. Keeping a list of common errors.....	
4. Mastery of plurals of commonly used nouns....	

- c. Organization and relating of experiences in orderly fashion
- d. Choosing good subjects to talk about
- e. Relating experiences without digressions
- f. Appreciation of language as a means of communication

#### (4) Written Language

- a. Appreciation of the aim and purpose of written communication
- b. Ability to write a paragraph
- c. Ability to write legibly with good form, position and movement.
- d. Mastery of the mechanics of written language.

The above items indicate quite clearly the following general functions and abilities on the part of the teacher--

First--Ability to select content and other materials that are adapted to the child's level of interest and comprehension.

Second--A specific knowledge and appreciation of the aims of oral and written language.

Third--A specific knowledge and appreciation of the technique involved in teaching oral language.

Fourth--A specific knowledge and appreciation of the technique involved in teaching written language.

A more detailed statement of these functions is given in the summary statement at the end of this section.

### 3. Analysis of Difficulties Involved in Teaching Language

Table XXVII gives a list of difficulties encountered in the teaching of language as indicated by teachers and supervisors in the kindergarten and primary grades. The difficulties are listed separately for oral and written language. The most frequent difficulties follow--

~~(XXXXXXXXXX)~~

TABLE XXVII

Difficulties Encountered in the Teaching of Language-Oral and Written as Indicated by Teachers.

I Preparation and Presentation-Oral		K	T	U	M	F
A. Motivation		2	11	11	9	33
1. Encouraging the timid and shy child to express himself			3	6	4	
2. Getting every pupil to participate			7	2	1	
3. Creating interest in oral expression		1		1	2	
4. Providing situations where expression is gratifying		1	1	1	1	
5. Getting child to reproduce stories				1	1	
B. Mastery of the Mechanics of Oral Expression		26	42	31	25	124
1. Correction of commonly recurring grammatical errors		8	15	12	6	
2. Getting child to use clear cut sentences eliminating superfluous "ands" "thats"			1	4	7	
3. Preserve spontaneity while developing a sentence sense			1			
4. Getting pupils to use complete sentence instead of words		10	7	1	2	
5. Development of a sentence sense			3	2	3	
6. Overcoming errors due to home and street association		1	6	2	3	
7. Overcoming language difficulty of the foreign child		3	2	6	2	
8. Develop and enlarge child's vocabulary		4	7	4	2	
C. Aiding child to organize his thoughts for expression		2	12	7	14	35
1. Getting pupils to make full but concise statements		1	2	1	4	
2. Getting pupils to organize their thoughts		1	2	3	4	
3. Getting pupils to "stick to the point"			8	3	6	
D. Developing a courteous listening attitude-letting one talk while others listen		2	2	2		6
E. Giving each pupil frequent "turns" in a large group		1				1
F. Getting child to "carry over" language facts to other activities			2		2	
G. Developing good expression		8	8	4	9	29
1. Getting pupil to use a pleasant and natural manner of speaking		4	4	3	5	
2. Getting natural expression that indicates consciousness of an audience		4	4	1	4	
H. Correction of speech defects			5	2	3	10

DIFFICULTIES ENCOUNTERED IN THE TEACHING OF LANGUAGE--ORAL AND WRITTEN AS INDICATED BY TEACHERS

K  
D I II III  
G

I. PREPARATION AND PRESENTATION

A. Mastery of the mechanics of written language...				92
1. Writing.....	4	8	9	21
a. Overcoming writing difficulties.....	2	2	3	
b. Writing vocabulary insufficient to express child's ideas.....	2	1	1	
c. Difficult for child to think and write at the same time.....		3	2	
d. Keeping up standard in writing.....		2	3	
2. Spelling.....	2	5	9	16
a. Child's limited spelling vocabulary.....		1	4	
b. Lack of ability to spell.....	2	4	5	
3. Neatness.....		1	2	3
4. Paragraphing--indentation; margins; general paragraph sense.....	1	2	7	10
5. Punctuation and capitalization.....	4	5	8	17
6. Development of a sentence sense.....	1	5	15	21
7. Use of Correct grammatical forms.....	1	1	2	4
B. Developing ability to organize thoughts.....	2	2	6	10
1. Not enough oral work precedes written.....	1			
2. Getting conciseness and simplicity.....		1	3	
3. Organizing thoughts in a connected manner...	1	1	3	
C. Motivation.....		1		1
D. Individual correction and supervision in large groups.....			1	1
***				

DIFFICULTIES ENCOUNTERED IN TEACHING LANGUAGE--ORAL AND WRITTEN AS INDICATED BY SUPERVISORS

Written

I. PREPARATION AND PRESENTATION

A. Mastery of the mechanics of written language...	7	10	4	21
1. Writing.....				
a. Overcoming lack of child's ability to write.....	3	2	2	
2. Spelling--overcoming pupils lack of ability to spell.....		3		
3. Correction of errors of form and punctuation.	1	2		
4. Development of a sentence sense.....	3	3	2	
B. Developing ability of child to organize his thoughts.....	2	3	2	7
1. Aiding child to form a well constructed para.			1	
2. Making written work a nat. outgrowth of oral.	2	3	1	
C. Motivation.....	1	1		2
D. Keeping work small in amount, varied and informal in character.....	2		1	3

DIFFICULTIES ENCOUNTERED IN THE TEACHING OF LANGUAGE--ORAL AND WRITTEN AS INDICATED BY SUPERVISORS.					T O T A L			
ORAL								
I. PREPARATION AND PRESENTATION								
A. Motivation .....	3	6	7	1	17			
1. Setting all pupils to take part.....		4	3	1				
2. Securing interest in oral expression.....			1					
3. Leading child to ask questions spontaneously.....	1							
4. Creation of language situations that stimulate spontaneous expression.....	2	2	3					
B. Mastery of the mechanics of Oral Expression..	6	8	5	3	22			
1. Correction of persistent errors without killing enthusiasm.....	3	5	2	1				
2. Knowing when to correct oral errors.....	2							
3. Develop sentence sense--elimination of "running on" sentences.....		1	1	1				
4. Language difficulty of the foreign child..		1	1	1				
5. Enlarging the pupils meager vocabulary....	1	1	1					
6. Getting pupil to speak coherently to a group.....								
C. Aiding child to organize his thoughts for expression.....	1	1	2	2	6			
1. Teaching importance of thinking before expressing.....	1	1	1	1				
2. Aiding child to formulate an experience into well constructed paragraph.....			1	1				
D. Giving every child a "turn"--good pupils have all opportunity; poor pupils very little.....		1	1	1	3			
E. Making language a real avenue of communication.....		1	1		2			
F. Poor Teacher preparation.....	1	2	1		4			
1. Too little thought and preparation given by teacher.....		1						
2. Indefinite idea of the aims to be attained....	1	1	1					
G. Language Material.....	3	1			4			
1. Selection of material that appeals.....	2							
2. Paucity of common experiences.....	1	1						
H. Provision for individual differences.....	1				1			
I. Correction of speech defects--overcoming "baby-talk".....	2				2			

(1) Oral Language

a. Mastery of the mechanics of oral expression on the part of the pupil. The development of a sentence sense or getting pupils to use sentences instead of words; and the correction of grammatical errors are the most persistent problems under this head.

b. Development of good expression.

c. Aiding pupil to organize his thoughts for expression.

d. Motivation-Providing situations where everyone will want to participate.

(2) Written Language.

a. Mastery of the mechanics of written language. This item is the most persistent problem in written language. The child's inability to write or spell well, and the use of punctuation, and sentence structure are the basic problems.

b. Aiding Child to Organize His Thoughts for Expression.

The functions of the teacher are so explicit here that specific mention of them is deferred until the summary statement of minimum essentials at the end of this discussion.

### 3 a. Reasons for Naming Language the Hardest or Easiest Subject to Teach

In answer to the question as to the hardest or easiest subject to teach the distribution, by grades, is shown in Table XXVIII

Table XXVIII Reasons for Naming Language the Hardest or Easiest Subject to Teach.

Grades	Kdg	First	Second	Third	Total
Hardest	8	5	11	16	40
Easiest	2	3	2	4	11

A study of the above table convinces one that language is considered a fairly difficult subject to teach. The fact that it is



the third on the list of most difficult subjects, and in preparation one of the very few subjects considered easiest most unfrequently, seems to corroborate this fact. Language does not enjoy the status of reading and arithmetic. While these two subjects are more frequently mentioned, likewise the opinions are about equally balanced in each case as to the hardest or easiest. This is not true in the case of language. Practically 78 per cent of those mentioning language thought it was the most difficult while 22 per cent thought it was the ~~most~~ easiest. This fact indicates that language is naturally a difficult subject to teach and there are few circumstances to make it easy. The reasons for naming this the most difficult subject throw some light on the question.

Again, it is noted that proportionately this subject is most difficult in the kindergarten and second and third grades. This situation is probably due to two facts. First, the beginning stages of expression are emphasized in the kindergarten and have been fairly well mastered in the first grade. Second, in the second grade emphasis upon written expression is begun while a more or less definite idea of what is expected is gotten by the time the child reaches the third grade. The possible difficulty or inability to write and spell adds to the difficulty of the second grade and to a less extent to the third grade.

Table XXIX on page 144 gives a list of reasons for naming language the easiest or the hardest subject to teach. It is to be observed that language is difficult to teach primarily because of the child's immaturity. Each one of the problems or reasons listed under the head of "hardest" with few exceptions can be explained by

REASONS FOR NAMING LANGUAGE HARDEST OR EASIEST SUBJECT	K D G	I	II	III	T O T A L
<b>I. HARDEST</b>					
A. General teaching difficulties	1	2	5	4	12
1. Teacher doesn't like subject		1		1	
2. Progress difficult to note		1			
3. Aims are very indefinite			4	2	
4. So much to correct one does not know where to start....	1				
5. Difficult to find suitable materials				1	
6. Method monotonous			1		
B. Mastery of mechanics especially difficult	4	1	3	6	14
1. Punctuation and capitalization				2	
2. Organization	1			1	
3. Sentence structure	3		2	1	
4. Practical Application		1	1	2	
C. Background of child	3	2	3	6	14
1. Language handicap of foreign child		2	2	3	
2. Poor home background and environment	3		1	3	
<b>II. EASIEST</b>					
A. Teacher likes the subject		1	1		
B. PUPILS enjoy the subject	2	2	1	2	
C. Material easily secured				2	
D					

this fact. The more detailed functions implied here are so clear, and are so similar to those indicated under the specific difficulties<sup>only</sup> already discussed that they will be included/ in our summary discussion of those data. It might be observed in passing, however, that these data indicate the importance of the development of a rather specific technique in the presentation of language materials in these grades.

Does present practice provide adequately for language teaching?

The data presented under this head reveal two facts:--(1)

The prescription of courses in composition and oral expression at the expense of more specific courses in the methods of teaching language is unwarranted, especially in a two or three year curriculum. In the first place, oral expression courses do not contribute to any great extent, as is supposed, to the immediate needs of preparation. The course is given almost entirely from the point of view of the teacher's personal and general development and not from the point of view of developing a technique of teaching. Second, it is an accepted fact that teachers do probably need some general development course in English. In fact the data here quite definitely imply that fact. The needs of the teacher indicate, however, that the course in oral expression more nearly meets the need than composition which is almost entirely written. The obvious conclusion is the combination of the appropriate elements of these two courses into one or more courses.

(2) The practice of providing for the specific needs of the teacher through a prescription of composition or "general or primary" methods courses is equally open to question. In the case of the former it is unquestionably insufficient. The items stressed in composition

courses in no wise approximate the immediate demands involved in the teaching of language. In the latter case it is probably possible to combine language and penmanship or spelling. But the most frequent procedure of combining language, arithmetic, spelling, history and civics and geography is, without doubt, impossible. The ground to be covered in any two of these courses is about all that can be expected in the limits of a quarter or a semester. Thus, the specific methods idea must prevail although there are such combinations designated as "Primary or General" methods.

In the light of the above discussion the needs of the teacher, both general and specific, seem best provided for through two procedures: First, the prescription of a general development course in english combining the most appropriate elements of the present english composition and oral expression courses. Since the teachers' general english needs are largely oral the course will be largely oral in character. Although our data do not show very definitely what the general content of such a course should be, they do imply that the following lines should be included:--

- (1) An intensive study of sentence structure and paragraph development.
- (2) Development of practical skill in dramatic and expressive oral reading with emphasis upon training the teacher in the use of her voice.

There probably should be other items included but the basis of the course seems best provided for by the above topics. The obvious purpose of the course is primarily that of the personal development of the teacher rather than specific preparation for language teaching.

Second, to meet the immediate needs of preparation for language teaching, special methods courses should be prescribed with the requirement of a proficiency test in grammar as a prerequisite. The purpose of this course is the development of a specific technique of teaching language. Such a course, from the data presented, seems the best type to meet the specific needs of the teacher. The proficiency test in grammar, punctuation, spelling and the like, is suggested in order that the teacher may spend all of her time and energy upon problems of teaching rather than upon petty personal deficiencies. The justification of this latter prescription was discussed in detail elsewhere and will not be repeated here.

What Constitute the Minimum Essentials of a Course in the  
"Special Methods of Teaching Language?"

I General Abilities and Knowledge-Oral and Written

(1)

- A A specific knowledge of the general aims of language teaching and ability to develop appreciation of these aims on part of child.

1. Making a conscious correlation between language and other subjects.

2. Ability to use oral and written language correctly.

3. Relationship of oral and written language.

- B Knowledge of the specific grade aims in the teaching of language on the kindergarten-primary level.

(2)

- C Development of a special technique for dealing with the foreign child and pupils with a poor language environment.

(1)

- D Ability to stimulate critical appreciation of language use both on the part of the particular pupil and in regard to other pupils.

(1) & (2)

E A short survey of the historical development and psychological basis of language in the race and particularly the child.

(1 + 2)

F Ability to devise tests of language progress; and use standardized language tests as a teaching device.

## II. Oral Language

(1)

A Ability to develop on part of pupil a well modulated voice and good expression.

1. Having child speak in a well modulated voice
2. Presenting a play to an audience
3. Pronouncing final syllables and consonants without allowing them to distract attention from meaning.
4. Developing freedom of expression in asking questions and making comments.

(2)

A Development of a special technique for preventing or overcoming difficulties in developing good expression.

1. Getting pupils to use a pleasant and natural voice and manner in speaking.
2. Getting natural expression that indicates consciousness of an audience.
3. Correcting speech defects; overcoming "baby talk"
4. Developing a courteous listening attitude; letting one talk while others listen.
5. Giving every pupil a "turn" in a large group
6. Making language a real avenue of communication
7. Motivation
  - a. Encouraging timid and shy to express themselves
  - b. Getting every pupil to participate
  - c. Creating interest in oral expression

d. Providing situations where expression is gratifying

e. Getting child to reproduce stories.

B. Development of a technique for aiding child to arrange and relate experiences in orderly fashion.

1. Telling an experience or story in a clear and interesting way.

2. Producing at least several related sentences about a personal experience.

3. "One exercise in oral composition a day"

4. Using pictures or objects to illustrate a narrative

5. Making up a simple story or beginning an old story in a new way

6. Elementary superfluous use of "and" "so" and "but."

7. Ability to see that some modes of expression are better than others.

8. Much conversation with other pupils and the teacher.

9. A few short accounts of child's activities in and out of school

2  
B Development of a special technique for preventing and overcoming the following difficulties in organizing and relating experiences.

1. Getting pupils to make full but concise statements.

2. Getting pupils to organize thoughts before expression.

3. Getting child to stick to the point.

4. Motivation.

(1)  
C Ability to Develop a Knowledge and Appreciation of Language as a Means of Communication.

1. Using language to express imaginative ideas-informal dramatization.

2. Answering questions directly.

3. Ability to remember and carry a message home from school or from one room to another.

4. Directing others in plays and games.

(1) refers to courses of study; (2) refers to difficulties.

5. Immediate response to directions-social situations, games.

- (2)  
C Development of a Special Technique for Preventing or Overcoming the Following Difficulties in Developing a Knowledge and Appreciation of Language as a Means of Communication--

1. Teacher doesn't like the subject.
2. Progress is difficult to note.
3. Aims are very indefinite.
4. Method monotonous.

- (1)  
D Development of Ability on Part of Child to Tell a Story Without Digression.

1. Occasional retelling of story told by teacher or another pupil.
2. Discriminating between intelligent and pointless questions.
3. Talking in orderly fashion without digressions.
4. Making a short talk on some subject relating to work or play.

- (1)  
E Development of Ability to Choose Vitally Interesting Subjects to Tell to Other Children.

1. Group discussions and connected relating of experience.
2. Disposition to share one's experience through conversation.
3. Selecting incidents from playground, home, special days, games and pictures.

- (1)  
F Ability to Enlarge Child's Vocabulary and Improve His Choice of Words.

1. Interest in the meaning of new words.
  - a. Using properly words heard or read.
  - b. Conversation.



c. Study of alphabetical arrangement of words preparatory to dictionary study.

(2)

G. Development of a Special Technique for Preventing or Overcoming the Following Difficulties in Mastering the Mechanics of Oral Expression.

1. Correction of commonly recurring grammatical errors.
2. Getting child to use clear cut sentences eliminating superfluous "ands" and "buts."
3. Preserve spontaneity while developing sentence sense.
4. Getting pupils to use complete sentence instead of words.
5. Overcoming errors due to home and street association.
6. Overcoming language difficulty of the foreign child.
7. Enlarging the child's vocabulary.

(2)

H Ability to make adequate provision for individual differences in language teaching.

(2)

I Appreciation of the Importance of Giving Sufficient Thought and Preparation to Oral Language Lessons.

(2)

J Ability to Select Oral Language Material that Appeals to the Child.

### III Written Language.

(1)

A Development of a Technique for Developing Easy Mastery of the Mechanics of Written Language.

1. Capitalization, punctuation, abbreviations.
2. Form of paragraph, indentation and margins.
3. Writing a few related sentences with automatic control of punctuation, capitalization and indentation.
4. Writing from dictation, at least, three related sentences with

not more than one error.

(2)  
A Development of a special technique for preventing or overcoming the following difficulties in the mastery of the mechanics of written language.

1. Writing

- a. Overcoming writing difficulties-keeping up standard.
- b. Writing vocabulary insufficient to express child's ideas.
- c. Difficult for child to write and think at same time.

2. Spelling

- a. Childs limited spelling vocabulary, child does not know how to spell.

3. Neatness.

4. Paragraphing-general paragraph sense; indentation, margins.

5. Simple punctuation and capitalization.

6. Development of a sentence sense.

7. Use of correct grammatical forms.

8. Individual correction and supervision in a large group.

(1)  
B Ability to develop appreciation of purpose and aim of written communication.

1. Knowledge of how a letter takes a message.

2. Making records of trips and important events.

3. Writing a message of several words or sentences.

4. Copying a model letter written by the teacher.

5. Writing invitations for concerts and meetings.

(1)  
C Development of Ability on Part of Pupil to Write a Paragraph of a Few Related Sentences using Complete Sentences, Making Few Grammatical Errors, punctuating Properly and Using Choice

## Words.

1. Selecting title for paragraphs.
2. Making titles for books.
3. Study and discussion of teachers model.

(1)  
D Development of Ability and Desire On Part Of Pupils to Write Legibly with Good Form, Correct Posture & Movement.

1. Emphasis upon correct form, legibility, neatness, correct posture and movement.
2. Much blackboard writing.

3. Provision and assignment of a definite task.

(2)  
E Development of a Special Technique For Preventing or Overcoming the Following Difficulties in Organizing Thoughts.

1. Making sure that sufficient oral work precedes the written.
2. Getting child to be concise and simple in statements.
3. Organizing thoughts in a connected manner.
4. Aiding child to form a well constructed paragraph.

(2)  
F Ability to Keep Work Small in Amount and Varied and Informal in Character.

(2)  
G Motivation-Ability to Create a Desire for Written Expression on Part of the Child.

Social Studies (History, Geography, Community Life  
and Civics)

Presentation of Data

Section 5

History, geography, community life and civics have been combined for two reasons: First, it has been the feeling for some time that these subjects should be more definitely correlated especially in the lower primary grades. Second, the possibility of combining these subjects into a single course in the Normal School would be distinctly economical and especially desirable in a two or three year course.

1 (a) Description of Normal School Courses in History,  
Community Life and Civics.

There are two general methods of procedure in preparing teachers in these subjects. First, certain special methods or special content courses are given; second, certain schools require a more general content course in American History or Government. Seven schools give a general "American History" course, and four schools give a course in "American Government". One school gives both courses leaving a total of ten different schools adhering to this practice. In six schools "Special Methods" courses are given. Not one of these schools is among those giving the more general content courses. Nine schools give special content courses with only two schools among those giving special methods; and only two schools among those giving general courses. Thus 20 schools make some definite attempt at specific preparation in these subjects. The remaining schools take care of these subjects in the more general methods course or make no provision for it.

Table XXX page 155 gives the description of the "General Content" subjects American History and American Government. It is seen from an examination of the description that the following facts are emphasized--

# American History 7 Curricula

TABLE XXX

155

## Description of Normal School Courses in American History and American Government

		Freq.	P.C. of Total Schools
1	General Review and Interpretation of American History	4	7.
2	Economic Development	1	1.8
3	Party and Party Issues	1	1.8
4	Federal Legislation	1	1.8
5	Development of the West	1	1.8
6	Growth of Capitalization	1	1.8
7	Imperialism	1	1.8
8	Education	1	1.8
9	Foreign Relations	1	1.8
10	World War	1	1.8

## American Government--4 Curricula

11	Purposes, Needs & Origin of Present Government Organization	4	7.
12	Modern Government Reforms	1	1.8
13	History of Governmental Institutions	1	1.8
14	Current Community and National Problems	2	3.7
15	School Government	2	3.7
16	State and Local Government	1	1.8
17	Citizenship Duties and Privileges	4	7.
18	Preparation for Teaching Civics in the School	1	1.8

## (Geography-Social) 2-

1	Interrelationship of Nations & Interdependence of Peoples	2	
2	Fundamental Needs and Wants of Men	2	

(1) The main purpose of "American History" is to give the prospective teacher a broader grasp of the details of American History. No indication is given that the course is intended to emphasize methods of teaching. (2) In "American Government" the main idea seems to be emphasis upon the "needs of government" and an understanding of "Citizenship." In only one instance is there any indication of emphasis upon methods of teaching this subject in the grades.

Each one of these subjects is given with the idea that the imperative need of the teacher is a knowledge of content. This observation is even more apparent in the fact that only one course is followed by a course in "Special Methods." While these courses are not sufficiently numerous to indicate a general trend, it should be pointed out again that such a procedure is poor economy. It is insisted here, as in the case of all special subjects, that a proficiency test, in the content to be covered, be required as a prerequisite; and, that time be spent primarily upon the selection, organization, and study of material from the specific point of view of presentation. It is probably desirable that both procedures be practiced but in a two or three year curriculum this is particularly difficult, if not impossible.

Table XXXI page 157 presents the description of the special methods and special content courses in History and Civics. The general scope of these subjects includes both acquaintance with subject matter to be taught and methods of teaching. The topics most frequently considered are as follows:--

- (1) Selection and organization of materials in terms of the child and social needs.

TABLE XXXI  
Description of Normal School Courses in  
Special Methods of Teaching History and Civics.

		Freq.	P.C. of Total Schools
1	(a) Aims and purposes of history and civics teaching in the grades	5	9.
	(b) Examination of courses of study	1	1.8
	(c) Study of state course of study	1	1.8
2	(a) Working out concrete activities for the elementary school.	3	5.5
	(b) Selection and organization of materials in terms of child and social needs	9	16.6
	(c) Methods of presenting materials	3	5.5
	(d) Collection and examination of supplementary texts books	1	1.8
3	"Current Events"	3	5.5
4	(a) Survey of European background of American History	2	3.7
	(b) Review of the State History Text	2	3.7
	(c) General Review of United States History	4	7.
5	Testing results of History Teaching	1	1.8
6	(a) Elements of civic welfare--good citizenship training	5	9.
	(b) Discussion of social relations of <u>Family, School</u> and <u>Community</u>	1	1.8
	(c) Discussion of and participation in Mothers' Meetings and P. T. A.	1	1.8
	(d) Home visitation	1	1.8
7	Study of Primitive man--Food, Shelter and Clothing	2	3.7
8	Types of teaching (story-telling; Picture study; and construction work.	1	1.8



- (2) Aims and purposes of History and Civics teaching in the grades.
- (3) Elements of civic welfare--good citizenship training.
- (4) General review of United States History.

In the case of the last two topics mentioned, the purpose is clearly that of acquainting the prospective teacher with the content she is to teach irrespective of the problem of teaching it with the requirement of a proficiency test this procedure would be eliminated.

1 (b) Description of Normal School Courses in Geography.

The prescription of general content courses in geography is relatively very infrequent. In fact the courses given are emphasized from the point of view of "General Social Science Courses" rather than from the point of view of this discussion. In the case of the 2 schools giving such courses the same point of view obtains that was indicated in the case of history.

Table XXXII page 159 gives the description of 15 special methods and special content courses in geography. The remainder of the schools take care of the needs in this field in the "General or Primary Methods" Course or make no provision for them. The points given special or most frequent emphasis are the following:--

- (1) A study of the relation of the geographic environment to human activities.
- (2) General review of the main geographic facts--earth's crust; glaciers; transportation and communication; and the weather.
- (3) Study of the commercial relations of nations.
- (4) Examination and selection of supplementary materials with some discussion of organization and presentation.

Description of Normal School Courses in Special  
Methods of Teaching Geography

Freq.  
P.C. of Total  
Schools

1	(a) Study of courses of study	4	7.
	(b) Aims of geography teaching in the grades	5	9.
2	(a) Review of state texts	2	3.7
	(b) Examination and selection of supplementary materials	6	11.
	(c) Observation in the grades	1	1.8
	(d) Organization of materials for the grades	4	7.
	(e) Presentation of materials in the grades	4	7.
	(f) Ability to interpret and use maps, globes etc.	3	5.5
	(g) Excursions	2	3.7
3	(a) General review of the main geographic facts	9	16.6
	(b) Earth's crust	9	16.6
	(c) Glaciers	9	16.6
	(d) Transportation and communication	9	16.6
	(e) Weather	10	18.5
4	(a) Relation of geographic environment to human activities	12	22.
	(b) Commercial relations of nations	8	14.8

(5) Study of the aims of geography teaching in the grades.

Again, the general review of content is primarily intended to reacquaint the student with the subject matter of the field. The suggestion of a proficiency test is just as apropos in the case of geography as in history and civics.

2 (a) Analysis of ten elementary school courses of study in history, community life and civics.

A tabular summary of an analysis of ten elementary school courses of study in history, community life and civics is found on page 161. It is observed that the content of these courses implies quite definitely the following abilities and knowledge on the part of the prospective teacher--

- (1) Ability to develop within the pupil a spirit of patriotism and habits of good citizenship.
- (2) Ability to develop on part of the child, an appreciation and knowledge of the school as an embryo community.
- (3) Development of a knowledge and appreciation of special non-patriotic days.
- (5) Development of a knowledge and appreciation of local community life and history.
- (4) Development of a knowledge and appreciation of modern life through a comparative study of primitive life.
- (6) Development of a specific knowledge, on part of pupils of the significance and importance of every day happenings "current events."
- (7) Development of a specific knowledge, on the part of the teacher, of the general aims of community life, history and civics teaching in the grades.

The items here are so explicit and the application to teacher preparation so evident that further comment, at this point, is unnecessary.

Analysis of Content of Elementary School Courses in History  
and Civics.

K I II III Total

I General Aims

- (a) Interest in and appreciation of the historical chances that have taken place; beginnings of government--kinds necessary.
- (b) Feeling of reality of former times and their kinship to modern times. 3 5 6 8 22
- (c) Interest in pictures and stories relative to our native country and to foreign countries

II Comparative study of primitive and modern life--  
Food, Shelter and Clothing

1 2 13 15 31

1. Elementary knowledge of simple home activities some contrast with indian life
2. Knowledge and appreciation of cave man-how he lived Indian; Tree dwellers; readings on primitive life; and dramatization 13
3. Knowledge and appreciation of early sea people--food, shelter, clothing, weapons, ships and laws: pastoral people, Hebrews; transition from pastoral to agricultural stage; readings; dramatization, and pictures 15

III Knowledge and appreciation of special non-patriotic days

19 12 8 6 45

1. May day significance and history-dancing around may pole;
2. Birthdays of pupils--significance; looking up on calendar; sending presents.
3. Easter--Significance, history and celebration;
4. Valentine--Significance and history
5. New Years--Hollowen--

IV Knowledge and appreciation of local community life and history

3 7 10 11 31

1. co-operative building of a representation of "our neighborhood"
2. Giving a labor day parade showing occupations of the community.
3. Protection of personal and public property.
4. Historical significance of the name of the school.
5. Writing history of city or town.
6. Making a historical directory.
7. Dramatization and reading.

## History and Civics--Social Studies contd.

	<u>K</u>	<u>F</u>	<u>II</u>	<u>III</u>	<u>Total</u>
V Patriotism and Citizenship	13	15	17	4	49
1. Knowledge and appreciation of persons who have made exceptional contributions to the life of our country;					
2. Development of the spirit of patriotism and knowledge and appreciation of good citizenship.					
a. Decoration day; Lincoln's, Washington's Columbus's birthdays; Election day; Thanksgiving Day; Armistice Day (origin history and significance of:)					
b. Learning national anthem; Flag day exercises; learning meaning of thrift and "safety first" regulations; principles of good citizenship.					
VI Knowledge and appreciation of the school as an embryo community	18	17	6	4	45
1. Appreciation of leadership, dependence upon others, and rights of others;					
2. Knowledge that rules are helpful to all and necessary for the good of all					
3. Knowledge of social customs regarding courtesy;					
4. Discussion of ethical conduct in school room, on the playground at home and on the streets;					
5. Habits of honesty, truthfulness, fair play, obedience, punctuality,					
6. Spirit of co-operation.					
7. Adjusting self to school environment.					
VII Current events	1	3	5	6	15
1. Knowledge and appreciation of significance and importance of every day happenings.					
2. Interest in and knowledge of the outside world.					
3. Telling interesting things of current notice.					

2 (b) Analysis of ten elementary school courses of study in geography.

Table XXXIV page 163 indicates that the chief items of concern in the teaching of geography are as follows:

- (1) Knowledge and appreciation on the part of the pupil, of man's attempt to supply his material needs--industries, occupations, food, clothing and shelter. The major content of the course is taken up in consideration of this item.
- (2) Specific knowledge of the general aims of geography.
- (3) Knowledge and appreciation of the main physiographic features of the earth.
- (4) Understanding and appreciation of climate and weather conditions.
- (5) Knowledge of, appreciation and interest in, the different peoples of the earth.
- (6) Knowledge and appreciation of modern modes of transportation and communication.

Again, comment is unnecessary. These items are sufficiently explicit to indicate the implied functions of the teacher. A more detailed description is given at the end of this section.

3 (a) Analysis of Difficulties Encountered in the Teaching of History Community Life and Civics.

It should be noted here that the subject history and community life and civics were treated separately in the difficulty questionnaire. Thus the two tables page 165 include separate lists for

Analysis of content of Elementary School  
Courses in Geography.

	K	I	II	III	Total
I General Aims	4	4	6	6	20
(a) Habits of thoughtful observation of weather conditions; physiographic features; and the work of peoples in meeting their material needs, correction, extension, interpretation and organization of experience. Facility in gathering, organizing and using geographic materials.					
II Knowledge and general appreciation of physiographic features of the earth.	1	2	4	5	12
(a) Knowledge of the distinctive physiographic features in the environment.					
(b) Understanding of use of terms; hill, lake, falls, streams, valley, etc.					
(c) Observation and picture study					
III Understanding and appreciation of climatic and weather conditions.	1	4	4	6	15
(a) Knowledge of the effect of winds, tides, fogs; water forms; day and night; seasons and their influence; directions; reading thermometer and barometer; sun, light and heat; knowledge of local climate.					
IV Knowledge and interest in the different peoples of the earth.	1	2	3	6	12
(a) Knowledge of peoples and races in local and distant regions;					
(b) Reading about children and people of other lands.					
(c) Conducting a "round the world" pageant.					
(d) General distribution and occupations of people					
V Knowledge and appreciation of transportation and communication.	1	2	2	4	9
(a) Appreciation of the importance and value of modern transportation and communication.					
(b) Comparison of modern and old time transportation by land and water.					
(c) Study of modern modes of transportation and communication.					
(d) Transportation of specific commodities.					
(e) Reading and conversation; observation; and picture study.					
VI Knowledge and appreciation of man's attempt to supply his material needs	12	12	34	30	98
(a) Appreciation of occupations and occupational groups in general	2	2	8	10	22
1. Knowledge of neighborhood and neighborhood activities, farmer, grocer, iceman, plumber, coal man, etc.					
2. Visiting places of business-dramatizing activities.					
(b) Knowledge of the industries in the neighborhood what they supply etc.					

## Geography Contd.

## VI Knowledge and Appreciation of man's Attempt to Meet His Material Needs.

K E R T

(b) Knowledge and appreciation of food and food sources	4	8	6	8	26
1. Making a collection of pictures of food making and getting tools;					
(2) Comparison of primitive and modern method of preparing food;					
(3) Relating personal experiences of excursions and visits to food sources.					
(4) Knowledge of farm, garden and market; how city people get food; how common vegetables are raised;					
(5) Making booklets stories "Story of Bread" etc					
(6) Reading such books as "Story of Milk"					
(7) Transportation and preservation of storage of foods					
(c) Knowledge and appreciation of Man's need and provision of shelter.	4	4	6	8	22
(1) Study of how homes are built and furnished-observation of buildings in the neighborhood.					
(2) Building a play community in sand.					
(3) Comparison of modern and primitive homes, houses and home building;					
(4) Knowledge of types of workers and materials needed					
(d) Knowledge and appreciation of man's need and provision for clothing	2	8	14	4	28
1 Knowledge of need of clothing					
2 Differences in style					
3 Effect of seasonal changes					
4 Use and care of clothing					
5 Knowledge of raw materials--cotton, wool, leather, silk, furs.					
(6) Knowledge of clothes-makers; dealers; processes of making clothes.					
(7) Visits to clothing stores and factories;					
(8) Comparative study of clothing of primitive and modern man.					



these two subjects. The items of these two lists are combined in discussion however. Furthermore, it is well to note that the facts here are supplementary rather than duplicates or alternatives. History was almost solely confined to the second and third grades and community life and civics to the kindergarten and first grades. The chief problems here are the following:--

(1) Citizenship Training and Character Building. This problem is by far the most persistent and perplexing. In fact it is found that where there is a problem of application of facts or principles learned, on the part of the pupils, teaching in that subject is invariably difficult. This difficulty as can be seen does not require so much a knowledge of the content to be taught as a rather definite technique of presentation based upon an intimate knowledge of child life and child psychology. This fact indicates quite clearly that poor results here are due not so much to the fact that teachers do not have a grasp upon what to teach as to the lack of a workable conception of habit formation as it relates to the child and material of this level.

(2) Selection of Material This item presents a very serious problem because material is not available in simple enough form for this particular level.

(3) Presentation of historical facts is exceedingly difficult not only because of lack of good material in suitable form but because the child is not "historical minded." The problems of getting the idea of a cause and effect relationship established; and making facts real to the child unless skillfully solved make good teaching impossible.

Numerous other problems are indicated but the three mentioned

Difficulties Encountered in Teaching Community Life and Civics as indicated by Teachers.

I Preparation and Presentation	K	L	M	N	Total
A Selection of materials	6	5	3	4	18
1. Selection of sufficient appropriate material	1	2		1	
2. Lack of material in simple story form		1	2		
3. Inability to make satisfactory excursions	2			1	
4. Getting sufficient material within child's experience and understanding	3	2	1	1	
5. Indefinite aims make selection difficult				1	
B Motivation	1			1	2
C Citizenship training and character building	39	31	37	31	138
1. Teaching lessons as they will function in daily life.	4	8	8	8	
2. Getting child to feel a real community interest and spirit	5	2	1	1	
3. Developing civic initiative and judgment	3	3	2	1	
4. Develop respect for personal and property rights of others	4	2	3	1	
5. Developing concept of democracy	2	1	1		
6. Overcoming bad home attitudes and training		1	2	3	
7. Different ideals of (foreign) homes and school		1	1		
8. Awaken right attitudes and feelings toward life		1	3	1	
9. Making character building a part of each day's program	1	1	3	2	
10. Developing desirable school habits	4	1	2	2	
11. Teaching pupils to live in harmony with each other	10	5	3	2	
12. Developing habits of honesty and truth	2	2	6	6	
13. Establishing habits of self-control	2	2	1	2	
14. Teaching child to make profitable use of his leisure time	2	1	1	2	
Difficulties encountered in teaching community life and civics as indicated by supervisors					
I Preparation and presentation					
A Selection of materials	3	3	3	2	11
1. Getting material within limits of child's understanding and experience.	1	2	1	1	
2. Making wise selection of problems	2				
3. Course of study indefinite			1		
4. Too little project work provided		1	1	1	
B Teaching facts so child will apply them	7	4	3	1	15
1. Failure to utilize daily opportunity for practical application within child's experience and understanding.	3	3	2		
2. Getting child to apply to real life situations	3		1	1	
3. More room space needed to "live out" community activities	1	1			
C Poor teacher preparation	1	1			2
D Citizenship training and character building	9	6	3	3	21
1. Building desirable habits that "carry over" to life	2		1	3	
2. Making character building an integral part of class room procedure	1	2	1		
3. Developing habits of self-control	1	1			
4. Developing a sense of responsibility civic and otherwise	1	2			
5. Development of habits of thrift and economy	4	1	1		

Difficulties Encountered in the Teaching of History as indicated by Teachers.

	I	II	III	Total
<u>I Preparation and Presentation</u>				
<u>A. Material</u>				
1. Lack of sufficient good material to make wise choice lack of good texts.	1	5	5	
2. Getting suitable material for children--texts too difficult for child to read; without limits of his experience	2	3	1	
3. Difficult to make excursions.	1			
4. Adaptation of historical material to child needs	2	3	2	5
(a) Boiling down facts in summarizing problem solved				1
(b) Arranging material in story form	2	2	1	1
(c) Connecting materials with interests and needs of child	1		3	
(d) Correlation with other projects			1	
<u>B Presentation of historical facts</u>				
1. Teaching significance of history and appreciation of facts without moralizing				1
2. Getting child to see cause and effect relationships			1, 2	
3. Child remembers only incidents--facts to get general theme			1	
4. Finding time to "make up" for child's poor background	1		1	
5. Too much required for time allowed	1		2	
<u>C. Motivation</u>				
D. Need of space to display work			1	

Difficulties encountered in teaching history as indicated by supervisors

<u>I Preparation and presentation</u>				
<u>A. Materials</u>				
1. Lack of good material--texts poor	3	1	1	5
2. Knowledge of what to select	1	1		2
3. Keeping within the experience of the child	1	1		2
4. Correlation with other subjects			1	1
5. Lack of definite aims in selection			1	1
<u>B Motivation</u>				
			2	2
<u>C Making historical facts real to the child</u>				
	1	1	1	3
<u>D Lack of time to devote to subject</u>				
	1	1	1	3

above are the outstanding ones from the point of view of frequencies. These difficulties make it clear that the problem of preparation is not so much the acquisition of content to be taught as a rather specific and effective technique of presenting that content to very immature children in such a way that it will function in their daily lives.

### 3 (b) Analysis of Difficulties Encountered in Teaching Geography

From the replies received it seems that geography sense is very seldom taught in these grades. The subject matter generally included under this head is seemingly covered by nature study or community life and civics. Geography seemingly becomes differentiated as a separate subject after we reach the third grade. The only difference this fact makes is that fewer replies are received in connection with this subject. Attention is called to the fact that practically all of the teachers reporting on this subject are in the third grade.

Table XXXVII page 167 gives a list of the chief problems encountered in the teaching of geography as indicated by teachers and supervisors. It is found that two difficulties are most frequent:

(1) Getting suitable material--Geography material, like history, that can be read and comprehended by the pupils is exceedingly scarce. It becomes necessary for the teacher to be able to adapt appropriate geography facts in such a manner that the child will be able to comprehend them. (2) The child's immaturity and meager experience make presentation of material, in any form, difficult. The problem of relating geography facts and concepts to child life is insistent and requires an ability on the part of the teacher that can only be developed by a detailed study of the possibilities and limitations of such materials for this level.

TABLE XXXVII

Difficulties Encountered in Teaching Geography as Indicated by Teachers.

I Preparation and presentation	I	II	III	Total
A. Material	1	2	7	10
1. Lack of simple worth while material		1	2	
2. Texts too hard for child's reading ability and comprehension.	1	1	5	
B Childs meager experience makes presentation difficult	1	3	8	12
1. Relating geography facts and concepts to child life	1	3	6	
2. Developing appreciation of human social interdependence			2	
C Getting child to appreciate reality of other localities		1	3	4
1. Bridging space		1	3	
D Motivation			2	2
E Developing habits of accurate observation	2			2

Difficulties encountered in teaching geography as indicated by supervisors

I Preparation and presentation	3	2	1	6
A. Material.				
1. Getting material appropriate for children	1		1	
2. Excursion difficult to make	1	1		
3. Failure to use nature study experiences as a background	1			
4. Lack of printed materials-maps etc of home environment		1		
B. Poor teacher preparation	2		1	3
1. Teacher not prepared to teach in story form	2			
2. Teacher not prepared to carry on project work			1	
C. Proper motivation		2		2
D. Lack of time	1	1	1	3
E. Presentation difficult	1	1	3	5
1. Keeping work on plane where child is a questioner	1	1	2	
2. Making facts tangible and real			1	

Does Present Practice Adequately Provide for Teaching of The Social Studies-History, Geography, Community Life and Civics?

1. History, Community Life and Civics.

First, it has been seen that 10 schools give general courses in "American History or Government" with the idea that the immediate and pressing need of preparation is acquisition of content. It was further noted that not only was this assumption invalid but that the procedure was probably unnecessary. It was suggested that a proficiency test be given and any deficiency be made up as an extra curricular requirement.

Second, It was observed that 15 schools give a special course in History and Civics with the idea of giving the student both a knowledge of content and of methods of teaching. This procedure on the basis of the data presented, seems more nearly to meet the need than the one above. It was pointed out that emphasis upon content should be made not so much from the point of view of "review" as from the standpoint of a detailed study for teaching purposes. This statement may seem like a distinction without a difference. The point is briefly and simply that such content as may be given is not to supply the teachers lack of knowledge but rather to make her more conscious of the specific possibilities of such material for teaching purposes.

Third, It was indicated that the remaining 35 schools provided for the needs here either in connection with general or primary methods or not at all. It is not possible to know how many schools make such provision as the fact is not always indicated. If one assumes that all of the schools here make provision through such a

procedure it is clear that such preparation must be meager. The problems under the head of "Social Studies" are too numerous and complex to allow adequate treatment in a course giving attention to two or more other subjects.

## 2. Geography

The discussion of the second point under history, community life and civics is quite apropos in the case of geography. In addition, it is noted that Normal Schools give undue weight to mere review or acquisition of content to be taught at the expense of specific methods of dealing with such material in the class room. The data in table XXXVII show quite plainly that the chief point of emphasis is, or should be, upon the possibilities of organization and presentation of geography materials in a form comprehensible to the young child. It is true that the teacher must know the content before she can make it comprehensible. Review may be necessary, but not as an integral part of this course. It should be extra-curricular. Thus she would come to the course with the essential facts in mind and time could be spent where it is most needed.

Not much has been said up to this point, about the inclusion of geography with history, community life and civics to form a single unit. Attention is called to the fact that several of the elementary courses of study analyzed have made this combination. The data <sup>show</sup> here/rather clearly that the similarity of material, the advantages of closer correlation, economy of time, and the practice of a number of the best elementary courses of study, indicate the desirability of such a procedure.

What Constitute the Minimum Essentials of a Course in Social Studies Geography, History, Community Life and Civics?

I History-Community Life and Civics.

(1)

- ✓ A Ability to develop a spirit of patriotism and establish habits of good citizenship.
1. Knowledge and appreciation of persons who have made exceptional contributions to the life of our country.
  2. Development of the spirit of patriotism and a knowledge and appreciation of good citizenship.
    - a Decoration day; Lincoln's Washington's and Columbus's birth-days; Election Day; Thanksgiving Day; Origin, history significance of;
    - b Learning national anthem; Flag Day exercises; learning meaning of thrift, and "safety first" regulations; principles of good citizenship.
  3. Knowledge and Appreciation of the School as an Embryo Community.
    - a Appreciation of leadership, dependence upon others, and rights of others.
    - b Knowledge that rules are helpful to all and necessary for the good of all.
    - c Knowledge and appreciation of social customs regarding courtesy.
    - d Discussion of ethical conduct in school room, on the playground, at home and on the streets.
    - e Habits of honesty, truthfulness, fair play, obedience, punctuality, courtesy, and loyalty to school and country.
    - f Spirit of co-operation.
    - g Adjusting self to school environment.



(2)

A Development of a Special Technique for Preventing or Overcoming the Following Difficulties in Citizenship Training and Character Building.

1. Teaching lessons so they will function in daily life.
2. Getting child to feel a real community interest and spirit.
3. Developing civic initiative and judgment.
4. Developing respect for personal and property rights of others.
5. Developing a concept of democracy.
6. Overcoming bad home attitudes and training.
7. Different ideals of (foreign) home and school.
8. Arousing right attitudes and feelings toward life.
9. Making character building a part of each days program.
10. Developing desirable school habits.
11. Teaching pupils to live in harmony with each other.
12. Developing habits of honesty and truth.
13. Establishing habits of self-control.
14. Teaching child to make profitable use of his leisure time.

(1)

B Specific Knowledge<sup>of</sup> General Aims of History, Community Life and Civics Teaching.

1. Interest in, and appreciation of, the historical changes that have taken place; beginnings of government--kinds necessary.
2. Feeling of reality of former times and their kinship to modern times.
3. Interest in pictures and stories relative to our native land and foreign countries.

(2)

B Development of a Special Technique for Making Historical Facts Real to the Child.

(1)  
C Development of a knowledge and appreciation, on the part of child, of the significance and history of special non-patriotic days.

1. May Day--dancing around may pole.
2. Birthdays of pupils--looking up on calendar; sending presents.
3. Easter--origin, history, celebration.
4. Valentine.
5. New Years
6. Hallowe'en.

(1)  
D Development of a knowledge and appreciation of local community life and history.

1. Co-operative building of a representation of "our neighborhood" including all of the institutional elements of the community.
2. Giving a Labor Day parade showing occupations of community.
3. Protection of personal and public property.
4. Historical significance of name of school.
5. Making a historical directory.
6. Dramatization and reading.
7. Writing history of city or town.

(1)  
E Ability to Develop a Knowledge and Appreciation of Modern Life Through a Comparative Study of Primitive Life.

1. Kindergarten-first--Elementary knowledge of simple home activities with some contrast with Indian life.
2. Second--Knowledge and appreciation of the cave-man; how he lived--tree dwellers and Indians; readings on primitive life; and, dramatization.
3. Third Grade--Knowledge and appreciation of early sea people--food, shelter, clothing, weapons, ships and laws; pastoral

people--Hebrews; transition from pastoral to agricultural stage.

(1)  
F Ability to Develop a Knowledge and Appreciation of Every Day  
Happenings--Current Events.

1. Knowledge of, and interest in, the outside world.

(2)  
2. Telling interesting things of current notice.

G (2) Ability to Make Social Studies Interesting to the Small Child.

H (2) Development of Ability to Select Good Materials and Where  
There is a Lack to Supply Them by Adaptation or Through Other  
Sources of Ingenuity.

1. Lack of good texts--texts too difficult for the child to read .  
and beyond the limits of his experience.

2. Difficult to make excursions.

3. Adaptation of historical materials to child's needs.

a. Boiling down facts in summarizing problem solved.

b. Arranging material in story form.

c. Correlation with other subjects.

(2)  
I Development of a Technique of Presentation for Preventing  
or Overcoming the Following Difficulties.

1. Teaching appreciation and significance of historical facts  
without moralizing.

2. Getting child to see cause and effect relationships.

3. Child fails to get general theme--remembers only details.

4. Finding time to "make up" for child's poor background.

5. Too<sup>much</sup> required for the time allowed.

(1 + 2)  
J Specific knowledge of the Psychological Principles Involved  
in the Teaching of History and Civics.

## II Geography

- (1)  
 A Ability to Develop a Knowledge and Appreciation, on the Part of the Child, of Man's Attempt to Supply His Material Needs--
1. Appreciation of occupations and occupational groups in general.
    - a. Knowledge of the neighborhood and neighborhood activities.
      - e.g. farmer, grocer, iceman, plumber, coal man, etc.
    - b. Visiting places of business; dramatizing activities.
  2. Knowledge of the industries in the neighborhood and what they supply.
  3. Knowledge and appreciation of food and food sources.
    - a. Making a collection of pictures and food-making and food-getting tools.
    - b. Comparison of primitive and modern methods of preparing food.
    - c. Relating personal experiences of excursions and visits to food sources.
    - d. Knowledge of farm, garden and market; how city people get food; how common vegetables are raised.
    - e. Making booklet stories "Story of Bread" etc.
    - f. Reading such books as "Story of Milk."
    - g. Transportation preservation and storage of foods.
  4. Knowledge and Appreciation of Man's Need and Provision of Shelter--
    - a. Study of how homes are built and furnished--observation of buildings in the neighborhood.
    - b. Building a play community in the sand.

- c. Comparison of modern and primitive homes, houses and home building.
- d. Knowledge of types of workers and materials used.
- 5. Knowledge and Appreciation of Man's Need and Provision of Clothing.
  - a. Knowledge and appreciation of need of clothing.
  - b. Differences in styles; seasonal changes.
  - c. Use and care of clothing.
  - d. Knowledge of raw materials--cotton, wool, leather, silk, furs.
  - e. Knowledge of clothes makers; clothes dealers; processes of making clothes.
  - f. Visits to clothing stores and factories.
  - g. Comparative study of clothing of primitive and modern man.
- (1) B Specific Knowledge of the General Aims of Geography in the Lower Primary Grades.
  - 1. Habits of thoughtful observation of weather conditions; physiographic features; and the work of peoples in meeting their material needs.
  - 2. Correction, extension, interpretation and organization of experience.
  - 3. Facility in gathering organizing and using geographic materials.
- (1) C Ability to develop on part of child an Understanding and Appreciation of Climatic and Weather Conditions.
  - 1. Knowledge of effects of wind, tides, fogs; water forms; day and night; seasons; directions; sun, light and heat;
  - 2. Knowledge of local climate.

3. Ability to read a barometer and thermometer.

(1)  
D Ability to develop a knowledge of, and interest in, the different peoples of the earth.

1. Knowledge of peoples and places in local and distant regions.

2. Reading about people and children of other lands.

3. Conducting a "round the world" pageant.

4. General distribution and occupations of peoples.

(1)  
E Ability to Develop a Knowledge and Appreciation of Transportation and Communication.

1. Appreciation of the importance and value of modern transportation and communication.

2. Comparison of modern and old modes of transportation.

3. Transportation of specific commodities.

4. Readings, pictures, observation, conversations.

(1)  
F Ability to Develop a Knowledge and Appreciation of Physiographic Features of the Earth--

1. Knowledge of the distinctive physiographic features in the environment.

2. Understanding use of terms, hill, lake, falls, streams, valley, etc.

3. Observation and study of pictures.

(2)  
G Development of a Special Technique for Overcoming or Preventing Difficulties in Securing Geography Material.

1. Lack of simple worthwhile material.

2. Getting material in story form.

3. Texts too hard for child's reading ability and comprehension.

(2)  
H Developing a Technique of Presentation That Will Overcome

Or Prevent the Following Difficulties.

1. Relating geography facts and concepts to child life.
2. Developing appreciation of human social interdependence.
3. Getting child to appreciate reality of other lands.

(2)

I Motivation.

(1 & 2)

J A specific Knowledge of the general psychological principles involved in teaching geography to a child on this level.

PenmanshipSection 6Presentation of Data1. Description of Normal School Courses in Penmanship.

The description of courses in penmanship as given by 31 of the 55 Normal Schools is found on page 179. 29 of these schools give what is called a technical or special content course in penmanship in which the evident aim is to teach the prospective teacher how to write. Only three schools give, what is commonly thought of as, a special methods course in which the primary purpose is to develop ability to teach children how to write. The remainder of the schools take care of the needs in this subject either through some general course as "primary or general methods", or incidentally with language, or make no provision for it at all. The data do not make it clear how many schools follow each of these procedures. The implications are that they follow most frequently the first procedure.

It is observed that the major topics stressed in the courses in penmanship are as follows:--

- (1) Methods of teaching a "system" of penmanship--Locker, Palmer etc. The prospective teacher is supposed to develop proper skill in writing by the system herself and in turn administer it as a class room method of teaching children how to write. The emphasis is seemingly upon the development of technical skill rather than a discussion of the use of the "system" as a method. Some schools announce that those finishing the course will receive a Palmer or Locker certificate.
- (2) Development of Skill in Blackboard Writing. This topic is provided primarily for the personal development of the teacher with incidental consideration of methods of teaching children.



TABLE XXXVIII

Description of Normal School Courses  
in Penmanship.

	Per- cent	Content	Method	Total Freq.
(a) Development of skill in blackboard writing	40.7	21	1	22
(b) Practice in handwriting by student	16.6	6	3	9
<u>1</u>				
(a) Psychological experiments in writing	25.9	14		14
(b) Psychology of handwriting	5.5		3	3
<u>2</u>				
(a) Palmer, Locker etc. methods of teaching hand- writing	48.	25	1	26
(b) Methods of teaching writing--not a system	7.	2	2	4
(c), Motivation and drills	1.8	1		1
(d) Discussion of systems of writing	1.8	1		1
<u>3</u>				
4 Physiology and hygiene of writing	1.8	1		1
5 Use of scales in measuring handwriting	35.	18	1	19

(3) Use of Scales in Measuring Handwriting.

(4) Some discussion of psychological experiments in handwriting.

In view of the general condemnation of "system writing," by Freeman and other leading educational psychologists it is surprising to note that it persists in a majority of the schools training teachers of this subject. It shall be interesting to note the results of this procedure in the practical teaching situation as noted by teachers' difficulties in penmanship.

## 2. Analysis of Ten Elementary School Courses of Study in Penmanship.

Table XXXIX page 181 gives the results of an analysis of ten elementary school courses of study in penmanship. Five general classes of items appear:

(1) Grade aims to be accomplished in each of the four grades.

This item implies that the teacher must know the specific grade aims as well as the general aim in handwriting.

(2) General aims to be accomplished in handwriting.

(3) Correct habits and posture in writing and other physiological factors. This item suggests not only that the teacher must know what the correct habits are but that she must have developed a technique of developing those habits with due consideration of the child's level of maturity.

(4) Types of materials used in each grade.

(5) Blackboard writing usually for beginners. Here it is indicated that the teacher's own ability to write on the blackboard is incidental to development of ability to teach the child to write upon the board.

Analysis of Content of Elementary Courses of

Study in Penmanship

	K	I	II	III	T
I Materials--blackboard and crayon; rough surface unruled paper; large smooth pencils; paper ruled $\frac{1}{2}$ inch for kdg-I; and $\frac{5}{8}$ for II; and $\frac{1}{2}$ for III; pen for III	4	5	5	5	19
II General Aims--ability to write with a fair degree of legibility and speed.					
(a) To satisfy desire for written expression;	1	6	9	10	26
(b) Ability to criticise writing and suggest means of improvement;					
(c) Gain idea of writing as a means of communication;					
(d) Introduction to significance of social correspondence;					
(e) Interest in receiving and sending messages;					
(f) Habit of using writing material					
III Correct habits and posture in writing					
(a) Correct co-ordination of eyes and muscles; rhythmic drills with counting; proper spacing and alignment; and arm movement; correct posture; holding pencil; chalk or pen correctly; proper movement of fingers and arms.	5	6	8	4	23
IV Blackboard writing usually for beginners					
Free blackboard writing with rapid free arm movement	5	6			11
V Grade aims	5	8	14	12	39
(a) Expressing ideas by make believe writing; writing pictorially, scribbling.	5				
(b) To write name and all of alphabets; given and surname; write few sentences from dictation; speed of 20 letters per minute in sentence writing; to write independently 25-50 easy familiar words, writing numbers.		8			
(c) Ability to write words in the minimal spelling list; to copy five sentences the meaning of which is known to him; to write all small and capital letters and figures; knowledge of standards for speed and quality for the grade; quality of 35 ayres scale and 11 on Freeman scale; rate of 30 words per minute; to write 3 sentences from dictation.				14	
(d) Ability to write words of minimal spelling list; to write 3 sentences from dictation; write 6 original sentences on some subject; to copy 8 to 10 sentences the meaning of which is known to him; to write with pen and ink; quality of 39 on ayres, 11.5 on Freeman; 44 letters a minute in sentence writing.					12

The data here assume the form more of an outline of the general and specific grade objectives of penmanship. A more or less specific list of the aims to be attained in each grade is given. Hardly more could be expected. These data imply quite definitely that the preparation of the teacher should proceed along the following lines:

(1) A specific knowledge of the general aims of handwriting with a definite idea of the grade standards of accomplishment.

(2) Special knowledge of the psychology and physiology of teaching penmanship to the young child.

(3) Ability to select material appropriate for the needs of each grade.

(4) Ability to use intelligently standard penmanship tests as a teaching device.

(5) Development of a technique based upon the aims to be attained and the child to be taught.

### 3. Analysis of Difficulties Involved in Teaching Penmanship.

The list of major difficulties in teaching penmanship found on page 184 indicates that both teachers and supervisors are agreed on the following facts. (1) "System Teaching" is the outstanding difficulty in the teaching of penmanship on this level. It is the general comment that the "system" is usually inexorably inflexible calling for a type of motor co-ordination and control far beyond the physical possibilities of the child. This fact corroborates in a very practical way the conclusions of leading educational psychologists.

(2) A Second Very Frequent Difficulty is "Getting Writing to Carry Over" to other subjects. This difficulty is accounted for in large measure, by the fact that teachers find greatest difficulty in getting the muscular movement to "Carry Over." Thus this problem

is also listed in the column of disadvantages of the system method of teaching penmanship.

(3) Getting Child to Form, Space and Align Letters Correctly--It is quite likely that this problem would arise with the use of any method. Several teachers intimated, however, that the unusual degree of motor-control expected of the child in writing by a system tended to make this problem a little more serious than it should be.

(4) Getting child to assume and maintain correct position. Again, this problem might be encountered in the use of any procedure in teaching penmanship on this level but it is enhanced by the "unnatural" position demanded of the child of so little motor control.

The above data show quite clearly that the major problems of the teacher here are due to the use of the "system" method of teaching penmanship. The conclusion from the point of view of preparation is quite obvious and will be indicated in more detail in subsequent discussion.

### 3 A. Analysis of Reasons for Naming Penmanship the Hardest or Easiest Subject to Teach.

Table XL gives the reasons for naming this subject the easiest or hardest subject to teach.

Table XL Reasons for Naming Penmanship the Hardest or Easiest Subject.

<u>I Hardest</u>	<u>Y</u>	<u>I II III IV</u>			
1. System writing too difficult for child; too many things required; and does not easily "carry over."		6	3	3	12
2. Difficult to motivate a system			1		1
3. Teacher does not have skill			1		1
<u>II Easiest</u>					
1. It is definite and mechanical		2	1	2	5
2. Child is interested in the beginning stages			1		1
3. Teacher likes the subject		1			1

Difficulties Encountered in the Teaching of Penmanship as Indicated by Teachers.

I Preparation and Presentation	K	T	U	V
A. "System Writing"	29	15	16	60
1. Lack of sufficient muscular control to meet demands of system.	13	10	5	
2. Tendency toward finger movement instead of free arm movement	15	5	10	
3. Getting child to understand and follow directions of system	1		1	
B. Application of writing	4	12	16	32
1. Getting writing to "carry over" to other written work.	1	4	4	
2. Getting muscular movement to carry over to other work	3	8	12	
C. Motivation-getting child to use mechanical movement required of system	5	7	1	13
D. Getting child to assume and maintain correct position	8	10	5	23
E. Getting child to form, space and align letters correctly	14	6	9	29
F. Overcoming carelessness in appearance of writing		4	4	8
G. Developing ability to compare and rate his own writing			1	1
H. Breaking habits formed at home or in previous grades	1	1	1	3
I. Developing legibility and speed			1	1
J. Lack of time for individual supervision	1	1		2
K. Treatment of left handedness			1	1
L. Transition from blackboard, pencil to pen	2	4	1	7

Difficulties Encountered in Teaching of Penmanship as Indicated by Supervisors

I Preparation and Presentation				
A. "System Writing"	4	2		6
1. Lack of sufficient muscular control to meet demands of system.	1	1		
2. Adjusting the "system" to the use of the child	3	1		
B. Teaching so it will "carry over" to daily written work	2	2	1	5
C. Motivation	1	1		2
D. Securing and maintaining good position	2	2	1	5
E. Securing good form, slant and alignment of letters	2	1	1	4
F. Subordination of mechanics to thought-expression	1			1
G. Keeping in mind the "scribbling" stage in the kindergarten	1	1		1
H. Changing gradually from larger to smaller writing			2	2
I. Supervision during seat work periods	1	1		2

Again, it is noted that "system writing" is a source of a number of difficulties. It is the main reason given by 12 out of 21 people for naming penmanship the most difficult subject to teach. The fact that 5 out of 21 people state that penmanship is the easiest subject to teach because of its "definite and mechanical character" indicates any one of two conclusions. First they do not use a "system" method; or, second, they have so modified the "system" that it is adapted to the needs of this level. In either case the implications of teacher preparation are quite evident.

Does present practice adequately provide for the teaching of penmanship?

This question can be much more definitely answered in the case of penmanship than in most of the subjects discussed. The data presented show the following facts:--(1) Only two of the major topics stressed "Development of skill in blackboard writing" and "the use of scales in measuring handwriting" approximate in any satisfactory manner the needs of this field. There is some quite definite attempt to emphasize the psychological principles involved in handwriting. The emphasis is not sufficiently frequent, however, to indicate that such is deemed necessary to meet the specific and definite need of teacher preparation.

(2) The topic, "Methods of Teaching a System of Handwriting," is most frequently emphasized and most inadequate in provision for the needs of the teacher. Its prescription is based upon both an erroneous conception of the psychological principles involved in handwriting especially in the beginning stages; and upon insufficient

knowledge of the practical situation. The needs of the teacher, as indicated by teachers' difficulties, show that "system" writing is not adapted to the young child whatever its merits may be with more mature children. Quite obviously the "systems" need a radical revision or the problem of teaching beginning penmanship needs to be approached from a different angle. It is not the implication here that "handwriting systems" do not contain some good elements. It is merely emphasized that as taught in Normal Schools they do not provide a successful method of teaching penmanship on this level.

(3) The assumption of present practice that it is necessary to teach prospective teachers how to write, is based upon the fact largely that "system writing" is given as a method. In view of the fact that "system" writing does not provide an adequate basis for methods of teaching it seems desirable to eliminate this phase and spend time and energy elsewhere. It is suggested that a proficiency test be required in penmanship as a prerequisite and any deficiency be made up as an extra curricular requirement.

What Constitute the Minimum Essentials of a Course in  
METHODS of Teaching Penmanship?

I Penmanship

(1)

- A A specific and definite knowledge of the general aims of of penmanship in the kindergarten-primary grades.
1. To satisfy the desire for written expression.
  2. Ability to criticise one's writing and suggest means of improvement.
  3. Gain idea of writing as a means of communication.
  4. Introduction to significance of social correspondence.
  5. Interest in receiving and sending messages.



6. Habit of using writing material.

7. Correlation of penmanship with other subjects.

(1)

B A Specific and Definite Knowledge of the Grade Standards of Accomplishment and Grade Aims.

1. Kindergarten.

a. Expressing ideas by "make believe" writing.

b. Writing pictorially; c. scribbling.

2. First Grade

a. Write name and all of alphabets; given name and surname.

b. Write few simple sentences from dictation.

c. Write with a speed of 20 letters per minute in sentence writing.

d. To write independently 25-50 easy familiar WORDS

e. Write numbers as far as he knows.

3. Second Grade

a. Ability to write words in minimal spelling list.

b. To copy five sentences the meaning of which is known to child.

c. To write all small and capital letters; and figures.

d. Knowledge of standards for speed and quality for grade.

e. Quality of 35 ayres scale and 11 Freeman.

f. Rate of 30 words per minute.

g. To write the sentences from dictation.

4. Third Grade

a. Ability to write words of minimal spelling list.

b. Copy five sentences the meaning of which is known to him.

c. Write all small and capital letters and figures.

d. ...

- d. Knowledge of standards of quality and speed for grade.
- e. Quality 35 Ayres; 11 Freeman scale, rate 30 words per minute.
- (1) C Ability to select materials appropriate for the needs of each grade.
  - 1. Materials in general--blackboard and crayon; rough surface unruled paper; large smooth pencils.
  - 2. Kindergarten--First Grade. Paper ruled one inch.
  - 3. Second Grade--Paper ruled  $5/8$  inch.
  - 4. Third Grade--Paper ruled  $\frac{1}{2}$  inch, begin with ink.
- (1) D Specific Knowledge of the Physiological Factors Involved in Handwriting Especially as related to the Young Child.
  - 1. Ability to establish correct habits and posture in writing.
    - a. Correct co-ordination of eyes and muscles.
    - b. Rhythmic drills with counting.
    - c. Correct posture.
    - d. Holding pencil, chalk or pen correctly.
    - e. Proper movement of arms and fingers.
  - (2) 2 Development of a Special Technique for Overcoming or Preventing the Following Difficulties in Provision of the Most Effective Physiological Conditions.
    - a. Getting child to assume and maintain correct posture.
    - b. Overcoming child's lack of motor control and co-ordination.
    - c. Treatment of left handedness.
    - d. Transition from blackboard, pencil to pen.
    - e. Changing gradually from large to smaller writing.
- (1) E Ability to teach Child How to Write on Blackboard.
- (2) E Ability to Aid Child to Transfer Easily from the Conditions of Blackboard Writing to Those of Pencil and Pen.

(2)

F Development of a Special Knowledge and Technique for Preventing and Overcoming the Following Difficulties in Teaching Penmanship:--

1. Getting writing to "carry over" to other written work.
2. Motivation-creating a desire to write and improve writing.
3. Getting child to form, space and align letter correctly.
4. Overcoming carelessness in appearance of writing.
5. Developing ability to compare and rate his own writing.
6. Breaking habits formed at home in previous grades.
7. Developing legibility with speed.
8. Getting time for individual supervision.
9. Keeping in mind the "scribbling stage" of the kindergarten.
10. Supervising work during seat work periods.

(1&amp;2)

G Special Knowledge of the Psychological Principles Involved in Teaching Penmanship Particularly to the Young Child.

(1-2)

H Ability to use intelligently standard handwriting scales as a teaching device.

(1-2)

I Development of a technique of teaching penmanship based upon the aims to be attained, the psychological principles involved and the child to be taught.

Spelling      Section 7  
Presentation of Data

1. Description of Normal School Courses in Spelling.

Invariably spelling was included in some other course most frequently primary or general methods. Therefore no independent descriptions of courses are available. It is in a measure an unfortunate limitation. Although it is impossible to tell what is now given in preparation for the teaching of spelling it is possible to indicate what ought to be taught in such a course.

2. Analysis of Ten Elementary School Courses of Study in Spelling.

Page 191 presents a list of items indicated by an analysis of the content of ten elementary courses of study in spelling. It is noted that the chief items consist of the following topics:--

- (1) Spelling Projects--indicating that the teacher should have a fairly definite and specific idea of the various possible projects in spelling.
- (2) Aims and Attainments--indicating a specific knowledge of the general aims of spelling on this level; and a detailed knowledge of the specific standards of attainment for each grade.
- (3) Learning How to Spell--implying a knowledge and application of the psychology of learning to spell.

The above items imply more specifically the following functions:--

- (1) A specific knowledge of the general aims of spelling in the kindergarten-primary grades.
- (2) A specific knowledge of the grade standards of attainment.
- (3) Development of an effective and economical technique for

Analysis of Content of Elementary  
School Courses in Spelling.

	II	III	IV
I Spelling Projects	14	20	34
1. Excelling the standard score			
2. Dictionary study			
3. Making graph showing spelling progress			
4. Spelling matches			
5. Correct spelling in all reports and letters			
II Aims and Attainments	10	15	25
1. Ability to spell standard list for grade or lists prepared			
2. Ability to spell two or three hundred additional words made up from childrens errors			
3. Ability to spell independently any dissyllabic word of purely phonetic structure			
III Use of eye, ear and voice and muscular sense in learning how to spell	8	9	17

carrying on spelling projects.

- (4) A specific knowledge of the psychological principles involved in learning to spell.
- (5) Development of an effective technique for teaching the child how to spell.
- (6) Ability to use spelling tests as a teaching device.

### 3. Analysis of Difficulties Involved in the Teaching of Spelling.

Table XLIII page 193 gives a list of difficulties encountered in the teaching of spelling as indicated by teachers and supervisors. The chief difficulties are as follows:--

(1) Teaching the Child How to Study Spelling. This item constitutes the chief problem in this field. The fact that the child does not have a good phonetic background; or that he uses the wrong procedure in mastering the words makes it a continual problem.

(2) Teaching Spelling So that I Will 'Carry over' To Written Work. Children spell correctly in the specific spelling lesson but are hopelessly at sea when it comes to applying what they have learned to spell in the class period. Whether or not this fact is due to the method employed by the teacher is not indicated. It is clear however that some effective technique must be developed to prevent such a situation.

(3) Meeting and Providing for Individual Differences. The problem here lies in the fact that it is not only difficult to determine what to do but likewise in finding time, in a large class, to do such remedial or individual work as may be necessary.

Difficulties Encountered in the Teaching of Spelling as Indicated  
by Teachers

	I	II	III	IV
<b>I Preparation and Presentation</b>				
A. Teaching spelling so that it will "carry over" to	5	11	12	28
B. Teaching child how to study spelling	19	25	22	66
1. Teaching child how to study the words	4	8	6	
2. Getting child to form an image of word before trying to spell	7	5	8	
3. Lack of phonetic background				
a. Lack of good phonics training		7	7	
b. Phonetic spelling seems to confuse child	4			
c. Lack of application of phonics		4	1	
d. Mastery of the alphabet	4	1		
C. Individual differences in ability to spell		2	6	8
1. How to supervise effectively two groups using same or different texts			5	
2. Giving individual instruction in a large group		2	1	
D. Overcoming handicap of child's inability to write well	1	4	1	6
E. Motivation	5	4	5	14
1. Develop desire to spell well	4	4	3	
2. Develop desire to learn new words	1		2	
F. Neatness		2		2
G. Teaching words child really needs		2		2

Difficulties Encountered in Teaching Spelling as Indicated  
by Supervisors

<b>I Preparation and Presentation</b>				
A. Teaching spelling so that it will "carry over" to written work	2	3	2	
B. Teaching child how to study spelling				
1. Getting child to visualize word correctly before trying to spell		1		
2. Teaching child how to study the words	1	1	2	
3. Inability to apply phonics	3	1	1	
C. Diagnosis of individual difficulties and meeting them			1	
D. Child's inability to write	2	1		
E. Motivation-developing desire to spell correctly			1	
F. Materials				
1. Avoiding over and underteaching (choice of words)		1		
2. Selecting word list		1		
G. Getting drill methods that are effective		1		

(4) Childs Inability to Write Well. This difficulty is quite natural at this level of the child's maturity. In fact it may be even a question as to whether written spelling is justifiable at this point. This problem is one that should receive special attention both from the point of view of general pedagogical procedure and specific technique of teaching spelling.

(5) Motivation (Developing a desire to spell correctly)

(6) Selection of Word List. Some teachers find it especially difficult to select the words that the child really needs. Thus it enhances the difficulty of motivation; and increases the possibility of "over teaching or under-teaching."

Again, the above problems indicate the necessity of a thorough knowledge of the psychological principles involved in spelling; and, the development of a specific technique of teaching the child how to spell.

Does present practice provide adequately for the teaching of spelling?

It is impossible to answer this question in any definite fashion because all of the data are not available. It should be stated here, however, that the "special methods" idea should obtain in the case of spelling as well as in the case of other subjects. It is true, probably, that the content of such a course may not warrant the giving of a semester or quarter to it. It is quite possible and logical that spelling be combined with language, or some other closely allied subject, for administrative purposes. The data above show, however, that its content should be treated as a unit rather than as a mere incident here and there in some other course. The problems in this subject are unique and peculiar to spelling and



deserve specific treatment. In such cases where the problems develop, certainly the two discussions could be combined with profit.

What. Constitute the Minimum Essentials of a Course in Special Methods of Teaching Spelling.

I Spelling

(1)

A A specific and definite knowledge of the general aims of spelling in the kindergarten-primary grades.

(1)

B A specific knowledge of the grade aims and standards of attainment in the kindergarten-primary grades.

1. Ability to spell the standard list for the grade; or lists prepared by the teacher.

2. Ability to spell list of 200 or 300 additional words made up from childrens errors.

3. Ability to spell independently any dissyllabic word of purely phonetic structure.

(1)

C Development of An Effective and Economical Technique for Carrying on Spelling Projects.

1. Dictionary study.

2. Excelling standard score.

3. Making graph showing spelling progress.

4. Spelling matches.

5. Correct spelling in all reports and letters

(1)

D A specific knowledge of the psychological principles involved in spelling especially beginning spelling.

(1)

E Development of an effective technique for teaching the child how to spell.

1. Use of eye, ear, voice and muscular sense in learning how to spell.

- (2)  
E Development of a Special Technique For Preventing or Overcoming Difficulties in Teaching Child How to Study Spelling.
1. Teaching child how to study the words.
  2. Getting child to form an image of word before trying to spell it.
  3. Lack of phonetic background.
    - a. Lack of good phonics training.
    - b. Phonetic spelling seems to confuse child.
    - c. Lack of application of phonics.
    - d. Mastery of the alphabet.
- (1)  
F Ability to Use Spelling Scales as a Teaching Device.
- (2)  
G Development of a Special Knowledge and Technique for Preventing or Overcoming the Following Difficulties in the Teaching of Spelling.
1. Teaching spelling so that it will "carry over" to written work.
  2. Making diagnosis of individual difficulties and providing some effective remedy.
  3. Finding time to give individual attention in a large group.
  4. Overcoming the handicap of child's inability to write well.
  5. Motivation
    1. Developing desire to spell well.
    2. Developing desire to learn new words.
  6. Selecting a list of words that the child really needs.
  7. Getting drill methods that are effective.

Nature StudySection 8Presentation of Data1. Description of Normal School Courses in Nature Study

42 schools give a "Special Content" course (with some consideration of methods) in nature study. Three schools give a special methods course in nature study. Two schools provide preparation in this field through a prescription of general biology. The most frequent procedure, as will be seen, is to give a special content course with some emphasis upon methods. In the two cases where biology is given no attempt is made to discuss the content from the point of view of methods of teaching.

The description of the special content and methods courses is given on page 198. It is observed that attention is given chiefly to the following items:--

- (1) Purposes and aims of nature study in the grades.
- (2) Methods of Presentation of Material--including some emphasis upon field trips and excursions; and, the collection and preservation of material for class room use.
- (3) Study of plants and animals--including a specific knowledge of wild and domestic plants and animals; and birds common to the local environs; also study of lower animal forms (insects†; and, a study of the wild and cultivated flowers, trees and shrubs common to the local surroundings, with some discussion of the lower forms of plant life. It should be noted that this general topic furnishes the "content" material emphasized in these courses; it is the evident purpose to familiarize the teacher with the content to be taught.

Description of Normal School CoursesIn Nature Study

Freq.  
 P.c. of Total  
 schools

<u>1</u>			
(a)	Purposes and aims of nature study in the grades	33	6.1
(b)	Examination of courses of study	1	1.8
<u>2</u>			
(a)	Field trips excursions and reports	30	55.5
(b)	Methods of presenting materials in the grades (selection and organization)*	35	64.8
(c)	Collection and preservation of materials for class room use.	5	9.
(d)	Observation of nature teaching in the grades	1	1.8
(e)	Learning stories about plants and animals in- teresting to K-P grades	4	7.
<u>3</u>			
(a)	Study of stars and constellations	2	3.7
(b)	Weather, climate--seasonal changes	3	5.5
<u>4</u>			
(a)	Knowledge animals common to the locality (wild and domestic)	32	59.
(b)	Common birds value, life history	35	62.9
(c)	Lower forms of animal life-insects-value; life history	31	57.
(d)	Care of animals and pets used by children in school	1	1.8
<u>5</u>			
(a)	Knowledge of common wild and cultivated flowers	33	6.1
(b)	Trees and shrubs in the environment	33	6.1
(c)	Lower forms of plant life	32	59.
(d)	Study of soils and fertilizers	3	5.5
<u>6</u>			
6	Life processes of plants and animals--physiology	16	29.6
<u>7</u>			
7	Personal and home hygiene	1	1.8
<u>8</u>			
8	Study of rocks and fossils	1	1.8
<u>9</u>			
(a)	Parallel development of the child and the race	1	1.8
(b)	Evolution of the organic and inorganic worlds	2	3.7
<u>9</u>			

## 2. Analysis of Ten Elementary School Courses of Study in Nature Study.

Table XLV page 200 indicates that the chief points emphasized indicate quite clearly the following functions on the part of the teacher:--

- (1) Ability to develop an appreciation and knowledge, on the part of the child, of animal life and its general value to man-(~~Mammals~~, birds and insects)
- (2) Ability to develop an appreciation and knowledge of plant life and its general value to man--(trees, flowers, fruits and vegetables)
- (3) Ability to extend the child's knowledge and appreciation of the value of natural forces to man.
- (4) Ability to develop a general interest in, and appreciation of, nature and natural life.
- (5) Ability to develop a knowledge and appreciation of weather, climate, and changes of seasons; with their attendant causes and effects.
- (6) Ability to develop recognition of the significance, value and source of minerals.

It is clear from the above facts that the content needs of the teacher approximate the level of what is generally termed "General Science." It is easy to see that on the kindergarten-primary level the imperative need would not be knowledge of content so much as a definite idea and effective technique of handling that content so that the average child could comprehend it. It is true that a teacher needs a broad background in the content she is to teach. The limits of a two or three<sup>year</sup> curriculum and the level of the content handled indicate that such could be provided in the methods course without the prescription of a course in Biology.

## Analysis of Content of Elementary Courses in Nature Study

K E H U T

I General interest and appreciation of nature and natural life	6	6	7	8	27
1. Interest in the significant phases of the environment; appreciation of the general value of nature and natural life to man; habits of observation; excursions; conversations and readings.					
II Knowledge and appreciation of value of natural forces to man	12	12	4	3	31
2. Recognition of the work and value of wind, rain and sea, and their effect upon life; knowledge of suns contribution to life; knowledge of snow, frost and ice; experiments with natural forces.					
III Knowledge and appreciation of weather, climate, and change of seasons, causes and effects	3	11	6	4	17
IV Recognition of significance, value and source of minerals (common quartz, mica, rock salt, granite, building stone, marble, sandstone)	3	3	2	2	10
V Appreciation and knowledge of animal life-value to man	19	19	15	18	71
(a) Recognition of kinds, value, habits and life history (vertebrates and pets) (care and provision; value of each; stories about animal life; visits to zoos and parks; studying pictures of	11	12	8	9	40
(b) Identification of various kinds of birds; their value, habits and songs (excursions; listening to songs; feeding and caring for birds)	6	5	6	6	23
(c) Identification of common insects, habits & use-- (fly, spider, bee, butterfly, ant) Recognition of common pests and means of extermination; visits to garden and field	2	2	1	3	8
VI Appreciation and Knowledge of Plant Life	16	17	24	26	83
(a) Recognition and appreciation of plant life in general-value to man. (1) Making a sand table garden after visiting real garden; brief study of soils, preparation and planting; visiting farm implements store; study of relation of seasons to plant life; excursions and observations; study of sources of materials for food and shelter; relation of natural forces to plant life; study of parts of plants	9	8	6	8	31
(b) Recognition and appreciation of trees and flowers value, habits, life history, identification of common wild and cultivated flowers, study of parts, seed dispersal and functions; identification of common trees and shrubs; study of leaves; changes due to season; excursion in park or woods; readings and picture study; keeping record book of	5	7	12	11	35

life history of some tree or flower; visiting  
flower shops.

K I II III T

- 
- (c) Appreciation of value, use and life history of fruits  
and vegetables identification of common vegetables  
and grains, and fruits (how they grow; how prepared 2 2 6 7 17  
for man's use; general value); excursions, reading  
and picture study.
-

### 3. Analysis of Difficulties Involved in Teaching Nature Study.

Table XLVI page 202 presents a list of difficulties involved in teaching nature study as indicated by teachers and supervisors. It will be noted that both teachers and supervisors agree that the chief difficulties include the following problems:--

(1) Securing material in such form that is comprehensible to the immature child of this level. The most fruitful source of materials, the excursion or field trip, is exceedingly difficult in city schools, if, at all, possible. The lack of concrete materials necessitates "studying about nature" rather than studying nature. In many cases teachers do not know how to make the most of excursions even when the opportunity is presented. Thus the natural difficulty of developing the child's powers of observation is increased.

(2) Developing the child's power of observation--It is a long established psychological fact that observation on the part of the child is a product of maturity. It is easy to see that this difficulty would arise on this level making it one of the chief problems engaging the teachers' attention especially in the lower primary grades.

(3) (Keeping the aim of nature study in mind.) The tendency is to "give too much detailed study of nature from the adult point of view." This fact adds to the problem of developing an appreciation and love of nature on the part of the pupil.

In general the chief needs in preparation, on the basis of the above data are as follows:--



TABLE XLVI

Difficulties Encountered in the Teaching of Nature Study as Indicated by Teachers

I Preparation and Presentation	K	E	E	W	T
A. Securing materials	17	11	11	10	49
1. Lack of sufficient reference materials		2	1		
2. Lack of sufficient concrete materials	2			3	
3. Lack of time to make excursions	5	4	5	6	
4. Securing concrete material in a city	3	1	3		
5. Obtaining childlike material for local studies	3			1	
6. Securing good and suitable specimens	1	2			
7. Course of study indefinite		1	2		
8. Keeping and caring for specimens	3	1			
B. Too much detailed study from adult point of view	3	1	1		5
C. Developing appreciation of, and love for, nature study	2	1		3	6
D. Teacher lacks adequate preparation		1	1		2
E. Developing power of observation in the child	2	4	4	3	13
F. Motivation-making the child interested in nature	2				2

Difficulties Encountered in the Teaching of Nature Study as Indicated by Supervisors

I Preparation and Presentation	8	6	6	4	24
A. Securing materials (1) Difficult to get nature materials in a city. Thus, necessitating study about nature rather than study of nature	7	5	6	4	
(2) Provision of common nature experiences for a large group	1	1			
B. Developing a definite and intelligent purpose on part of child	1	1			2
C. Develop an appreciation and love of nature	1				1
D. Poor teacher preparation	1	3	2	1	7
1. Lack of interest on the part of the teacher		1			
2. Lack of knowledge of nature and elementary science	1	2	2	1	
E. Developing child's powers of observation	3	2	1		6

- (1) Development of ability to select material that is within the pupils interest and comprehension.
- (2) Ability to develop an appreciation of, and love for, nature.
- (3) Ability to develop the power of observation on the part of the pupil.
- (4) Ability to keep nature study teaching on the level of the child.
- (5) Knowledge of the general aim of nature study and ability to keep it in mind when teaching.

Does Present Practice Adequately Provide for The Teaching of Nature Study?

From the data presented above, it is seen that Normal Schools provide more adequately for the teaching of nature study than any other subject. It is only necessary to point out in what particular respects that preparation can be made more adequate with reference to certain specific details.

What Constitute the Minimum Essentials of a Course in Special Methods of Teaching Nature Study?

I Nature Study

(1)

- A Ability to develop an appreciation and knowledge of plant life; and, its general value to man (trees, fruits, flowers, and, vegetables.
  1. Recognition and appreciation of plant life in general; value to man.
    - a. Making a sand table after visiting a real garden.
    - b. Brief study of soils--preparation and planting, visiting farm implements stores.
    - c. Study of relation of seasons to plant life.

- d. Study of sources of materials for food and shelter.
- e. Relation of natural forces to plant life.
- f. Study of the parts of plants.

2. Recognition and appreciation of trees and flowers--value, habits, life history.

- a. Identification of common wild and cultivated flowers; study of parts, functions and seed dispersal.
- b. Identification of common trees and shrubs--study of leaves.
- c. Keeping record book of life history of some tree or flower.
- d. Excursions in park or woods; visits to flower shops.

3. Appreciation of value, use, and life history of fruits and vegetables.

- a. Identification of common vegetables and grains, and fruits; study of how they grow, and how prepared for man's use.
- b. Excursions; readings; and pictures.

(1)  
B Ability to Develop An Appreciation and Knowledge of Animal Life and Its Value to Man.

- 1. Recognition of the kinds, value, habits, and life history of vertebrates in general and common pets.
  - a. Care and provision for pets; study of value of each.
  - b. Reading stories of animal life.
  - c. Visits to zoos and parks.
  - d. Studying pictures of animals.

2. Identification of various birds; their value, habits, and songs.

a. Excursions.

b. Listening to songs.

c. Feeding and caring for birds.

3. Identification of Common Insects; their Habits and Use--(Fly, spider, bee, butterfly, ant,)

a. Recognition of common pests and means of extermination.

b. Visits to garden and field.

(1)  
C Ability to extend the child's knowledge and appreciation of the value of natural forces to man.

1. Recognition of the work and value of the sun; wind, rain and sea; snow, frost and ice; their effects upon life.

2. Simple experiments with natural forces.

(1)  
D Ability to develop a general interest in, and appreciation of, nature and natural life, (General Aims)

1. Interest in the significant phases of the environment.

2. Appreciation of the general value of nature to man.

3. Habits of observing nature and natural life.

4. Excursions--conversations and readings.

(1)  
E Ability to develop a knowledge and appreciation of weather, climate, and changes of seasons; with their attendant causes and effects.

(1)  
F Ability to develop recognition of the significance, value and source of minerals (common quartz, mica, rock salt, granite, building stone, marble, sandstone)\*

(2)

G Development of a special knowledge and technique for preventing or overcoming the following difficulties:--

1. Securing material.

- a. Lack of sufficient reference material.
- b. Lack of sufficient concrete materials.
- c. Lack of time to make excursions.
- d. Lack of concrete material in a city.
- e. Lack of childlike material for local studies.
- f. Lack of good and suitable specimens.
- g. Lack of definiteness in course of study.
- h. Keeping and caring for specimens.
- i. Providing common nature experiences for a large group.

2. Preventing too much detailed study from adult point of view.

3. Developing appreciation of, and love for, nature.

4. Developing power of observation in the child.

5. Making child interested in nature study--motivation.

6. Lack of interest on the part of teacher.

7. Developing a definite and intelligent purpose on the part of the child.

(1&amp;2)

H A specific knowledge of the psychological principles involved in teaching nature study.

(1 &amp; 2)

J A detailed knowledge of the general and specific grade aims of nature study.

Child and School HygienePresentation of DataSection 91. Description of Normal School Courses in Child and School Hygiene

39 schools give a course in child or school hygiene; 10 schools give a course either in biology or physiology. It is apparent that these latter courses, with the exception of two in biology are meant either to take the place of the course in hygiene or to serve as a more general introductory background for the more specific health courses. In four cases out of eight these courses are the only ones given. In the remaining four cases they are supplementary or introductory to more specific health courses. The description of the biology and physiology given on page 208 indicates that they are neither sufficiently practical in scope nor do they emphasize methods adequately enough to be considered even a *Priori* as an adequate means of preparation. Again, the prescription of such courses as supplementary or introductory to child and school hygiene is a rather questionable procedure in a two or three year curriculum and especially in the light of the elementary character of the content taught on this level.

Table XLVIII page 209 presents the description of the 39 schools giving special content courses in child and school hygiene. The items stressed here are the following:--

(1) A knowledge of regulations of state board of health with some discussion of the state course of study in physiology and hygiene.

(2) Study of the causes of ill health and disease; control and prevention of bacteria.

Description of Normal School Courses in  
Biology and Physiology.

*Biology*  
*Physiology*  
*Both*  
*p.c. Total*

1	Study of plants and animals in relation to their environment	4	4	7.
2	Growth and development	4	2 6	11.
3	Nutrition and foods	4	2 6	11.
4	Economic importance of plants and animals	2	2	3.7
5	Heredity and Eugenics	5	5	9.
6	Field trips & excursions to develop power of observation	2	2	3.7
7	Physiology and Hygiene of human body	3	3 6	11.
8	Physical organization of the universe	4	4	7.
9	Origin and evolution of life	4	4	7.
10	Consideration of materials for classroom use	1	1	1.8
11	Protoplasm	2	2	3.7
12	Differentiations of tissue	2	2	3.7
<u>Physiology Only</u>				
13	Ventilation	1	1	1.8
14	Play	1	1	1.8
15	Eye and ear	1	1	1.8
16	Functions and processes of the body	4	4	7.

TABLE XLVIII

Description of Normal School Courses in  
Child and School Hygiene.

	Freq.	Pc. of Total Schools
(a) Regulations of state board of health	26	48.
(b) State course of study in hygiene and physiology	11	20.
(c) Value in teaching health in the schools	3	5.5
1		
(a) Knowledge and methods of health teaching in the schools	9	16.6
(b) Demonstration health teaching	1	1.8
2		
(a) Causes of ill health and disease; control and prevention bacteria	29	53.7
(b) Ventilation	25	46.
(c) Toilets	26	48.
(d) Defective vision and audition symptoms	26	48.
(e) Childrens diseases--adenoids, tonsils etc detection of;	13	24.
(f) Study of school, home, industrial and general institutional health	2	3.7
(g) Making health examinations (height, weight, etc--detection of incipient disease)	10	18.5
3		
4 Knowledge of posture--prevention and correction	28	5.8
(a) Exercise, fatigue, rest and sleep	24	44.
(b) Hygiene of program making	20	37.
(c) Normal growth and its standard	23	42.5
(d) Sex hygiene	1	1.8
(e) Clothing	24	44.
5		
(a) Eating correct foods in proper manner	26	48.
(b) Detection of malnutrition	25	46.
6		
7 Water supply drinking; bathing and general cleanliness	27	50.
(a) Heating	27	50.
8 (b) Lighting	27	50.
(a) General review of physiology	2	3.7
(b) Study of clinical cases and clinical procedure	5	9.
9		
10 Practice in "first aid"	2	3.7



- (3) Knowledge of posture--prevention and correction.
- (4) Study of Food-malnutrition.
- (5) Water supply,
- (6) General cleanliness.
- (7) Clothing and health.
- (8) Heating and lighting.

It will be noted that the courses here make an attempt to cover a wide range of practical topics giving attention to such physiological and other facts as are dictated by the practical situation. Whether this procedure meets the immediate needs of the teacher will be revealed in a comparison of the data from courses of study and teachers' difficulties.

## 2. Analysis of Ten Elementary School Courses of Study in Child and School Hygiene.

Table XLIX page 211 gives a list of the items contained in ten of the best elementary school courses of study. It will be seen that the chief items here are as follows:--

- (1) Prevention of disease-knowledge of causes and precautionary habits.
- (2) Knowledge, appreciation and habit of regular exercise and relaxation.
- (3) Knowledge and appreciation of general health aims.
- (4) Prevention of accidents and habits of "Safety First."
- (5) Knowledge and appreciation of correct food habits.
- (6) Knowledge (on part of teacher) of apparatus.
- (7) Knowledge of what to do in emergencies and developing habits of doing the right things.

Analysis of Content of Elementary Courses in Health.

	K	I	II	III	IV
I. Knowledge and appreciation of general health aims	19	22	23	25	89
(a) Health inspection by pupils and teacher					
(b) Participation in assemblies dealing with health habits					
(c) Making simple health charts as principles are brought out by teacher					
(d) Making a class room health book with pictures					
(e) Making and reading records of health program					
(f) Learning health rhymes					
(g) Discussion of aims by the teacher.					
II Knowledge (teacher) of apparatus	17	14	14	13	58
(a) Does it provide for large muscle development?					
(b) Does it call for motor activity?					
(c) Does it provide for undivided and group play?					
(d) Is it safe and durable?					
(e) Is there opportunity for advancement in development?					
III Posture training knowledge of relation of good posture to health	9	9	7	8	33
(a) Finding pictures showing "good posture" of little children.					
(b) Standing, setting and walking correctly					
IV Prevention of disease knowledge of causes and precautionary habits	33	33	30	36	132
(a) Cover sneeze and cough					
(b) Proper use of handkerchief					
(c) Proper use of toilets					
(d) Proper use of individual drinking cups					
(e) Keeping material away from mouth					
(f) Staying away from sick people					
(g) Remove damp clothing					
(h) Avoid getting wet					
(i) Dressing to suit weather					
(j) Making booklets showing clothing for different seasons.					
(k) Dressing dolls to suit the season					
(l) Health talks by the teacher					
(m) Sitting in right relation to light					
(n) Turning pages of book without wetting fingers					
(o) Selecting chair of proper size					
(p) Keeping out of the draught					
(q) Correct posture in sitting					
(r) Keeping hands clean					
(s) Sweeping floor without raising dust					

- (t) Keeping mouth closed during exercise
- (u) Not getting over heated in play or exercise
- (v) Keeping hands off of other children

	K	I	II	III	T
V Knowledge of what to do in emergencies habits	9	9	8	8	34
(a) Reporting to school doctor or nurse when ill					
(b) Knowledge of "first aid" in case of accident					
(c) Keeping dirt away from cuts and sores					
(d) Cold water for pinched fingers or bruises					
(e) Butter and cold cream for burns					
(f) Dramatization and participation in fire drill--immediate response					

VI Prevention of accidents and habits of "Safety First"	25	20	15	18	80
(a) Care in handling tools					
(1) Carrying scissors, tools, pencils					
(2) Using large blocks and other heavy material					
(3) Sweeping up sand to avoid slipping					
(4) Carrying chair with legs down					
(b) Habits of "Safety First"					
(1) Watching for autos and other vehicles in crossing street					
(2) Crossing road or street at protected places					
(3) Playing in home yards or playgrounds and not on street					
(4) Avoiding broken steps or stairways					
(5) Picking up marbles, toys and other material left on floor					
(6) Avoid tripping up other pupils					
(7) Avoid careless use of matches					
(8) Keeping away from bon-fires, open fires and hot stoves					
(9) Walking and not running in the halls					
(10) Keeping shoe laces tied to prevent accident					
(11) Watching carefully in boarding or leaving cars and trains					
(12) Learning traffic signals (keep to right or signal lights)					
(13) Refrain from running after or "hopping" autos and street cars.					

VII Knowledge, appreciation and habit of regular exercise and relaxation	21	22	18	20	81
(a) Knowledge that body grows strong through exercise and rest in fresh air					
(b) Relaxing and resting for short periods after play, exercise and eating					
(c) Out of door plays and games					
(d) Habits of play rest and sleep					
(e) Knowledge of growth factors					
(f) Development of pride in physical ability					

VIII Knowledge and appreciation of correct food habits	15	15	16	17	63
(a) Daily food habits					
(1) Chew food slowly and well					

- (2) Drinking milk and water every day.
  - (3) Avoiding tea and coffee
  - (4) Eating three meals daily
  - (5) Eating fruits, vegetables and cereals daily
  - (6) Avoiding touching food of another.
- 

VIII Knowledge and appreciation of correct food habits

(a) Daily food habits

- (7) Avoid eating food off of floor
- (8) Washing fruit before eating
- (9) Eating candy only after meals
- (10) Development of taste for simple foods

(b) Knowledge of food

- (1) What foods are best for growth
  - (2) Play cafeteria with proper picture luncheons on trays
- 

IX Cleanliness habits and appreciation of

(a) Habits

- (1) Daily use of tooth brush
- (2) Regular bathing
- (3) Care of hair, nails and nose
- (4) Clean hands before eating; after toilet; and before using school material
- (5) Clean dress (shoes and clothes in general)
- (6) Keeping things out of the mouth
- (7) Use clean handkerchief

(B) Practice

- (1) Health inspection by pupils
- (2) Taking care of self in toilet
- (3) Preparing lunch

(C) Knowledge

- (1) Clean food is essential to health
- (2) Habits of cleanliness are for health

(8) Knowledge of relation of good posture to health; and establishing habits of good posture.

(9) Cleanliness--habit and appreciation of.

The above items, with the exception of (6), are stated from the point of view of the pupil. They imply very definitely the functions of the teacher in carrying them on. The implications here are that the teacher must be able to handle health material in such a manner that the pupil will gain the right knowledge and establish the correct habits. Chief emphasis is not indicated to be placed upon acquisition of content but rather the adaptation of that content to the purposes of teaching.

### 3. Analysis of Difficulties Encountered in Teaching Child and School Hygiene.

The list of difficulties given on page 213 indicate that the most frequent problems in the teaching of hygiene are the following activities:--

(1) Teaching health facts so pupils will make practical applications This is by far the most frequent difficulty encountered in teaching this subject. As was noted in the case of community life and civics where there is a necessity of establishing habits of this character, a grave problem arises. It requires not so much a knowledge of physiology or hygiene as it does a thorough acquaintance with the psychological principles involved in habit or attitude formation. To be sure much is dependent upon the technique the teacher employs. If facts are put in such vital ways that they become a part of the child then our technique is good and vice versa.

TABLE L

Health and Hygiene--Difficulties in Teaching as Indicated by Teachers. Table II

I Preparation and Presentation

K I H M T

A. Teaching health facts so pupil will make practical application	22	26	18	19	85
1. Getting health facts to "Carry Over" to daily life	6	4	14	10	
2. Presenting health facts so child will make daily application	2	16	1	4	
3. Getting pupils to establish good health habits	8	4	1	2	
4. Emphasizing good reasons for applying health laws		1	2	3	
5. Keeping things out of pupils mouths	1	1			
6. Proper use of handkerchief	2				
7. Sitting and standing posture				2	
8. Teaching "Safety First" without too much of fear element	3				
B. Enlisting parent and home co-operation in establishing good habits	16	11	7	9	43
1. Lack of parent and home co-operation	11	7	6	6	
2. Foreign home ideals conflict with those of the school				2	
3. Home indifference, ignorance and poverty	2	2	1	1	
4. Lack of home resources to co-operate in health program	3	1			
5. Getting real truth in regard to home hygiene		1			
C. Getting suitable material				2	2
1. Lack of material suitable for grade				1	
2. Lack of uniformity in texts				1	
D. Too little time given to the subject		1		1	
E. Keeping record of all health habits formed	1			1	
Difficulties in teaching health and hygiene as indicated by supervisors					

I Preparation and Presentation

A Teaching health facts so pupil will make daily application	3	9	7	5	24
1. Getting child to apply facts taught in daily life		1	1		
2. Failure of teachers to utilize daily opportunities for application	2	7	5	3	
3. Should be taught incidental to every lesson instead as a special subject		1	1	1	
4. Inspections by teacher and pupils time for them daily	1		1		
B Enlisting home and parent co-operation in helping child apply	6	2	2		10
C Lack of materials for practical application towels, soap etc.	1	1			2

But this good technique is dependent upon a thorough understanding of child life and child psychology.

(2) Enlisting Parent and Home Co-operation in Establishing Good Health Habits.

Here the lack of home co-operation through indifference, ignorance or poverty makes health teaching a very difficult problem.

The problems here indicate that presentation is the chief weakness. The elementary character of the content precludes the possibility of ascribing lack of knowledge as the primary cause. It must be that sufficient preparation has not been given in organizing and adapting this content to the needs of teaching on this level.

Does Present Practice Adequately Provide for the Teaching of Health and Hygiene?

The data make it clear that in so far as the content is concerned the needs here are fairly adequately provided for by the special content courses. The data derived from the difficulty analysis indicate that insufficient emphasis is placed upon methods of presentation. The suggested modification is obvious and will be indicated in more detail in the summary statement below.

Again, it is clear that the prescription of biology and physiology courses not only do not meet the needs here but would crowd unnecessarily the already too crowded two or three year curriculum. Thus arises the suggestion that the most adequate means of meeting the needs here is through a special methods course in child hygiene combining a study of content specifically from the point of view of teaching in the kindergarten-primary grades.

What Constitute the Minimum Essentials of a Course in  
Child Hygiene.

1 Child Hygiene

(1)

A Ability to develop, on part of child, a general knowledge of the causes of common diseases; and to establish the necessary habits of prevention.

1. Cover sneeze and cough.
2. Proper use of handkerchief.
3. Proper use of toilets.
4. Proper use of individual drinking cups.
5. Keeping material away from the mouth.
6. Staying away from sick people.
7. Removing damp clothing.
8. Avoid getting wet.
9. Dressing to suit weather.
10. Making booklets showing clothing for different seasons.
11. Dressing dolls to suit the season.
12. Sitting in right relation to light.
13. Turning pages of book without wetting fingers.
14. Selecting chair of proper size.
15. Keeping out of draught.
16. Keeping hands clean.
17. Sweeping floor without raising dust.
18. Keeping mouth closed during exercise.
19. Keeping hands off of other children.
20. Not getting overheated in play or exercise.

(1)

B Ability to develop a knowledge, appreciation of general health



aims on part of the child.

1. Health inspection by pupils and teacher.
2. Participation in assemblies dealing with health habits.
3. Making simple health charts as principles are brought out by teacher.
4. Making a class room health book with pictures.
5. Making and reading records of health program.
6. Learning health rhymes.
7. Discussion of aims by the teacher.

(1)  
C Ability to Develop a Knowledge, Appreciation and Habit of Regular Exercise and Relaxation.

1. Knowledge that the body grows strong through fresh air exercise and rest.
2. Relaxing and resting for short periods after play, exercise and eating.
3. Out of door plays and games.
4. Habits of play, rest and sleep.
5. Knowledge of growth factors.
6. Development of pride in physical ability.

(1)  
D Ability to Develop Knowledge of How to Prevent Accidents, and Establish Habits of "Safety First."

1. Care in handling tools.
  - a. Carrying scissors, tools, pencils.
  - b. Using large blocks and other heavy material.
  - c. Sweeping up sand to avoid slipping.
  - d. Carrying chair with legs down.
2. Habits of "Safety First."

- a. Watching for autos and other vehicles in crossing street
- b. Crossing road or street at protected places.
- c. Playing in home yards or playgrounds, and not on street.
- d. Avoiding broken steps or stairways.
- e. Picking up marbles, toys and other material left on floor.
- f. Avoid tripping up other pupils.
- g. Avoid careless use of matches.
- h. Keeping away from bon-fires, open fires, hot stoves.
- i. Walking and not running in the halls.
- j. Keeping shoe laces tied to prevent accidents.
- k. Watching carefully in boarding or leaving cars and trains.
- l. Learning traffic signals (keep to right or signal lights)
- m. Refrain from running after or "hopping" autos and street cars.

(1)  
E

Ability to develop a knowledge and appreciation of correct food habits.

1. Daily food habits.

- a. Chew food slowly and well.
- b. Drink milk and water every day.
- c. Avoid tea and coffee.
- d. Eat three meals daily; eat fruits; vegetables and cereals.
- e. Avoid ~~touching~~ food of others.
- f. Avoid eating food off of floor.
- g. Wash fruit before eating.
- h. Eat candy only after meals.
- i. Development of taste for simple foods.

## 2. Knowledge of Food.

a. What foods are best for growth.

b. Play cafeteria with proper picture luncheons on trays.

(1)  
F Specific Knowledge of Apparatus.

1. Does it provide for large muscle development?

2. Does it call for motor activity?

3. Does it provide for individual and group play?

4. Is it safe and durable?

5. Is there opportunity for advancement in development?

(1)  
G Ability to Develop a Knowledge of What to Do in Emergencies  
and Developing Habits of Doing the Right Things.

1. Reporting to school doctor or nurse when ill.

2. Knowledge of "First Aid" in case of accident.

3. Keeping dirt away from cuts and sores.

4. Cold water for pinched fingers or bruises.

5. Butter and cold cream for burns.

6. Dramatization and participation in fire drills.

(1)  
H Ability to develop a knowledge of the relation of good  
posture to health; and establish habits of good posture.

1. Finding pictures showing "good posture" of little children.

2. Standing, sitting and walking correctly.

(1)  
I Ability to develop habit and appreciation of cleanliness.

1. Habits.

a. Daily use of tooth brush.

b. Regular bathing.

c. Care of hair, nails and nose.

d. Clean hands before eating; after toilet; before using  
material.

- e. Clean clothes and shoes.
- f. Keeping things out of the mouth.
- g. Use clean handkerchief.

## 2. Practice

- a. Health inspection by pupils.
- b. Taking care of self in toilets.
- c. preparing lunch.

## 3. Knowledge

- a. Clean food is essential to health.
- b. Habits of cleanliness are for health.

(2)

K Development of a Special Technique for Overcoming or Preventing the following Difficulties;--

### 1. Teaching health facts so pupil will make practical application.

- a. Getting health facts to "Carry Over" to daily life.
- b. Presenting health facts so child will make daily application.
- c. Getting pupils to establish good health habits.
- d. Emphasizing good reasons for applying health care.
- e. Keeping things out of pupil's mouths.
- f. Proper use of handkerchief.
- g. Getting good sitting and standing posture.
- h. Teachers "safety first" without too much of the fear element.
- i. Utilizing daily opportunities for application.
- j. Making teaching incidental to every subject.

### 2. Enlisting Parent and Home Co-operation in Establishing good Habits.

- a. Lack of parent and home co-operation.
- b. Foreign home ideals conflict with those of the school.
- c. Home indifference, ignorance and poverty.
- d. Lack of home resources to co-operate in health program
- e. Getting real truth in regard to home hygiene.

3. Getting suitable material.

- a. Lack of material suitable for this level.
- b. Lack of uniformity in required texts.

4. Getting sufficient time to give to subject.

5. Keeping record of all health habits formed.

I Description of Normal School Courses in Plays and Games.

Two general procedures are followed in preparation for teaching plays and games. First, 25 schools or about fifty per cent of the schools give a special methods course in "Plays and Games." 36 schools give a general course in physical education. 16 of these 36 schools also gives the course in "Plays and Games," thus there are 20 schools that rely solely upon this course for both the general purposes of the physical education course and the specific aims of "Plays and Games." 10 schools give only a course in "Plays and Games." Thus both the needs of general and specific training are met by this one course. The assumptions underlying these procedures indicate the following facts:--

(1) Normal schools consider preparation for the teaching of plays and games necessary in some form.

(2) A majority of the schools consider some general preparation, particularly that of personal physical development, is necessary apart from or in addition to specific preparation for teaching plays and games.

(3) 16 schools think it is necessary to give both general training for the personal development of the teacher and a specific course for the preparation for teaching plays and games.

(4) 20 schools consider it possible to give both types of training in the general physical education course; and, 10 schools think the necessary general training can be combined in the specific course for the preparation of teaching this subject.

Table LI  
Description of Normal School Courses in Physical  
Education.

1	Marching tactics	26
2	Gymnastics	34
3	Light and heavy apparatus work	4
4	Mass exercises--setting up exercises	3
5	Plays and games	29
6	Dancing--social, aesthetic and folk	27
7	Correction of, and instruction in, faulty health habits	22
8	Outdoor sports and games	36
9	Posture training	18
10	School-room procedure in physical training	1
11	Theories of play	1
12	Swimming	1
13	Physiology of ear, eye, nose and throat	1
14	Nutrition and foods	1
15	Pathological health factors--occupational diseases	1

The description of the courses in physical education is found on page 222. It is to be observed that the main topics are the following:

- (1) Out door sports and games.
- (2) Plays and games. )
- (3) Gymnastics. ↓
- (4) Marching tactics.
- (5) Correction of, and instruction in, (faulty) health habits.
- (6) Posture training.

Attention is called to the fact particularly that each one of these topics ~~is~~ given from the point of view of the general physical efficiency of the teacher with the possible exception of number three "plays and games." Here it is noted that some attempt is made to give the teacher a repertoire of plays and games that she is later to teach. But even here the dual aim of developing physical efficiency as well as some preparation for teaching is kept in mind.

Again, it is to be noted that no attempt is made other than the possible exception noted, to give any material specifically aimed at developing ability to teach plays and games to little children. The appropriateness of this procedure will be discussed more specifically in a subsequent paragraph.

Table III page 224 presents the description of the specific courses in "plays and games." It will be observed that the most frequently mentioned topics are the following items:--

- (1) Learning childrens games The games given special emphasis are-- Rhythm and singing games; folk dancing for smaller children; dramatic games; gymnastics; and athletic contests.



Table LII Description of Normal School 25

Courses in Plays and Games.

	(a) Educational value and history of play	12
	(b) Educative toys	4
	(c) Health and play	1
1		
	(a) Study of plays and games for children from infancy to eight	18
	(b) Physical and social value of traditional and folk games	7
	(c) Study of sources of good music and games for the K-P grades	7
2		
	(a) Practice in playing and teaching games for K-P grades	15
	(b) Methods in playing games--all types	12
	(c) Demonstration of plays and games	2
3		
	(a) Organization of festivals, pageants and community entertainments	3
	(b) Playground supervision and management	3
4		
	(a) Rhythm games	25
	(b) Singing games	25
	(c) Folk dancing for children from 4-8	25
	(d) Dramatic plays and games	12
	(e) Gymnastics	16
	(f) Athletic contests and sports	
5		
6	Instrumental music	1

- (2) Study of plays and games for children up to eight years old with some discussion of physical and social value of traditional and folk games; and, sources of good music and games for these grades.
- (3) Practice in playing and teaching games in the kindergarten primary grades with a discussion of methods of playing various types of games.
- (4) Discussion of the educational value and history of play. Attention is called particularly to the distinction in content of these two courses--physical education and plays and games. It is hard to conceive of one of these courses being substituted for the other that is, if they meet the respective needs of these two fields. This fact will be discussed in more detail after the data on courses of study and difficulties have been canvassed.

## 2. Analysis of Ten Elementary School Courses of Study in "Plays and Games."

Table LIII page 226 contains a list of items gotten from elementary school courses of study. The most frequent items noted are divided into two classes involving the following functions:

(1) Ability to carry on effectively four specific types of plays and games--activity and free play which seems to receive greatest emphasis; dramatic plays; rhythm plays and games; and simple competitive play. It should be noted particularly that no mention is made of gymnastics for this level.

This ability implies not only a thorough acquaintance with the plays and games to be taught but a specific knowledge of how they might best be adapted to the purposes and aims of this level. In

Table LIII

Table LIII Analysis of Content of Elementary Courses  
in Plays and Games.

	K	I	II	III	V
I General Aims	6	8	9	12	35
(a) Recognition of value of play physically and mentally; appreciation of value of good posture; recognition of fatigue and taking risks with judgment; development of physical strength; control of body and ease and grace of movement; alertness of senses and quickness of responses; pleasure in successful performance.					
II Activity and Free Play					
(a) Spontaneous activity out of doors with playthings; big muscle activity; seasonal games of simply activity character; climbing, running, sliding, jumping, rolling, etc.	10	15	7	6	38
III Dramatic plays					
(a) Playing trains; playing with dolls; costuming; taking a role in organized play; informal dramatic play as fairies, brownies, giants etc; formal dramatic play--present play to an audience; dramatization of stories.	6	6	5	6	23
IV Rhythmic Play					
(a) Rhythmic activities and singing games; stepping in tune, marching; singing and social games played to rhythms (shoemaker, Looby Loo); simple dances.	3	5	6	5	18
V Simple Competitive Play					
(a) Playing simple team games; forming rules; being a good "Sport."	2	2	6	7	17

addition it is implied that the successful teacher has a rather effective technique of presentation of these plays and games.

(2) Knowledge and appreciation of the general aims of plays and games with especial attention to play as a factor in the physical and mental growth and development of the child. This fact implies that the teacher has in mind a specific knowledge of the history and psychology of play; and the physiological factors conducive to growth and development.

### 3. Analysis of Difficulties Encountered in Teaching "Plays and Games."

Table LIV page 228 indicates that, among others, there are two persistent problems involved in teaching plays and games:--

(1) Development of a Group Spirit--The child, on this level, is almost wholly selfish, self-centered and unco-operative in his play. The teacher finds it one of her most difficult tasks to get pupils to play together. The development of a group spirit, while a good thing in itself is a necessary means rather than an end. It is not set up as a goal of play but is a necessary condition in getting children to engage in plays and games profitably. Thus it is a problem of presentation.

(2) Selection of Appropriate Plays and Games. The choice of suitable plays and games for children of this level is second only to the problem indicated above. Games are generally too formal for this age of child and need various modifications to suit his interests. Thus a careful selection of games on the basis of a thorough knowledge of the games themselves and a specific idea of the range and variety of pupils interests. Then too there are the additional problems of securing games that keep the majority of the

Table 228  
EIVDifficulties Encountered in Teaching "Plays and Games"  
as Indicated by Teachers

I Preparation and Presentation	K	I	II	III	IV
A. Selection of appropriate plays and games	14	7	3	5	29
1. Choice of suitable games	4	3			
2. Games generally too formal-adaptation to child's age and interest	3	1	1	1	
3. Getting games where several pupils get "turns" at one time	2	2			
4. Selection of a variety of games on basis of majority interest	1			2	
5. Securing suitable indoor games			2		
6. Getting educative and health building games instead of merely pretty ones	2	1		1	
7. Getting original games	2				
8. Boys and girls begin to have different interests				1	
B. Lack of space and equipment for indoor games	1	2	5	3	11
C. Development of group spirit	18	25	17	24	84
1. Develop sense of fair play and good sportsmanship	6	9	11	12	
2. Wholehearted consideration of others	4	7	3	4	
3. Develop group spirit--ability to play with others	3	6	1	3	
4. Overcoming selfishness	1	1		3	
5. Developing patience and self-control	4	2	2	2	
D. Encouraging freedom without disorder	1	2	2	2	7
E. Keeping down undue excitement--fighting and the like	2	1	2	1	6
F. Motivation--getting every child to participate	2	2	3	1	8
G. Groups too large to give each child a chance	3	1			4
H. Handling the timid and shy child	1	1			2
I. Directing the forward child			2		2
J. Getting enough time to give to subject		3			3
K. Physical condition of the child	1		1	1	3

Difficulties Encountered in Teaching Plays and Games  
as Indicated by Supervisors.

I Preparation and presentation					
A. Selection of appropriate plays and games	5	5	2		12
1. Getting games to interest every pupil	3	2	1		
2. Generally games too formal for little children	2	3	1		
B. Teachers inability to play with children	2	2			4
C. Development of group spirit	5	5	4		14
1. Teaching children how to play together, co-operation	3	2	3		
2. Develop spirit of "fair play" and good sportsmanship	2	2	1		
D. Giving every child a chance in a large group		1			1
E. Getting the shy and timid child to participate	2				2
F. Making it "Carry Over" to life activities		1			1
G. Too little responsibility placed upon child--too little self-expression	1		1		2

group occupied at one time; and, that can be used in doors; or, that are educative and health-building as well as pretty and interesting.

Does Present Practice Adequately Provide for the Teaching of  
"Plays and Games?"

The data here make it clear that the type of preparation most nearly meeting the need is that given by the 25 schools that give "Special Methods of Teaching Plays and Games." It has already been seen that the physical education course and the course in plays and games are not only to a great extent diverse in content but must be different in aims. The abilities and skills involved in carrying on the activities of this subject are quite different from the outcomes of the physical education courses. It is the purpose of physical education to develop the personal physical efficiency of the prospective teacher. Plays and games have, or should have, as their end the entirely different aim of developing ability and skill in selecting appropriate games and presenting them in an effective fashion to the child on this level. This latter content is not acquired in the physical education course. The child can not be taken into consideration, for a study of plays and games from this point of view, is not the major content of the physical education course. Thus the idea of substituting physical education for a specific methods course in plays and games is inadequate.

In the case of those schools that obviously give only plays and games to cover both needs the same criticism obtains. It is quite possible, although the data do not show it, that a number of these schools require physical education as an extra curricular requirement.

Much more could be said along the line of this discussion above. But it is unnecessary. The fact must be clear that there are two major needs to be met--first, that of developing the physical efficiency of the teacher; second, that of developing ability to teach plays and games. The data indicate that these needs are best met separately by the prescription of a general course in physical education for the former; and a special methods course in the teaching of plays and games for the latter. Just what the content of the physical education course should be is not clear. The data imply however, that it should be largely along the line of establishing habits that will keep the teacher physically fit in carrying on the activities of her vocation. In the case of plays and games the data are quite specific. The minimum content of such a course should include at least the items given below.

What Constitutes the Minimum Essentials of a Course in Plays and Games?

I Plays and Games

(1)

A A specific knowledge of the general aims of plays and games; and ability to develop appreciation of aims of plays and games on part of the pupils.

1. Recognition of the value of play physically and mentally.
2. Appreciation of value of good posture.
3. Recognition of fatigue and taking risks with judgment.
4. Development of physical strength.
5. Control of body and ease and grace of movement.
6. Alertness of senses and quickness of responses.

7. Pleasure in successful physical performance.
- (1) B Specific Knowledge of the Value and Appropriateness of Certain Types of Plays; and Ability to Carry on Effectively the Following Plays and Games.
1. Activity and Free Play.
    - a. Spontaneous activity outdoors with playthings.
    - b. Big muscles activity; climbing, running, sliding, jumping, rolling, etc.
    - c. Seasonal games of simple activity character.
  2. Dramatic Plays
    - a. Playing trains, playing with dolls; costuming;
    - b. Taking a role in organized play
    - c. Informal dramatic play as fairies, brownies, etc.
    - d. Formal dramatic play --present play to an audience.
    - e. Dramatization of stories.
  3. Rhythmic Play
    - a. Rhythmic activities and singing games.
    - b. Stepping in tune; marching.
    - c. Singing and social games played to rhythms--shoemaker, Looby Loo.
    - d. Simple dances.
  4. Simple Competitive Play
    - a. Playing simple team games; forming rules; being a "good sport."
- (1) B A specific Knowledge of the History and Psychology of Play as it Relates to the Mental and Physical Growth and Development of the Child.



- (1b)  
C A Specific and Detailed Knowledge of the Physiological Factors Involved in Plays and Games on This Level.
- (2)  
D Development of a Special Technique for Preventing or Overcoming the Following Difficulties in Presentation.
1. Selection of Appropriate Plays and Games.
    - a. Choice of suitable games.
    - b. Getting games that are not too formal.
    - c. Adapting games to the child's interest and level of comprehension.
    - d. Selection of a variety of games on basis of majority interest.
    - e. Securing suitable indoor games.
    - f. Getting educative and health building games instead of merely "pretty" ones.
    - g. Getting original games.
    - h. Meeting the problem of boys and girls interests.
  2. Lack of space and equipment for indoor games.
  3. Development of a spirit that will make co-operative play possible.
    - a. Developing sense of "Fair Play and Good Sportsmanship."
    - b. Getting wholehearted consideration of others.
    - c. Developing group spirit--ability to play with others.
    - d. Overcoming selfishness.
    - e. Developing patience and self-control.
    - f. Teaching pupils how to play together.
  4. Encouraging freedom without disorder.
  5. Keeping down undue excitement--fighting, etc.
  6. Motivation--getting every child to participate.

7. Giving each child a "Turn" in large groups.
8. Handling the timid and shy child; directing the forward.
9. Getting time enough to give to subject.
10. Overcoming teachers inability to play with children.
11. Making the play attitude "Carry Over" to life activities.
12. Placing sufficient responsibility upon the child to stimulate self-expression.
13. Keeping the physical condition of the pupils in mind.

Literature and Story TellingPresentation of DataSection 111. Description of Normal School Courses in Preparation for the Teaching of Literature and Story Telling.

It is the practice of nine schools to give a general content course in either English Literature, General Literature, or Poetry. In one case it is the only course in Literature, of any kind, given. The procedure here is generally followed by a more specific course in child literature or story telling, or a combination of both. This procedure is so infrequent that it is only necessary to make a few comments in passing.

The description of these courses is found on page 235. English Literature, which is given by two of the schools, is concerned chiefly with a general survey of the field illustrated by certain selected masterpieces. General Literature, given by seven schools, is what its name implies and consists of, what for a better name is called, "Miscellaneous Literary Facts that a Prospective Teacher Ought to Know." Only one school gives a course in poetry with emphasis upon "Lyric Poetry."

It is the general purpose of these courses to give the prospective teacher a literary background for the teaching of literature in the grades. The fact that only about 16 per cent of the schools follow this practice indicates that the majority of schools think the teachers' needs are better met in special courses in literature and story telling. The validity of this assumption will be discussed later.

Table LV: Description of Normal School Courses in  
English Literature.

1	Survey and history of english literature beginning to present	3
2	Study of lyric poetry	1
3	Study of selected masterpieces of english literature	3
General Literature 7 <u>Curricula</u>		
4	Development and organization of drama and pageantry	1
5	Development of discrimination in choice of reading materials	2
6	Supplementary work in composition (models)	1
7	Literary interpretation and appreciation	3
8	Study of drama	3
9	Study of the essay	3
10	Study of the novel and short story	3
11	Study of selected masterpieces of literature	1
Poetry--1		
12	Study of lyric poetry	1
13		

45 schools give special courses in child literature or story-telling or both. Five types of administrative procedure are followed: First, child literature is given as the only course; Second, child literature and story telling are given separately; Third, child literature and story telling are given in combination; Fourth, story telling is given as the only course; and, Fifth, and most rarely, a combination course of literature and story telling is followed by story telling. The most frequent procedure is the combination literature-story telling course. It shall be noted later whether this procedure is the most valid.

The description of these courses page 237 shows that whatever the administrative procedure followed; the items given most frequent mention are as follows:--

- (1) Selection of literature and story materials including a study of the kinds of stories interesting to children with some attention to composition of original stories.
- (2) Methods of teaching literature and telling stories to children.
- (3) Voice training and expression as it relates to presentation of literature and story material.

It is interesting to note that selection of materials and ability to tell stories are assumed to be the chief problems of this field. Subsequent data should show whether that assumption is correct.

## 2. Analysis of Ten Elementary School Courses of Study in Literature and Story Telling.

237  
Table LVI

~~Table LVI~~     Description of Normal School Courses in  
Child Literature and Story Telling.

1	History and value of story telling	8
(a)	Kinds of stories interesting to children	37
(b)	Selection and study of literature suitable for K-P Grades	45
(c)	Story writing <u>Selection</u>	2
(d)	Writing verse	2
2		
(a)	How to tell stories to children <u>principles</u>	31
(b)	Practice in story telling	32
(c)	Ability to get children to tell stories (methods) of <u>presentation</u>	1
(d)	Organization and classification of literary materials for class use	18
(e)	Methods of teaching literature in grades	21
3		
(a)	Dramatization and pantomime	11
(b)	Expressive oral reading	2
4		
5	Picture study	1
6	How to judge books for children	1
7	Acquaintance with juvenile magazines	2
8	Planning and presenting story hour programs	2
9	Voice training in preparation for story telling	18

Page 239 gives the data derived from an analysis of ten elementary school courses of study in literature and story telling. The data here are presented as general aims or attainments by grades. It will be noted that these data imply rather specifically the following abilities, knowledges, and skills on the part of the teacher.

(1) Ability to tell a story interestingly to little children.

(2) Knowledge of library technique as a source of materials for pupils and teacher.

(3) Ability to develop appreciation of literature on the part of small children.

(4) Ability to read poetry, stories, fables, and humorous selections effectively.

(5) Ability to plan and supervise the dramatization of stories and poems.

(6) Ability to select literature within the comprehension and interest of the child on this level.

(7) Ability to plan and supervise festivals and pageants.

(8) Knowledge of various types of literature; and, of sources to which pupils may be sent to work independently.

(9) Specific knowledge of the general aims of literature; and of the standards of attainment for each grade.

(10) Special knowledge of the psychological process involved in literature appreciation.

It is clear that the two major functions involved here are

(1) Selection of suitable materials; and, (2) Story telling or other methods of presenting literary material to children.

## Table LVII

Analysis of the Content of Elementary Courses in  
Child Literature

		K I II III T				
I General aims and Attainments		16	18	17	16	67
A.						
1.	Listening to and dramatizing stories, nursery rhymes and poetry;					
2.	Discussion and demonstration of care and use of books					
3.	Visiting adult library--choosing books from library to read; choosing stories for teacher to tell.	16				
4.	Ability to recall names and themes of stories told;					
5.	Intelligent appreciation of a story or poem.					
6.	Making up stories about pictures.					
B.						
1.	Dramatization of stories and tales.					
2.	Listening to teacher read and tell vivid stories of child life					
3.	Keeping records of books read and songs sung	18				
4.	Learning to go to books for information about peoples, places and costumes.					
5.	Discussion of the best books.					
6.	Telling original stories or parts of stories					
7.	Listening to poems.					
8.	Choosing books to read					
9.	Visiting library					
C.						
1.	Writing rhymes in imitation of favorite stories and poems.					
2.	Giving special programs of favorite poems or stories.					
3.	Reading and listening to stories, poems, folk tales, fairy tales, fables and biographical stories.	17				
D.						
1.	Silent reading of stories.					
2.	Learning poems.					
3.	Dramatization; pageants; and festivals.	16				
4.	Selecting stories and poems to read.					
5.	Reading viking tales; hero stories; and fairy tales.					



### 3. Analysis of Difficulties Involved in Teaching Literature and Story Telling.

Table LVIII page 241 indicates that the chief problems in this field are the following difficulties:--

(1) Selection of Appropriate materials. The fact that the child is so immature at this stage makes it difficult to select material of real value that is within the range of his ability to read. Especially is this true of poetry and humorous story material.

(2) Aiding pupils to present stories read or told by teacher. It is exceedingly difficult for the young child to get the essential points of a story. Invariably he becomes so entangled in the details that the main thought is lost. Then there is the added language difficulty. Children do not use complete sentences nor good expression, and their failure to appreciate the climax detracts from the interest. So few children are able to tell stories well that it is quite a problem to get the rest of the class to listen patiently and courteously.

(3) Presentation of literature to pupils. This problem is enhanced by the fact that children have a simple and limited vocabulary. It taxes the ingenuity of the best teachers to get the child to understand the meaning of the stories and poems presented.

(4) Development of an appreciation for literature. Appreciation of literature is dependent both upon one's general fund of experience and the ability to understand the words in which the thoughts are couched. The immaturity of the child limits both of these avenues. Thus it is necessary to develop an especially effective technique of presentation that not only furnishes the background but stimulates appreciation.

241  
Table LVII

Difficulties Encountered in Teaching Story Telling and Literature as Indicated by Teachers.

Table LVII Story Telling.

I Preparation and presentation	K	I	a	m	l
A. Lack of poise in teacher due to preparation				1	1
B. Selection of materials	9	7	4	4	24
1. Getting material that is interesting to a large group	1	5	3	1	
2. Getting stories adapted to understanding and experience of the pupils	6	1		1	
3. Getting new stories	1	1	1		
4. Stories interesting to both boys and girls	1			1	
5. Prevent use of "Family Secrets" as source				1	
C. Presentation of stories by pupils	18	27	21	23	89
1. Getting child to reproduce story as heard		2	2	2	
2. Getting pupils to tell essential points leaving out unnecessary details	3	5	3	3	
3. Getting pupils to tell story in consecutive order	2	6	2	6	
4. Getting pupils to appreciate the "climax" of a story	1		1	1	
5. Getting pupils to speak connectedly in complete sentences.		1	3	7	
6. Getting good expression in telling story	5	8	5	3	
7. Lack of time for each child to tell story in a large group	3	1	1	1	
8. Overcoming language difficulties of foreign child	2		1		
9. Getting reproduction where the vocabulary is limited		3	3		
10. Overcoming child's meager experience and background	2	1			
D. Motivation	9	12	15	12	48
1. Holding the attention of the entire group	1		2	1	
2. Lack of interest in retelling familiar story	2		2	1	
3. Helping a poor "Story Teller" hold the interest of the group	2	1	3	2	
4. Getting every child to tell story-most children rather listen to than tell story	3	6	5	7	
5. Preventing forward child from doing all of the talking		1	1	1	
6. Stimulating and encouraging the timid child.	1	4	2		
E. Teaching appreciation of good poems		3	3		6

Difficulties Encountered in Teaching "Story Telling" and Literature as indicated by supervisors. Story Telling

1 Preparation and Presentation				
A. Teacher is not a skillful "Story Teller"	1	1	1	3
B. Selection of materials	4	3	1	8
1. Poor choice of stories	1	1	1	
2. Paucity of good materials		1		
3. Getting short and simple enough stories for children to retell	3	1		

Story Telling contd. Difficulties Indicated by Supervisors.					K D G	1	II	III	0
I Preparation and presentation contd.									
C Presentation of stories by pupils					4	4	2	1	11
1. Overcoming child's poor language ability					1	2		1	
2. Training child to talk coherently and stick to the point.					3	1	1		
3. Organize class so poor story teller will have a sympathetic audience						1	1		
D. Motivation					2	1	4		7
1. Getting all to participate					1	1	3		
2. Getting pupil to retell story so group will enjoy it					1		1		

#### Difficulties Encountered in Story Telling and Literature as Indicated by Teachers Literature

I Preparation and presentation									
A. Selection of material					8	10	6	6	30
1. Lack of suitable material					1	3	4	3	
2. Getting material that can be put into the hands of the pupils					1	1		1	
3. Selection of worthwhile literature within the comprehension of child					3	6	2	2	
4. Finding good material for poem work					2				
5. Lack of good humorous literature for children					1				
B. Presentation of literature to pupils									
1. Motivation					1	1	1	5	8
2. Getting pupils to understand and get thought of poem or story						1		2	3
3. Overcoming the simple and limited vocabulary of the child					2	2			4
4. Developing appreciation for literature					2	8	5	6	21
(a) Teaching a poem or story so it will last					1		1		
(b) Appreciation of beautiful word pictures							1		
(c) Cultivating taste for best stories and poems					1	5	3	4	
(d) Overcome preference for "Funny papers"						1			
(e) Overcoming poor literary tastes of the home						2		2	
5. Lack of time to do justice to subject						1		1	2

#### Difficulties in Teaching Story Telling and Literature as Indicated by Supervisors.

Literature									
I Preparation and presentation									
A. Selection of material					7	3	3	2	15
1. Getting real literature instead of anything with a moral						1		1	
2. Selection of appropriate materials					6	2	3	1	
3. Many pieces are too difficult choice in selection					1				
B. Presentation of literature to pupils									
1. Inadequate teacher preparation					1	1	1		3
2. Develop appreciation for literature						5	4	3	12
a. Teacher does not appreciate literature especially poetry						3	1	1	
b. Supplying background necessary							1		
c. Emphasizing poetry appreciation more						1	1	1	
d. Getting child to appreciate literature						1	1	1	
e. Too little time given									
3. Aims indefinite						1			1
4. Is reproduction the best method of teaching					1	2	2	2	7
5. Developing control of verbal expression					1				1

A word should be said about the combination of these two topics--literature and story telling. The difficulties indicated on pages 241 were obtained separately as can be seen from question VII in the questionnaire. They have been considered jointly here because the facts indicate that they are two phases of the same subject.

Do Present Practice Adequately Provide for Preparation in Teaching Child Literature and Story Telling.

It has been seen that, in respect to the major needs of the teacher, the special courses in literature and story telling provide fairly adequately for preparation along this line. Again, it is seen that these courses could easily and profitably be combined for purposes of preparation. The data here show that the two courses have the same general problems; cover the same general content; and have the same general aims. Economy of time and effort dictate such a combination.

It should be observed further that the requirement of general courses in literature, while desirable in a course longer than two or three years, is unnecessary. <sup>Sec.</sup> The content is too far removed from the immediate needs of the teacher. The data show that a special knowledge of child literature, not general surveys or miscellanies, is the chief and pressing need here. Thus the general content courses should be eliminated.

In view of the above discussion, it only remains now to indicate what specific items should be included and emphasized in such a course. This is the task of the immediately subsequent paragraph.

What Constitute the Minimum Essentials of a Course in Literature and Story Telling?

I Story Telling and Literature.

A (1) A specific knowledge of the general aims and specific

grade standards of attainment in literature and story telling.

(1)  
B Ability to carry on the following activities in attaining the general aims and specific grade aims in literature and story telling.

### 1. Kindergarten

- a. Listening to and dramatizing stories, nursery rhymes and poetry.
- b. Discussion and demonstration of care and use of books.
- c. Visiting adult library--choosing books to read.
- d. Choosing stories for the teacher to tell.
- e. Ability to recall names and themes of stories told.
- f. Intelligent appreciation of a story or poem.
- g. Making up stories about pictures.

### 2. First Grade.

- a. Dramatization of stories and tales.
- b. Listening to teacher read and tell vivid stories of child life.
- c. Keeping records of books read and songs sung.
- d. Learning to go to book for information about people places and costumes.
- e. Discussion of the best books.
- f. Telling original stories or parts of stories.
- g. Listening to poems.
- h. Choosing books to read.
- i. Visiting the library.

### 3. Second Grade.

- a. Writing rhymes in imitation of favorite stories and poems.
- b. Giving special programs of favorite poems or stories.

- c. Reading and listening to stories, poems, folk tales, fairy tales, and biographical stories.

#### 4. Third Grade.

- a. Silent reading of stories.
- b. Learning poems.
- c. Dramatization; pageants, and, festivals.
- d. Selecting stories and poems to read.
- e. Reading viking tales, hero stories, and fairy tales.
- (1) C Knowledge of library technique as a means of using this source of materials for pupils and teacher.
- (1) D Ability to plan and supervise the dramatization of stories and poems.
- (1) E Ability to read poetry, stories, fables, and humorous stories effectively.
- (1) F Ability to tell a story interestingly to little children.
- (1) G Ability to plan and supervise pageants and festivals.
- (1) H Knowledge of various types of literature; and, of sources to which pupils may be sent to work independently.
- (1) I Ability to develop appreciation of literature on the part of children; and a specific knowledge of the psychological principles involved in literature appreciation.
- (1) J Ability to select literature within the limits of the child's comprehension and interest.
- (2) J Development of a special technique for overcoming or preventing the following difficulties in the selection of literary materials for this level.
  - 1. Getting material that is interesting to a large group.

2. Paucity of good material.
3. Getting short and simple enough stories for pupils to retell.
4. Getting real literature instead of anything with a moral.
5. Getting stories adapted to the understanding and experience of the child.
6. Lack of good humorous literature for children.
7. Getting material that can be put in hands of pupil.
8. Finding good material for poem work.
9. Preventing use of "Family Secrets" as a source.

(2)  
K Development of a special technique for preventing and overcoming the following difficulties in the telling or retelling of stories by pupils.

1. Getting child to reproduce story as heard.
2. Getting pupils to tell essential points eliminating the unnecessary details.
3. Getting pupils to relate events in consecutive order.
4. Getting pupils to appreciate the "climax" of a story.
5. Getting pupils to speak connectedly in complete sentences.
6. Getting good expression in story telling.
7. Overcoming language difficulty of foreign child.
8. Getting reproduction where vocabulary is limited.
9. Overcoming child's meager experience and background.
10. Lack of time for each child to tell story in a large group.
11. Organizing class so poor story tell~~ing~~ will have a sympathetic audience.
12. Determining when reproduction is the best method.
13. Overcoming teacher's inability to tell story well.

- (2)  
**L** Development of a Special Technique for Preventing and Overcoming the Following Difficulties in the Presentation of Literature to Pupils.
1. Getting pupil to understand and get the thought of the poem or story.
  2. Overcoming the simple and limited vocabulary of the child.
  3. Overcoming lack of background and experience.
- (2)  
**M** Development of a Special Knowledge and Technique for Preventing and Overcoming the Following Difficulties in Developing Appreciation for Literature.
1. "Teaching a Story or poem so it will last."
  2. Getting appreciation of beautiful word pictures.
  3. Cultivating taste for best stories and poems; overcoming preference for "Funny papers," and poor literary tastes of the home.
  4. Overcoming teachers lack of appreciation for particularly poetry.
  5. Supplying the necessary background for appreciation.
  6. Getting sufficient time to devote to appreciation.
- (2)  
**N** Development of a Special Technique and Knowledge for Preventing and Overcoming the Following Difficulties in motivation:--
1. Lack of interest in retelling familiar story.
  2. Helping a "poor story teller" hold the group's interest.
  3. Getting every child to participate by telling a story--most children would rather listen.
  4. Preventing forward child from doing all of the telling.
  5. Stimulating and encouraging the timid and shy child.



MusicSection 12Presentation of Data1. Descriptions of Normal School Courses in Music.

An examination of table LIX page 248 shows that 54 of 55 Normal Schools give some kind of training in music. This course is prescribed in four different forms--music theory; separate courses in theory and methods; combination courses of theory and methods with chief emphasis upon theory; and a course in special methods. The combination course in theory content and methods is by far the most frequent. Mention should be made at this point, that six schools either prescribe a course in piano or require the student to pass a satisfactory test as a prerequisite for taking the kindergarten-primary curriculum.

The description of these courses is found on page 248. Description of all types of courses have been combined. Attempt has been made to classify more generally the topics given here. It will be seen that the 26 topics are put under 9 general heads. While these classes may not be mutually exclusive they are sufficiently distinct for purposes of easy interpretation. The more frequent topics here are the following:--

- (1) Sight reading.
- (2) Elements ~~terminology~~ and theory.
- (3) Methods of presentation.
- (4) Appreciation.
- (5) Voice and ear training.

In analyzing these descriptions it was specifically noted to

Table LIX

Description of Normal School Courses in Music.

	$\Sigma$ C	$\Sigma$	$\Sigma$	$\Sigma$
a Study of standard music	23	1		24
b Interpretation of rate songs	37	3		40
c Biography of great musicians and musical history	20	1	4	25
d Music listening	2		2	4
e Familiarity with victrola and wide assortment of music.			4	4
1				
a Methods of teaching music in the grades--presentation	37	1		38
b Selection of rate songs for children	39	3		42
c Study of musical development of child up to reading simple songs	13	4		17
d Observation in the grades	17		1	18
e Examination of state course of study	2			2
f Development of musical programs	15			15
g Study of standard musical tests	15			15
h Study of relation of songs to the interests and activities of the child			4	4
i Memorization of a number of personal songs		1		1
2				
(a) Voice training	30		1	31
(b) Study and care of child's voice--treatment of monotones	5	1		6
3				
(a) Sight reading	43	1		44
(b) Part singing	11			11
(c) Writing simple melodies; and simple transposition	12			12
4				
(a) Ear training	33	1		34
(b) Rate song singing	14	3		17
5				
(a) Study of elements--notation, scales, measures, keys, note values, intervals.	40	1		41
(b) Study of musical terminology	10	1	1	12
6				
Study of the art of conducting	4	1		5
7				
Study of the orchestra	3			3
8				
Playing simple piano numbers	4		1	5
9				

see whether the theory involved was designed to furnish content to be taught; or, to provide personal development and training of the teacher. Our examination proved that the latter was most frequently the case although there was some indication of both aims. Again, the fact that only four schools give methods courses seems to corroborate this general observation. This fact is significant. It indicates quite clearly that the Normal Schools think that the needs of the teacher lie primarily in development of skill on the part of the teacher rather than in acquisition of knowledge of what to teach and how to teach it.

One fact is perfectly evident from the above analysis. Normal Schools are agreed that a teacher must have some preparation in music. They are agreed to a less extent that preparation should be centered upon development of technical knowledge and skill on the part of the teacher. Finally, they are more or less in harmony on the fact that the best possible means of training is through a combination course emphasizing theory with some consideration for methods. The validity of these assumptions will be examined later.

## 2. Analysis of Ten Elementary School Courses of Study in Music.

Table LX page 251 gives the data derived from an analysis of ten elementary school courses in music on the kindergarten-primary level. The topic or items, most frequently noted fall under six general heads as follows:--

(1) Enjoyment and appreciation of music. This item indicates that elementary school officials expect the major effort of the teacher to be directed toward this end.

(2) Ear Training. This topic refers particularly to the singing

of rote songs as contrasted with "note singing."

- (3) Rhythm Training --Aimed particularly at the development of a sense of rhythm on the part of the child.
- (4) Voice Training--Especially designed to develop good tone on the part of the small child who has the tendency to sing in monotones.
- (5) Sight Reading--This item is confined exclusively to the second and third grades. Very little emphasis is placed upon this phase.
- (6) General Items--Correct position; band organization; and choral directing.

Special attention is called to two facts--first, sight reading which is given quite a prominent position in Normal School courses receives relatively little emphasis here. This situation might be explained in two ways. It may be the assumption that although the teacher does not teach this phase to the child, it is necessary as a basis for teaching other phases such as rote songs. Again, it is quite possible that it is due to the fact that the Normal School courses are prescribed from the point of view of the entire elementary school level where in the upper grades this phase does receive considerable emphasis. Second, appreciation, which receives relatively least consideration in Normal School Courses, is given chief emphasis in elementary courses of study. This fact finds a possible explanation in the condition described above. With the course outlined to meet the needs of two or more levels it is impossible to give proper emphasis to any one level. The validity of the assumptions above will be canvassed more definitely later.

Table LX

Analysis of Content of Elementary Courses  
in Music.

	K				T
	D				O
					T
	G	I	II	III	A
					L
I Enjoyment and appreciation	8	15	17	18	58
1. Ability to enjoy and appreciate good music					
(a) Learning names of common instruments through study of real instruments or charts; listening attentively to good music played or sung; showing respect for music books and instruments; song expression; standing when national anthem is played; classifying music as <u>dance</u> , <u>soldier</u> <u>church</u> .					8
2 Recognition of different types of music; recognition of different instruments when heard in an orchestra; familiarity with names of artists through victrola records; making a story music book; playing in rhythm band; listening lessons; preference for best music.		15	17	18	50
II Voice	4	4	6	9	23
3 Ability to use light head quality of tone and correct tone productions					
(a) Matching tones and series of tones; singing individually and in groups; listening to teacher or other pupil; imitating tones heard; pronouncing words with proper tone accompaniment.	4				4
4 Ability to produce correct tone with proper quality and pitch.					
(a) Following teacher singing softly and lightly; taking part in choral singing; elimination of monotones; clear enunciation of words; to carry a tune with others and by oneself; vocal drills and exercises		4	6	9	19
III Rhythm	9	8	11	14	42
5 Ability to recognize rhythmical differences in time, intensity, mood and rhythmic pattern.					
(a) Responding to different types of music by marching, counting, playing in the rhythm band, dancing and clapping; discriminating fast and slow; loud and soft; listening to victrola records of strong rhythmical character.					
IV Sight reading			4	6	10
6 Ability to read individually and collectively a number of simple one-part songs written in all keys and in various meters in common use.					
V Ear Training--tone memory--rate songs	5	12	15	24	56
7. Ability to recognize common melodies and sing from 20 -30 simple rate songs					
VI General					
8. Correct position; band organization; chorus directing.	4	2	1	1	8

### 3. Analysis of Difficulties Encountered in Teaching Music.

Table LXI page 253 gives a list of the difficulties involved in teaching music in the kindergarten-primary grades as indicated by teachers and supervisors. It will be noted that both supervisors and teachers are in almost perfect harmony upon, at least, three major problems:

(1) That voice Training and Tone Production is the most difficult task in teaching music on this level. The fact that the pupils are young and immature gives rise to that problem peculiar to beginners tone production. The child has a natural lack of tone discrimination. He sings all notes in the same tone. Thus the teacher describes him as a monotone when, in the true sense of that term, he is not such but merely one who has not been trained to discriminate tones. The most persistent and frequent problem therefore is the development of some effective technique for overcoming or preventing this difficulty.

(2) That although "Technical Work" is a poor second on the list it is generally reported that "too much technical work is required" and "too much formal work is attempted." This situation is probably due to two facts--first, the aim of music, on this level, has been misinterpreted as ability to sing by note when the best theory indicates that the main purpose is to develop an appreciation and enjoyment of good music. Although it may be assumed that a basis of technical work is necessary for the attainment of the aim here, it is quite clear that the means have been stressed more than the end. Second, the normal school courses have been and are now giving chief emphasis to the more technical phases of music theory thereby im-

Table LXL

Difficulties Encountered in Teaching Music as Indicated by Teachers.

Table LXL		K				T O T A L
Difficulties Encountered in Teaching Music as Indicated by Teachers.		D				
		G	I	II	III	
<hr/>						
I Preparation and presentation						
<hr/>						
A. Voice training and tone production		29	33	14	13	79
1. How to deal with monotones		7	16	1	4	
2. Correct treatment of monotones		2	2	6	1	
3. What to do with the "tone deaf" child		1	1	1		
4. Developing a musical voice in monotones		4	3		1	
5. Time for individual work with monotones in a large group		3	2		1	
6. Developing good clear head tones without killing enthusiasm		12	6	6	2	
7. Unifying the voices of a group of pupils			3			
8. Lack of tone discrimination difficult for child to place tone					4	
<hr/>						
B. Mastery of technical work			3	4	8	15
1. Too much technical work required			2	1	2	
2. Sight reading--inability to place tone before singing			1	1	6	
3. Changing from "rote" to "note" singing				1		
4. Transition from board study to text book				1		
<hr/>						
C. Teachers lack of ability or training		2		3	1	6
<hr/>						
D. Keeping interest of bright child while working with dull		1		2		3
<hr/>						
E. Motivation		2		1	2	5
1. Getting all to participate		1		1		
2. Getting boys to sing		1			2	
<hr/>						
F. Developing appreciation for good music		4	1	1	6	12
<hr/>						
G. Development of sense of time or rhythm		1		1	1	3
<hr/>						
H. Selection of materials		1			1	2
<hr/>						
1. Selection of appropriate songs		1				
2. Lack of correlation in course of study					1	

Difficulties Encountered in the Teaching of Music as  
Indicated by Supervisors.

I Preparation and presentation	K	r	r	m	l
A. Voice training and tone production	7	4	2	1	14
1. Eliminating monotones without destroying in- terest in music.	4	2	1		
2. Securing good tone quality	3	2	1	1	
B. Mastery of technical work	1	2	2	2	7
1. Sight reading.					1
2. Too much formal work	1	2	2	1	
3. Material attempted too difficult					
C. Teachers lack of preparation		1			1
D. Motivation					
1. Creating a musical atmosphere	2				2
E. Materials--lack of correlation			1		1
F. Appreciation--not enough time given to apprecia- tion	2	2			4
G. More bodily movement in rhythm work		1			1



plying that such is the important aim to be achieved.

(3) That next in order on both lists is development of appreciation for (good) music. Supervisors indicate that this difficulty arises largely because teacher themselves do not have a proper basis for appreciation. This fact is not so surprising when one notes the slight emphasis given to this phase in the Normal School Courses as compared to the emphasis placed upon theory. Again, it may be necessary for the teacher to have a fairly thorough knowledge of the technical phases. It seems good economy as well as good pedagogy, however, to assume the fact that the teacher gets particularly the specific preparation demanded even if the procedure must be changed or more time given to the subject.

### 3 A Analysis of Reasons for Naming Music the Hardest or Easiest Subject to Teach.

The answer to the question as to the hardest or easiest subject to teach, in the case of music, is indicated in Table LXII.

Table LXII.					
Reasons for Naming Music Hardest or Easiest Subject to Teach	K D G	I	II	III	A L
1. Teacher does not sing well	2		1	1	4
2. Teacher is not musically inclined	4	2	2	2	10
3. Teacher does not play piano		1			1
4. Selection of appropriate music	1				1
5. So many children are monotones	3				3

#### Easiest

1. Teacher likes the subject	4	1	2	1	8
2. Children like the subject	4	6	4	3	11
3. Material plentiful and well adapted	1				1
4. Aims definite and well outlined		1	2	1	4

It should be noted that music is easy largely because the child or the teacher likes the subject. The obvious suggestion is a type of preparation that will make the teacher enjoy teaching music, or that will enable her to lead the child to enjoy it. Music is the most difficult subject to teach mainly because the teacher does not sing well or more particularly because she is not musically inclined. This is a significant fact and one that might profitably be elaborated. Music obviously is a subject that requires, besides mere technical skill or knowledge, a certain amount of natural ability or special sort of temperament. It is quite clear that a teacher may know the technical theory involved and yet not be able to sing well. Again, one might even know the theory involved and be able to sing well and yet be unable to teach the subject successfully because of the lack of the proper type of temperament. The obvious suggestion is the selection of that type of teacher that can sing and does have some natural aptitude. This fact emphasized the observation that the need in preparation is not so much acquisition of theory as the thorough saturation of the prospective teacher in the spirit and general aims of kindergarten-primary music.

Does Present Practice Adequately Provide for the Teaching of Music?

(1) In so far as general prescription is concerned, Normal Schools do provide some opportunity for training in music. Every school, with one possible exception, gives some kind of music course.

(2) The data show that the technical phases—"Sight Reading," and "Theory," have been emphasized at the expense of appreciation, and method of developing good tone production in children. In fact,

in Normal School Courses, voice training and tone production are given almost entirely from the point of view of the personal development of the teacher. It is the assumption of Normal School Courses that the teacher must possess extraordinary technical skill herself before she can teach effectively the items demanding attention here. The fact should be recognized that a high degree of skill as a performer does not necessarily guarantee a correspondingly high degree of ability as a teacher. The attitude of learner and the attitude of teacher are very diverse. The course here is given largely from the point of view of the learner. It is explicitly assumed that the student has little or no knowledge of music and therefore should be started as a beginner. The fact, that the student is supposed to have taken music through her elementary school training and in part of her high school career, is seemingly discounted. Again, the data show that the personal deficiency of the teacher lies not so much in lack of knowledge of theory as in a lack of inclination toward the subject itself.

The suggested remedy in this situation is the prescription of a proficiency test in elementary theory as a prerequisite to the course. In addition some sort of procedure should be devised for determining the natural inclinations of the teacher toward the subject itself. Again, in view of the fact that ability to play the piano is a desirable, if not necessary, function it is further suggested that a simple test in instrumental music be prescribed and any deficiency found along this line be made up as an extracurricular requirement. These suggestions have been practiced with practical success by several schools of the writer's knowledge. ~~Such a~~

Such a procedure would make possible the spending of energy and time upon those more specific phases of preparation for which the teachers' needs show a demand.

(3) It is assumed by present practice that the best possible means of meeting the demands here is through a combination course including both theory and methods, with chief emphasis upon theory from the point of view of the teacher's personal development. In so far as the theory involved represents content studied from the point of view of teaching possibilities rather than development of skill on the part of the teacher, this procedure seems desirable. The limits of the curriculum and the level of maturity of the student seem to demand such. The data here deduced indicate a certain type of content with which the teacher must be familiar and know how to present to the child. Thus a combination of a study of the content to be taught with specific methods of dealing with that content is in harmony with the general facts of this study.

### What Constitute the Minimum Essentials of a Course in Public School Music?

#### I Public School Music.

(1)

- A. A specific knowledge of the general aims of music in the Kindergarten-Primary Grades.
  1. Whole hearted enjoyment and appreciation of music.
  2. Development of a good singing voice and production of pleasing tone quality.
  3. Development of sense and appreciation of rhythm.
  4. Ability to sing a number of rote songs and recognize common melodies.
  5. Ability to read music in an elementary fashion.

(1)

B Development of a knowledge, ability and technique for developing an appreciation for music.

1. Learning names of common instruments through study of real instruments or charts.
2. Listening attentively to good music played or sung.
3. Showing respect for music books and instruments.
4. Study of songs and song expression.
5. Classifying music as dance, soldier and church.

(1)

C Development of a technique and knowledge for training pupils in singing rote songs--(ear training).

1. Developing tone memory in rote songs.
2. Ability to recognize common melodies.
3. Ability to sing from 20-30 rote songs.

(1)

D Ability to develop a sense of rhythm in the child.

1. Ability on part of child to organize rhythmical differences in time, intensity, mood and rhythmic pattern.
  - a. Responding to different types of music by marching, counting, playing in rhythm band, dancing and clapping.
  - b. Discriminating fast and slow; loud and soft;
  - c. Listening to victrola record of strong rhythmical character.

(1)

E Ability to develop, on part of the child, a grade singing voice and produce a tone of pleasing quality.

1. Ability on part of child, to use light head quality of tone and produce correct tone.
  - a. Matching tones and series of tones.
  - b. Singing individually and in groups.
  - c. Listening to teacher or another pupil.
  - d. Imitating tones heard.
  - e. Pronouncing words with proper tone accompaniment.

(2)

E Development of a special technique for preventing or overcoming the following difficulties in voice training and tone production.

1. How to deal with (real) monotones--correct treatment.
2. Elimination of monotones without destroying the child's interest in music.
3. What to do with the "tone deaf" child.
4. Developing a musical voice in monotones.
5. Time for individual work with monotones in a large group.
6. Developing good clear head tones without killing enthusiasm.
7. Unifying the voices of a group of pupils.
8. Lack of tone discrimination--hard for child to place tone.

(1)

F Developing a technique for teaching child how to read music in an elementary fashion without obscuring the real aim of enjoyment and appreciation.

1. Ability, on part of child, to read individually and collectively, (in an elementary fashion), a number of simple one-part songs written in all keys and in various meters in common use.

(2)

F Development of a special technique and knowledge for preventing and overcoming the following difficulties in the mastery of technical work.

1. Too much technical work required.
2. Sight reading--material attempted too difficult.
3. Too much formal work.
4. Transition from "rote" to "note" singing.
5. Changing from board study to text book.

(1)

G Specific knowledge of the standards of attainments for each grade.

- (1)
- H Ability to use standard musical tests as a teaching device.
- (1&2)
- I Specific knowledge of the history of music and a detailed study of the psychological principles involved in music teaching.
- (2)
- I Development of a special technique for preventing or overcoming the following difficulties in the teaching of music.
- 1. Motivation.
  - a. Getting all to participate.
  - b. Getting boys to sing.
  - c. Creating a musical atmosphere.
- 2. Developing appreciation for good music.
- 3. Developing a sense of time or rhythm--more bodily movement.
- 4. Selection of materials.
  - a. selecting appropriate songs.
  - b. Lack of correlation in course of study.
- 5. Overcoming teachers natural disinclinations toward music.

Fine ArtsSection 13Presentation of Data1. Description of Normal School Courses in Fine Arts.

The procedure in preparation for Fine Arts teaching is very much like that observed in the case of music. It is the common practice for Normal Schools to give a combination course including both theory and content. A less frequent procedure is to give a course in theory followed by a special methods course. In general, 50 schools give some kind of a course in Fine Arts. 18 schools give, in addition to a content or combination course, a special methods course in the teaching of the Fine Arts. Again, five schools give special courses in art appreciation. Five schools give no special course in art but take care of the needs in this field in connection with the course in Industrial Arts or through election.

It is clear that Normal Schools think that some sort of preparation in Fine Arts education is necessary. It is not quite as evident as to what administrative form this preparation should take, although the combination course is most frequent. It is the purpose to ascertain, as far as possible, what should be contained in such a course and what administrative forms seems desirable.

The description of the courses in Fine Arts education is found on page 262. Attention is called to the fact that the most prevalent items are the following:--

- (1) Drawing--including illustrative drawing of home, school, and community subjects; blackboard drawing; free hand drawing; and dramatic action drawing.



Table LXIII

<u>Description of Normal School Courses</u> <u>in Fine Arts.</u>		C&M	M	A	T
1.					
(a)	Aim and purpose of art activities in the K-P Grades	13	14	2	29
(b)	Childrens drawings--attainments	14	14	1	29
(c)	Art correlation with other subjects--projects	13	1		14
2.					
(a)	Selection of materials for grade teaching	35	1		36
(b)	Organization of materials for grade teaching	14	14	2	30
(c)	Methods of teaching--presentation	11	14	2	27
(d)	Observation of teaching of art lessons	1			1
(e)	Examination of courses of study	1			1
(f)	Practice upon class in presenting art lessons	1			1
3.					
(a)	Lettering--practice in making simple alphabets for blackboard; posters; labels etc;	30			30
(b)	Study of perspective; light and shade; form;and proportion.	20			20
(c)	Composition--design--flower, animal and landscape motifs.	35		1	
4.					
(a)	Study of pictures for school and home	19		2	21
(b)	Study of primitive art	16			16
(c)	History and study of art	16	3		19
(d)	Excursions to art galleries and exhibits; nature observations.	3		2	5
(e)	Preparation of lessons for appreciation in the grades.			1	1
5					
<u>Color Theory and Harmony--Use in the</u> <u>Decorative Arts.</u>		30		1	31
6					
(a)	Illustrative drawing-home, school and community subjects (blackboard)	39			39
(b)	Drawing of common objects (Freehand) all media	41			41
(c)	Memory and imaginative drawing	1			1
(d)	Dramatic action drawing	1			1
7					
Modeling		1			1
8					
Paper cutting and folding		1			1

- (2) Composition-consisting chiefly of lettering; study of perspective, light and shade, form and proportion, in common designs.
- (3) Methods of teaching art-including particularly a study of selection, organization and presentation of materials.
- (4) Color theory and harmony-elementary study in connection with purposes of decoration.
- (5) Art appreciation-consisting chiefly of study of pictures for school and home; study of primitive art; and history of art.
- (6) Aims and purposes of drawing on this level-some discussion of the purposes and aims of art activities on the kindergarten-primary level with a consideration of specific standards of attainment, and correlation of art activities with the rest of the curriculum.

It is seen that here, as in the case of music, the theory content (drawing, composition, and color theory and harmony) is designed primarily to develop skill on the part of the teacher rather than to provide specific content to be taught. This procedure seems to be more warranted in the case of Fine Arts than in the case of music. The activities here are more likely to be without the pale of the teacher's ordinary experience than in the case of music. The question that concerns us primarily then is not so much the desirability of the procedure as whether the teacher is being developed along the lines most needed on this level.

Fine Arts		Table LXIV				K	TOTAL	
Analysis of Content of Elementary Courses		in Fine Arts.				D		
		G	I	II	III	E		
I General aims		2	2	3	6	13		
(a) Learning proper posture in painting and drawing;								
(b) Ability to use Fine Arts material to express an idea.								
(c) To judge critically product made.								
(d) To take and use suggestions								
(e) Economic use of materials								
II Art appreciation		12	15	10	11	48		
1. Appreciation of pleasing color combinations in spring and autumn flowers;								
2. Color harmony in selecting furnishings								
3. Arranging pictures neatly and artistically								
4. Appreciation of skill in others by seeing them work.								
5. Appreciation of proportion, line and color								
6. Visiting other grades and the art department.								
7. Making collection of puny prints of favorite pictures.								
8. Collecting pictures presenting beautiful phases of familiar things.								
9. Walks to enjoy the beauty of nature.								
10. Keeping a "shrine of beauty" in the room where something beautiful is placed each day.								
11. Picture study								
III Color and color harmony		5	5	9	10	29		
1. Recognition of the different hues (six standard colors);								
2. Choice of colors for furnishings.								
3. Mixing colors to use for various purposes								
4. Matching colors with beads and bits of ribbon								
5. Grading colors-discrimination between light and dark colors and shades;								
6. Representation of characteristic colors in natural objects (berry twigs, fruits etc)								
7. Study of color in relation to line and space.								
IV Simple composition and design		4	6	4	7	21		
1. Landscape study for perspective, line and arrangement.								
2. Making designs suitable for definite purposes.								
3. Recognition and addition of detail in pictures and designs.								
4. Ability to make a simple design with good spacing and arrangement.								
5. Drawing to measurement.								

	K				T
Fine Arts	D				O
					T
	G	I	II	III	A
					L

V Painting	11	13	14	16	54
------------	----	----	----	----	----

1. Co-operation in painting scenery
2. Learning use of large free strokes
3. Use of Fresco paints
4. Painting landscapes, flowers, trees, Peoples, and objects with proper regard for color harmony, space, line etc.
5. Ability to hold and use brush properly.
6. Care of paints, brushes and materials.
7. Materials--
  - (a) Large sheets of manilapaper 9"X12" and 12" X18
  - (b) Unprinted newspaper.
  - (c) Water colors, calcium or fresco paints
  - (d) Brushes--Japanese Laquer no 2.
  - (e) Glass cups for water.

VI Drawing	11	12	13	20	56
------------	----	----	----	----	----

1. Development of a graphic vocabulary
2. Representation--primitive and modern shelters, dressed figures in action, birds and animals, plants and vegetables, and common objects.
3. Observation of models.
4. Story telling or narrative drawing.
5. Humorous drawing.
6. Free hand drawing.
7. Material.
  - (a) Large sheets of manila paper 9"X12" and 12" and 18"
  - (b) Crayons of medium sizes and varied colors
  - (c) Blackboard and chalk
  - (d) Pencils, charcoal
8. Drawing from memory.

## 2. Analysis of Ten Elementary School Courses of Study in Fine Arts.

Table LXIV page 264 gives a list of items included in ten of the best elementary school courses of study in art. The chief considerations here are the following topics:--

- (1) Drawing--emphasizing particularly the development of a graphic vocabulary; representation of common objects; free hand drawing; memory and illustrative drawing.
- (2) Painting--including the painting of common objects with due regard for color harmony, space, line and form.
- (3) Art appreciation--emphasizing particularly appreciation of natural art.
- (4) Color theory and harmony--consisting chiefly of recognition and discrimination with only slight emphasis upon the principles of harmony.
- (5) Simple composition and design--~~confined~~ to the simple designs for common every day purposes.
- (6) General aims of fine arts.

It should be noted, in general, that these items compare quite favorably both in content and emphasis with those items noted in Normal School Courses. A more detailed discussion of this point will be given at a later point in this section.

## 3. Analysis of Difficulties Involved in Fine Arts Teaching.

Page 266 contains a list of the difficulties involved in the teaching of Fine Arts. The chief problems of this field are as follows:

- (1) Immaturity of the Child--The child on this level is extremely immature. The development of a color sense, sense of form and

Table LXV

Difficulties Encountered in Teaching Fine Arts as Indicated by Teachers.

	K				T
	D				O
	G	I	II	III	T
I Preparation and Presentation					
A. Materials		3	5		8
1. Economical use of materials		1	1		
2. Lack of suitable materials			1		
3. Correlation with other studies		2	3		
B. Motivation	6	4	7	2	13
1. Developing desire to improve	1	1			
2. Child without talent discouraged in comparing work with talented				1	
3. Stimulating desire to express oneself through drawing	5	2	1	1	
C. Training child to observe objects to be reproduced	2	3	1	3	9
1. Developing power of observation		2	1	3	
2. Failure to get a "mental picture" of objects to be produced	1	1			
3. Attention to details	1				
D. Teacher preparation			3	1	4
1. Outlines indefinite and teacher preparation poor			3	1	
E. Immaturity of the child	11	16	12	13	52
1. Difficult to develop color sense	1	1	1	1	
2. Difficult to develop sense of good form and preparation		2	2	3	2
3. Work required not adapted to maturity of child-hands too small.	3	6	2	3	
4. Appreciation of child's maturity	2		1	1	
F. Too much work for time allotted		2	3		
G. Developing originality and initiative	3	2	1	3	
H. Developing habits of neatness and accuracy		3	1	3	

Difficulties Encountered in Teaching Fine Arts as Indicated by Supervisors.

I Preparation and presentation					
A. Material	1	2		1	4
1. Correlation through some definite medium				1	
2. Getting good copies of pictures		1			
3. Lack of good materials	1	1			
B. Stimulating creative expression	2	1	1	1	5
1. Work imposed on child rather than spontaneous out growth	1	1	1	1	
2. Too much dictation and pattern work					
C. Getting teacher to emphasize process rather than results	1				
D. Immaturity of child	1	1			2
1. Preparation difficult for child	1				
2. Getting pupil to follow directions carefully		1			
E. Developing habits of neatness			1		1
F. Getting child to observe objects more closely	1				1

proportion, and the fact that the child has little muscular control, make Fine Arts teaching especially difficult.

(2) Training child to observe objects-Failure to get a "mental picture" of what one wants to draw, in many cases, is a deterrent to good production or reproduction. This difficulty emphasizes quite clearly the need for a thorough knowledge of the psychological principles involved in learning to draw.

(3) Motivation-Many children are easily discouraged in their drawing and need continuous stimulation to develop the desire to improve, and in some cases, to develop the desire to draw.

(4) Selection of suitable materials-It is difficult to select material that is interesting to the child and at the same time possible to be correlated through some definite medium.

(5) Stimulating creative expression-This difficulty is closely akin to motivation. It is a problem to make the work a spontaneous outgrowth of the pupil instead of work imposed and dictated by the teacher.

The one outstanding problem is the adaptation of the work to the level of maturity of the child. This problem involves not only a definite knowledge of the child but a quite detailed idea of the aims to be attained. The implied function of preparation is particularly the development of a specific technique of presentation that will present or overcome this difficulty.

#### Does Present Practice Adequately Provide for Fine Arts Teaching?

In general it has been observed that present practice does provide fairly adequately for teaching this subject. The data make it clear that more emphasis should be placed upon appreciation; and, the development of a technique of presentation. The specific items that

should be stressed will be indicated below.

What Constitute the Minimum Essentials of a Course in Fine Arts Teaching?

I Fine Arts

(1)

A Specific Knowledge of the General Aims of Fine Arts Teaching.

1. Ability, on part of child to represent common objects, and to free hand, memory and illustrative drawing.
2. Development of a graphic vocabulary.
3. Ability to point common objects with due regard for color harmony, space, line, and form.
4. Develop appreciation of common artistic designs; and, particularly natural art.
5. Recognition and discrimination of elemental colors with emphasis upon harmony for practical purposes.
6. Ability to make simple designs for common purposes of every day life.

(1)

B Development of a Knowledge and Technique for Teaching Child How to Draw.

1. Development of a graphic vocabulary.
2. Representation-primitive and modern shelters; dressed figures in action; birds and animals, plants and vegetables, and common objects.
3. Observation of models.
4. Story telling or narrative drawing.
5. Humorous drawing.



6. Free hand drawing.

7. Material.

- a. Large sheets of manila paper 9"X12" and 12"X18"
- b. Crayons of medium sizes and varied colors
- c. Blackboard and chalk
- d. pencils and charcoal

8. Drawing from memory.

- (1)  
C Development of a Special Knowledge and Technique for Carrying on the Activities Involved in Teaching the Child How to Paint.

- 1. Co-operation in painting scenery.
- 2. Learning use of large free strokes.
- 3. Use of Fresco paints.
- 4. Painting landscapes, flowers, trees, people and objects with due regard for color harmony, space line etc.
- 5. Ability to hold and use brush properly.
- 6. Care of paints, brushes and materials.
- 7. Materials.

- a. Large sheets of manila paper 9"X12" and 12"X18"
- b. Unprinted newspaper.
- c. Water colors, calcium or fresco paints.
- d. Brushes-Japanese Laquer No. 2.
- e. Glass cups for water.

- (1)  
D Development of a Special Knowledge and Technique for Carrying on the Activities Involved in Developing an Appreciation of Art on the Part of the Child.

- 1. Appreciation of pleasing color combinations in spring and autumn flowers.
- 2. Color harmony in selecting furnishings.
- 3. Arranging pictures neatly and artistically.

4. Appreciation of skill in others by seeing them work.
5. Appreciation of proportion, line and color.
6. Visiting other grades and the art department.
7. Making collection of puny prints of favorite pictures.
8. Collecting pictures presenting beautiful phases of familiar things.
9. Walks and excursions to enjoy the beauty of nature.
10. Keeping a "shrine of beauty" in the room where something beautiful is placed each day.

11. Picture study.

- (1)  
E Development of a Special Knowledge and Technique for Carrying on the Activities Involved in the Development of a Sense of Color and Color Harmony.

1. Recognition of the different hues--six standard colors.
2. Choice of colors for furnishings.
3. Mixing colors to use for various purposes.
4. Matching colors with heads and hits of ribbon.
5. Grading colors--discrimination between light and dark colors and shades.
6. Representation of characteristic colors in natural objects--berry twigs, fruits, etc--
7. Study of color in relation to line and space.

- (1)  
F Development of a special knowledge and technique for carrying on the following activities in developing ability to make coomon designs.

1. Landscape study for perspective, line and arrangement.
2. Making designs suitable for definite purposes.
3. Recognition and addition of detail in pictures and designs.

4. Ability to make a simple design with good spacing and arrangement.

5. Drawing to measurement.

(2)  
G Development of a Special Knowledge and Technique for Preventing or Overcoming Difficulties Due to the Immaturity of the Child.

1. Developing color sense.

2. Developing sense of good form and proportion.

3. Adapting the required work to maturity of child (hands too small)

4. Appreciating the child's general level of maturity.

5. Developing originality and initiative.

(2) 6. Getting child to follow instructions carefully.

H Development of a Special Knowledge and Technique for Preventing or Overcoming the Following Difficulties:--

1. Materials.

a. Lack of suitable materials.

b. Correlation with other studies.

c. Getting good copies of pictures.

2. Motivation

a. Developing desire to improve.

b. Children easily get discouraged.

c. Stimulating creative expression.

(1) Stimulating desire to express self through drawing.

(2) Work imposed upon child rather than a spontaneous outgrowth.

(3) Too much dictation and pattern work.

3. Training Child to Observe Objects to be Reproduced.

a. Developing power of observation.

b. Failure to get a mental picture of objects.

c. Inattention to details.

4. Outlines indefinite and teacher preparation poor.

5. Developing habits of neatness and accuracy.

6. Emphasizing the process rather than the results.  
(1&2)

I A specialized knowledge of the history and psychology of Fine  
Arts.

(1)  
J Specific Knowledge of the Grade Standards of Attainment.

Industrial Arts, Handwork, Construction and Play Materials Household Arts.

Section 14

Presentation of Data

1. Description of Normal School Courses in Industrial Arts.

51 schools of the 55 give some sort of course in Industrial Arts. The descriptions of these courses are found on page 274 and 275. It is noted that the emphasis upon handwork is placed chiefly upon the following items:--

- (1) Construction-mainly woodwork, paper cutting and folding, simple pottery and weaving.
- (2) Construction projects-all media.
- (3) Study of the selection and use of materials. Some emphasis is given-aims and value of handwork and constructive play material--but not sufficient to indicate that it is at all prevalent.

In the case of Household Arts, the chief items are as follows:--

- (1) Selection of materials.
- (2) Textile construction.
- (3) Study of food and food values.

With respect to both handwork and household arts the content or technical phases of the subjects emphasize the development of skill on the part of the teacher in these arts rather than a study of that content primarily from the point of view of methods of teaching.

In the case of "play materials" the description shows that chief concern is centered around the following items:--

- (1) Study of the educational value and use of play materials.
- (2) Principles governing the selection of play materials.

Table LXVI

Description of Normal School Courses in  
Handwork and Construction.

1	Aims of Industrial Arts Teaching in Elementary School	7
	(a) Method of directing handwork in K-P Grades	5
	(b) State course of study in handwork	1
2	(c) Class room demonstration	1
	(a) Projects in clay, paper, card board & textiles correlation	35
3	(b) Planning and working out community projects	3
	(a) Intensive study of educational value of toys	13
	(b) Interests of children in relation to materials	6
4	(c) Study of Froebelian occupations	1
5	Selection and use of materials	31
	(a) Textiles-sewing	9
6	(a) Use of raw materials in providing food, shelter and clothing	24
7	(b) Study of industries and simple industry problems	7
	(a) Construction--book binding	5
	(b) Raffia and basketry	11
	(c) Simple pottery	29
	(d) Construction of simple apparatus	1
	(e) Making of woodwork designs	33
	(f) Paper cutting and folding-card board	32
	(g) Concrete	2
	(h) Metal	2
II	Weaving	28
8		
9	Stick printing	7
10	Use and care of common tools	12
11	Making articles to serve as illustrative materials	2
12	Color combinations	1
13	Dramatic and realistic expression	1

Table LXVII

Description of Normal School Courses in Household Arts and Play Materials.

1	(a) Principles of selection of materials	19
	(b) Methods of presentation in the grades	2
2	(a) Food values	18
	(b) Study of meats	2
	(b) Malnutrition	3
3	(a) Preparation of a meal	3
	(b) Serving a meal	3
4	(a) Study and practice of simple loom forms	2
	(b) Use of patterns	18
	(c) Making an undergarment	18
	(d) Making a dress	18
	(e) Making a hat	18
	(f) Simple sewing (hand and machine)	18
4	(g) Care of clothing	15
5	Study of Home-making and Home-keeping	2

#### Play Materials 32

1	(a) Educational value and use of play material with children	29
	(b) Modern use of toys, gym apparatus, building blocks and Montessori and Froebel material.	29
2	Principles governing selection of play materials	25
3	Practical work with commonly used play material	23
4	Correlation through projects	16
5	Observation of child's use of play materials	15

(3) Practical work with commonly used play materials.

2. Analysis of Ten Elementary School Courses in Industrial Arts.

Table LXVIII page 277 presents the content of an analysis of ten elementary school courses of study in industrial arts--including handwork, construction, household arts and play materials. The items most frequently mentioned are the following topics:--

- (1) Knowledge (on part of pupil) of the general aims of industrial arts.
- (2) Knowledge of decorative design for practical purposes.
- (3) Paper construction--construction of simple articles.
- (4) Wood construction.
- (5) Clay modeling.
- (6) Construction--sand.
- (7) Knowledge and appreciation of home making and home keeping.
- (8) Household arts projects.
- (9) Knowledge of textiles.
- (10) Knowledge of food--cooking and eating.
- (11) Knowledge, (on part of teacher) of the types of play material to use.
- (12) Understanding and appreciation, on part of teacher, of manipulative toys, sand and blocks as educational media.

The above general items are stated, with the two last as exceptions, from the point of view of the pupil. The functions of the teacher are rather clearly implied in these statements. It is obvious that the teacher must possess an elementary skill in the operations to be taught as well as have a more or less specific knowledge of the aims to be attained, and a definite idea of the possibilities of these materials for attaining those aims. The



Table LXVIII

<u>Industrial and Household Arts.</u>					
Analysis of Content of Elementary Courses in Industrial Arts.					
	G	I	II	III	T O T A L
<u>I General aims</u>	17	14	16	18	65
(a) Ability to see possibility for play use of scrap materials;					
(b) Habits of economy in use of materials; habits of thrift and industry.					
(c) Power of judgment in selection of materials;					
(d) Skill in the manipulation of common tools and discrimination in the selection of tools for various uses.					
(e) Ability to supply ones own needs;					
(f) Knowledge of material sources and general processes of converting into usable products;					
(g) Habits of neatness in work in general;					
(h) Appreciation of neat and accurate work;					
(i) Satisfaction of desire to express ideas and to create;					
(h) Clarify thought through expression.					
<u>II Decorative design</u>	7	7	8	7	29
(a) Ability to design, arrange and decorate for practical purposes--(outline simple decorative schemes for school and home; making borders for books and doilies; arranging furniture and flowers in tasteful fashion; preparation and arrangement of a school exhibit; block printing; decoration of room for special occasions--Halloween.					
<u>III Construction--Sand</u>					
(a) Free use and handling; making miniature gardens, tunnels, cities and communities.	3	2	3	4	12
<u>IV Paper construction</u>	13	10	12	12	47
(a) Ability to use scissors; to cut straight and curved lines; to paste edges properly using right amount of paste; to fold and crease; measure and cut in right proportions; to be critical of product; to know when, how and where to get help; to construct four simple articles under the direction of the teacher; to choose material suitable to ends.					
<u>V Wood construction.</u>	11	9	10	8	38
(a) Materials--soft pine boards various widths and lengths; sticks for axles and table legs; hammers medium size No.3; saws;mitre bag; brace and bits; bench clamps; work bench; gimlet; rulers; screw drivers; sand paper; and flat brushes for painting.					
(b) To develop muscular control; ability to handle tools (hold properly, handle safely and hammer nails straight); to use materials economically; painting things made					

## Industrial and Household Arts.

277A

K

D

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L

(painting with grain of wood, hold brush properly, covering surface evenly); making things--wagons, houses and the like.

		G	I	II	III	L
VI Clay modeling		12	10	11	9	42
(a) Materials--modeling clay of good quality, large earthen jars with tops, wooden boards on which to model, water color paints, white shellac and shellac brushes--						
(b) Making things (pies, marbles, balls, bowls, heads and dishes); shellacing and painting clay; making designs on clay; watching artisans in pottery; copying models seen; study of primitive pottery.						
VII Knowledge and appreciation of home making and		13	12	8	9	42
(a) Knowledge and appreciation of activities involved home-making and house keeping. (construction and furnishing of homes--building play homes for dolls and furnishing them; taking turns in being father and mother in doll play; taking part in the "House Keepers" Club; sharing in the care of the room; caring for own belongings; sweeping floor dusting and general cleaning of room; study and observation of homes; keeping lockers in order; responsibility for getting out and putting away materials.						
VIII Projects						
(a) Group projects--primitive life, cave dwelling; Indian Village; Eskimo houses; Grocery store; clothing store; correlation with reading, number, social and civic studies; English, health and nature study.		1	2	4	4	11
IX Textiles		25	20	16	15	76
(a) Materials--sewing box and needles; thread, scissors, thimble, pins and pin cushion, buttons, several yards of cambric, unbleached muslin, and tarleton, box of miscellaneous pieces, small dolls to dress, cotton for stuffing dolls, washing and ironing outfit.						
(b) Sewing dresses for dolls; choice of appropriate materials for doll dress; planning articles to be made; measuring cloth; pattern reading and making; study of primitive textiles; making costumes; neatness and economy in use of materials; weaving rugs; caps, muffs; scarfs etc; story of wool; knowledge of materials needed in weaving; knowing when aprons need washing and pleasure in keeping them clean; use of wash board and wringer; use of electric iron.						
X Food--cooking and eating		13	15	12	14	54
(a) Knowledge and appreciation of proper food to eat, method of preparing, serving and eating. (Recognition of importance of cleanliness in preparation and serving of food; preparation of food for a party; familiarity with simple cooking processes; sharing in real home cooking experiences, making jelly, butter, mixing flour etc--; serving food at lunch; proper table manners; washing, drying and putting away dishes after eating; attitude of reverence in saving grace; study of primitive and modern cooking utensils; knowledge of appreciation of cooking fuels, gas, oil coal, wood and electricity						

Play Materials

	K D G				T O A L			
		I	II	III				
I Materials	8	6						14

## (a) Materials used:

1. Blocks-pegs- boards, tiles, beads color cubes, puzzles, sand box, fine white sand, moulds, wooden spoons, cups.

## (b) Basis upon which material is selected--

1. Does it appeal to the play instincts of child?
2. Does it appeal to the investigative and constructive instincts?
3. Is it durable?
4. Can it be kept clean?
5. Is it in good taste?

## II Manipulative toys

- |   |   |   |    |
|---|---|---|----|
| (a) Playing with manipulative toys; putting pegs in holes, learning names of colors of pegs and arranging according to color; counting pegs, stringing beads; discriminating color and form of beads; laying tiles according to some design; working picture puzzles. | 6 | 9 | 15 |
|---|---|---|----|

## III Sand

- |  |   |   |   |
|--|---|---|---|
| (a) Patting, piling, pounding, digging, making cakes, making community projects; | 4 | 2 | 6 |
|--|---|---|---|

## IV Blocks

- |   |   |   |    |
|---|---|---|----|
| (a) Handling blocks with safety for others; building projects with blocks; gaining ideas from other children. | 8 | 5 | 13 |
|---|---|---|----|

plied functions are so evident here it is unnecessary to state them at this point. A more detailed statement will be given in the summary at the end of this section.

### 3. Analysis of the Difficulties Involved in Teaching Industrial Arts.

The list on page 279 consists of the difficulties involved in teaching industrial arts as indicated by teachers and supervisors. The chief problems in this field are the following:

- (1) Developing habits of thrift in the use and care of material.
- (2) Immaturity of the child Lack of muscular co-ordination and control makes the handling of tools difficult.
- (3) Developing independence and originality.
- (4) Developing habits of neatness and accuracy.
- (5) Selection of suitable materials.
- (6) Motivation.

It is observed from the above list of difficulties that the problems here emphasize technique in presentation. Again, they do not imply any very high degree of technical skill on the part of the teacher. In this respect the list corroborates the findings in the case of elementary school courses of study.

It should be noted that little emphasis seems to be placed upon Household Arts. The elementary school courses of study delegated a large portion of the content then to this phase. It was observed particularly that teachers had little or nothing to say about this topic. It was implied that very little attention has been given to it.

### Does Present Practice Adequately Provide for the Teaching of Industrial Arts?

It has been seen that in so far as the technical phases of the

Table XXIX

Difficulties Encountered in Teaching (Industrial Arts) K  
Hand work and Household Arts as Indicated by Teachers

	D				T O T A L
F Preparation and Presentation	G	I	II	III	
A. Materials	6	2	2	3	13
1. Lack of proper materials	2	2	2	3	
2. Lack of suitable tools	2				
3. Selection of suitable material	2				
B. Motivation	4	1			5
C. Developing habits of neatness and accuracy	5	5	5	4	19
D. Poor teacher preparation			1	1	2
E. Developing ability to measure		1	1	2	4
F. Poor background of pupil	2	1			3
1. Lack of kindergarten training		1			
2. Limited home experience.	2				
G. Developing independence and originality	7	5	1	1	14
H. Developing habits of thrift in use and care of material	7	7	8	5	27
I. Directing handwork in a large group			1		
J. Immaturity of child	6	16	4		26
1. Lack of muscular co-ordination and control	1	3			
2. Use of tools difficult	1	4	1		
3. Inability of some pupils to use materials	1	1	1		
4. Inability and failure to follow directions	3	8	2		
K. Class too large for individual supervision		1	1		2
L. Making practical, durable and beautiful things		1			1
<u>Household Arts.</u>					
M. Lack of material	2			1	3
N. Lack of time		1		1	2
O. Lack of home training as a background	2				2
P. Groups too large to give individual attention	3				3
Q. Develop habits of neatness		2			2
R. Subject not in natural setting				1	1

Difficulties Encountered in Teaching (Industrial Arts) Handwork and Household Arts as Indicated by Super- visors.						K	T O T A L			
I Preparation and Presentation						G	I	II	III	L
A. Materials						2	1	2	1	6
1. Lack of Correlation with other subjects								1	1	
2. Lack of suitable materials						2	1	1		
B. Teacher preparation						1	4	1		6
1. Lack of knowledge of how to use materials								1		
2. Getting teacher to work for process and not finished results--aim						1	2			
3. Too much teacher dictation							1	1		
C. Teaching economy and thrift in use of materials									1	1
D. Motivation							1			1
E. Developing independent thinking and work on part of pupil						4		1		5
1. Training child to think with things						2				
2. Getting pupils to discover possibilities of material at hand						1				
3. Develop feeling of necessity for accuracy								1		
4. Allow child to express himself without so much teacher interference						1				
F. Immaturity of child						1	4	2		7
1. Childs inability to measure								1		
2. Work too formal for age of child								2		
3. Lack of muscular control in use of tools						1				
4. Inability and failure to follow directions							1	2		

subject are concerned sufficient training is given. The emphasis upon "aims and methods of teaching industrial arts" has not been quite so definite. With some added attention to this point the courses now given meet the need fairly adequately. The details that should be considered in such a course are given in summary below.

What Constitute the Minimum Essentials of a Course in the Teaching of Industrial Arts?

1. Industrial Arts

(1)

A A specific knowledge of the general aims and specific grade standards of attainment in Industrial Arts.

B Ability to develop an appreciation and knowledge, on part of pupil, of the following general aims in Industrial Arts.

1. Ability to see possibility for play use of scrap material.
2. Habits of economy in use of materials; habits of thrift and industry.
3. Power of judgment in the selection of materials.
4. Skill in the manipulation of common tools and discrimination in the selection of tools for various uses.
5. Ability to supply ones own needs.
6. Knowledge of material sources and general processes of converting into usable products.
7. Habits of neatness in work in general.
8. Appreciation of neat and accurate work.
9. Satisfaction of desire to express idea and to create.
10. Clarify thought through expression.

(1)

C Development of a special knowledge and technique for carrying on the following activities involved in teaching textile construction.

1. Materials--sewing box and needles; thread, scissors, pins, thimble, buttons, several yards of cambric, unbleached muslin, tarelton, box of miscellaneous pieces, small dolls to dress, cotton for stuffing dolls, washing and ironing outfit.
2. Sewing dresses for dolls.
3. Choice of appropriate materials for doll dress.
4. Planning articles to be made--measuring cloth, pattern reading and making.
5. Study of primitive textiles.
6. Making costumes.
7. Weaving ~~rugs~~, caps, muffs, scarfs.
8. Knowledge of materials needed in weaving.
9. Study of wool.
10. Knowing when aprons need washing and pleasure in keeping them clean.
11. Use of wash board and wringer.
12. Use of electric iron.

(1)

D Development of a special knowledge and technique for carrying on activities involved in developing a knowledge and appreciation of proper food to eat.

1. Recognition of the importance of cleanliness in the preparation and serving of food.
2. Preparation of food for a party.
3. Familiarity with simple cooking processes.
4. Sharing in real home cooking experiences--making jelly, making



butter, mixing flour, etc.

5. Serving food at lunch.
6. Using proper table manners--attitude of reverence in saying grace.
7. Washing, drying and putting away dishes after eating.
8. Study of primitive and modern cooking utensils.
9. Knowledge and appreciation of various cooking fuels--  
gas, oil, coal, wood and electricity.

(1)  
E

Development of a special knowledge and technique for carrying on the activities involved in teaching home-making and home keeping.

1. Construction and furnishing of doll homes.
2. Taking turns in being father mother in doll play.
3. Taking part in "House-Keepers" Club.
4. Sharing in the care of the room; sweeping floor, dusting etc.
5. Study and observation of homes.
6. Keeping lockers in order.

(1)  
F

7. Responsibility for getting out and putting away material.  
Development of ability, knowledge and special technique for carrying on the activities involved in paper construction.

1. Ability to use scissors; cut straight and curved lines.
2. To fold, crease and paste edges using right amount of paste
3. To measure and cut in right proportion.
4. To be critical of product made.
5. To know when, how and where to get help.
6. To construct four simple articles under the direction of the teacher.

7. To choose material suitable to ends.

(1)  
G Development of ability, knowledge and special technique for carrying on the following activities involved in clay modeling.

1. Materials--modeling clay of good quality; large earthen jars with tops; wooden hands on which to model; water color paints, white shellac and shellac brushes.
2. Making things--pies, marbles, balls, bowls, beads and dishes.
3. Shellacing and painting clay; making designs on clay.
4. Watching artisans in a pottery.
5. Copying models seen.
6. Study of primitive pottery.

(1)\*  
H Development of a special knowledge and technique for carrying on the following activities involved in wood construction.

1. Materials--soft pine boards various widths and lengths, sticks for axles and table legs; hammers--medium size No.3; saws, mitre-box, brace and bits, bench clamps, work bench, gimlet, rulers, screw drivers, sand paper, and flat paint brushes.
2. Develop muscular control in handling tools--holding properly, handle safely and hammer nails straight;
3. Use materials economically.
4. Painting things--painting with grain of wood, hold brush properly, covering surface evenly.
5. Making things--wagons, houses and the like.

(1)

I Development of knowledge and special technique for carrying on the following activities in decorative design:--

1. Ability to design arrange and decorate for practical purposes.
1. Outline simple decorative schemes for school and home.
2. Making borders for books and dailies.
3. Arranging furniture and flowers in tasteful fashion.
4. Preparation and arrangement of a school exhibit.
5. Block printing.
6. Decoration of room for special occasions--Halloween.

(1)

J Development of ability and technique for carrying on the following projects:

1. Group projects--primitive life, cave dwelling, Indian Village, Eskimo houses, grocery stor, clothing store.
2. Correlation with reading, number, social studies, English, health and nature study.

(1)

K Understanding and appreciation of manipulative toys, sand and blocks as educational media and ability to carry on activities involved.

1. Sand

- a. Patting, pounding, digging, making cakes,
- b. Making community projects.
- c. Making miniature gardens, tunnels, cities etc.

2. Manipulative toys

- a. Playing with manipulative toys--putting pegs in holes, learning names of colors, counting pegs, stringing beads,

discriminating colors, laying tile according to designs; working picture puzzles.

### 3. Blocks

a. Handling blocks, building projects.

### 4. Materials used

a. Blocks, pegs, boards, tiles, beads, color cubes, puzzles, sand box, fine white sand, moulds, wooden spoons, cups.

b. Basis upon which material is selected.

(1) Does it appeal to the play instinct of the child?

(2) Is it durable?

(3) Can it be kept clean?

(4) Is it in good taste?

(2)

I Development of a special knowledge and technique for preventing or overcoming the following difficulties:--

1. Developing habits of thrift in the use and care of material.

2. Overcoming the lack of maturity of child.

a. Lack of muscular co-ordination and control.

b. Using tools.

c. Inability of some pupils to use materials.

d. Childs inability to measure.

e. Work too formal for age of child.

f. Inability and failure to follow directions.

3. Developing independent thinking and work.

a. Training child to think with things.

b. Getting pupils to discover possibilities of materials at hand.

c. Develop feeling of necessity for accuracy.

d. Allow child to express himself without so much teacher interference.

4. Overcoming shortcoming of teacher preparation.
  - a. Too much teacher dictation.
  - b. Working for process instead of finished results.
  - c. Lack of knowledge of how to use materials.
5. Materials.
  - a. Lack of proper materials.
  - b. Lack of suitable tools.
  - c. Selection of suitable materials.
  - d. Lack of correlation with other subjects.
6. Motivation.
7. Getting child to make practical durable things.
8. Developing habits of neatness.

Summary and Conclusions Section 15

The data presented and discussed in this chapter have indicated several significant facts:--

1. It has been observed that the needs of the teacher in teaching the special subjects demand a type of preparation indicated by Special Methods Courses. This conclusion is based upon the fact that the needs of the teacher are so numerous and specific that they could not be adequately met in a "General Methods" or "Primary Methods" course. In these more general courses theory is necessarily so general and far removed from the practical situation in which it is to function that it is difficult, if not impossible, for the teacher, of this level of maturity, to bridge the gap. There is the quite obvious possibility of such courses degenerating into mere "device" courses where the teacher becomes a mere automaton. This possibility is dependent upon the methods of conducting such courses in the Normal Schools rather than upon the content involved or the assumption and purpose underlying them. The assumption underlying these courses is that the specific principles involved in the various types of teaching are seen in immediate relation to the situations to which they apply and are sufficiently general to carry the teacher beyond the immediate needs of the present to a fairly adequate view of the possibilities of the future. The general purpose of these courses is an intensive study of content from the point of view of its teaching possibilities, and the development of a special knowledge and technique for presenting this material on the kindergarten-primary level.

- (2) The statement of the minimum essentials of these courses has been rather concise. That is to say, the material presented in detail must be carried a step further for immediate use in Normal Schools.

The activities that the teacher should know how to carry on have been indicated in some detail. The specific abilities, knowledges, and dispositions and habits, involved in carrying on these activities have not been indicated in other than general fashion. This study has maintained that the next step is not within its limits. It was observed however that there are seven General Abilities or Knowledges that preparation must provide--

- a. A specific knowledge of the general aims of the subject.
- b. A definite knowledge of the grade standards of attainment.
- c. A specialized knowledge of the subject from the point of view of its educational history.
- d. A specific knowledge of the psychology and psychological principles involved in learning and teaching the subject.
- e. Ability to use standard tests of that subject as a teaching device.
- f. An intensive study of the subject matter from the point of view of selection and organization for teaching purposes.
- g. Development of a special knowledge and technique for presenting the subject matter. (This item implies quite specifically a much more definite and closer correlation with the work of the practice school than has heretofore been the practice).
- h. (A proficiency test in the content of a subject rather than the prevalent practice of general review. The emphasis upon this requirement will naturally be determined by the subjects themselves).

3. The needs of the teacher show that it is probably more profitable to include all of the history of education and general educational psychology under the head of the varied special methods courses.

That is, such history of education and general educational psychology are to be given in connection with the specific subjects to which they apply rather than to be prescribed in general courses in History of Education or Educational Psychology. This procedure has the double advantage of selecting the content of these subjects that is most valuable, and of giving this material at a point in the teachers preparation where it is most needed and most easily understood. Again, the limitation of time in a two or three year course and the immaturity of the student make the prescription of more systematic courses more desirable in the four year or longer programs.

4. It has been recommended, in general, that a proficiency test be given in the content of the course to be covered. In a majority of cases it has been noted that a general review of the content of any particular subject is required as an integral part of the methods courses. The necessity of this requirement is found in the fact that students have forgotten the general facts of particular field and their memories need quickening. In some cases new material has been recently introduced and the prospective teacher has not had opportunity to get in touch with it. In either case it seems that a proficiency test would serve the purpose both of stimulating a general review and of introducing the teacher to such facts as may be of recent incorporation. Thus time and energy could be spent upon the study of such content from the point of view of its teaching possibilities. This is particularly true in the case of the more routine subjects such as arithmetic, reading, spelling and the like.

In the case of content subjects the intensive study of the content of these courses from the point of view of teaching possibilities will



not only indicate to the prospective teacher those items needing special review but will supplement and explain such information. Thus the special methods courses will emphasize methods with such incidental consideration of content as the teachers' needs indicate.

5. The "General Content" subjects have been discussed in connection with the teaching of special subjects. The data showed that the prescription of "General Content" courses as a means of providing preparation for teaching was inadequate. In a majority of cases it was found impossible to give both general content and special methods courses in the same curriculum in the two or three year ~~courses~~<sup>school</sup>. Again, it was very infrequent that any provision was made in the general courses for methods of teaching. Thus general courses have been given at the expense of excluding a study of content from the specific point of view of teaching. Furthermore, it was noted that more adequate training could be given in special methods courses. Thus the general content subjects--American History, American Government, Literature, Biology, and Physiology have been eliminated *from the training program*.

In the case of those "General Content" subjects whose purpose was the development of the personal efficiency of the teacher two subjects were found to be definitely desirable--Oral English, and Physical Education. Other general courses may be desirable but the needs of the teacher here did not indicate them.

6. It has not been the purpose to discuss in any detail the administrative possibilities of these special subjects. In the majority of cases the ground to be covered demands a separate administrative unit. It has been seen in a few cases, however, that the administration of certain courses could be facilitated by certain combinations. It was suggested that History, Geography, Community Life and Civics, be brought

together to form a single unit designated "Social Studies." The needs of correlation and the general similarity and overlapping of material suggest quite definitely the desirability of such a procedure. Again, in the case of spelling and penmanship it was indicated that the content was of such an amount as to allow the presentation of both, as separate units in the same course.

7. In respect to the matter of the length of the curriculum on this level, the recommendation of numerous "special methods" courses seems to indicate the necessity of lengthening the present two year course. This question will be considered in more detail in a later discussion.

## Chapter VIII Special and General Professional Subjects.

### Section 1 Introductory Statement of Aims and Plan of Presentation of Results.

The discussion thus far has made it quite evident that kindergarten-primary teachers need a type of professional preparation provided in Special Methods Courses. Numerous implications have been evident indicating a type of preparation to give a perspective for understanding, interpreting, and applying the more specific principles obtained in special courses. In more detail it has been noted that there is a desirability of a certain type of preparation which will carry the teacher beyond the special details to a plane where independent professional thinking and growth are possible. The direction of this thinking and the basis of this growth must be determined, as far as possible, by the evident present and future needs of the teacher.

It has been and, to a great extent, now is the practice in the formulation of a Normal School Curriculum to include certain subjects to meet certain traditional professional demands. Traditionally it has been the practice to divide the educational field in to certain more or less logical branches and to prescribe general professional preparation on the basis of these divisions. Thus one finds a prescription of a certain amount of History of Education, Principles of Education, Educational Psychology and the like. While these divisions have been derived for the most part empirically and in a priori fashion, it is not meant to suggest that they do not meet a probable need. The fact is merely emphasized that the actual needs of the teacher have not been considered in any definite and systematic fashion largely because they have not been ascertained or known with sufficient specificity.

It has been the assumption throughout this discussion that a Normal

School was strictly vocational in character and therefore justified in including only those subjects that contributed more or less directly to the teacher's preparation for teaching. Any number of subjects may be desirable. Prescription of subjects must be limited by the specific needs of the teacher as determined in some systematic fashion; by the length of the course; by the level of preparation and maturity of the teacher being trained; and by the practical problems of curriculum organization.

The specific needs of the teacher relative to methods of teaching various subjects have been already outlined. It remains now to note what is the best possible means of ascertaining the more general professional needs of the teacher and to indicate the best possible means of providing for these needs. The most profitable procedure seems to be a critical evaluation of present practice in meeting these needs with suggestion of modification as the data of this study justify.

One of the purposes of the difficulty questionnaire was to ascertain some of the more general problems that teachers have to encounter in teaching in the kindergarten-primary grades. These data were collected in order to secure a list of the important general needs of this type of teacher. It is the assumption that they should be the basis of the prescription of general professional courses. It is quite clear that a list of the more important general professional problems a kindergarten-primary teacher has to face should furnish a valid objective basis for the determination of her general professional training. With these facts in mind it is the purpose of this chapter to indicate as definitely as possible, the part of preparation Normal

Schools should provide with respect to training in (1) the "Special" and "General Professional Subjects;" (2) "General Content" subjects; and (3) "Observation and Practice." In the study of this problem we have recourse to five sets of data:

1. Analysis of difficulties involved in teaching with reference to certain general phases of all subjects indicated in our questionnaire under the specific heads of--Picture Study; Seat Work; and Kindergarten-Free or Work Period.
2. A list of items obtained in answer to the question which asked teachers to list items that they did not get or could not get in Normal School or other school preparation for teaching, that they have obtained through actual experience as a teacher.
3. A list of the most complex general problems one encountered in teaching on the kindergarten-primary level.
4. Certain general items presented with difficulties of teaching the special subjects.
5. Analysis of the descriptions of courses given by 55 Normal Schools purporting to train kindergarten-primary teachers.

The data secured through the first four sources are purported to give us a general idea, if not in specific detail, of the type of preparation necessary. The data under the fifth head give us the general trend of present practice and provide a basis for suggesting modifications. Our procedure here involves a critical evaluation of present courses with a view toward answering, specifically the following questions:

- (1) What are the general professional needs of kindergarten-primary teachers?
- (2) What course or courses of those now given by Normal Schools most nearly meet the demands of preparation; and, (3) what modifications in present practice are most desirable to meet more adequately the demands of training?

It is one of the unfortunate limitations of the sources of our data here that they are not always as specific and definite as in the case of the specific subjects already discussed. While such data, as we have, may not indicate specifically all of the items that should be included, we do have some less detailed facts that show in a more or less general fashion the trend such preparation should take. Again, although it may not be possible, in all cases, to indicate in what administrative form suggested items of preparation should be treated, there can be outlined a sequence of certain general problems that this type of teacher will have to solve.

With the above general limitations in mind the first three sets of data are presented below. The fourth set has already been presented in chapter VII and will not be repeated. The fifth set is thought to be more advantageously presented simultaneously with our later critical discussion and evaluation of courses.

## Section 2      Presentation of Data Indicating the General Professional Problems of Kindergarten-Primary Teachers.

1. Analysis of Difficulties Involved in Teaching with Reference to Picture Study; Seat Work; and Kdg. Work or Free Period.

### Picture Study

Table LXX page 298 gives the difficulties involved in teaching

Table LXX

Difficulties Encountered in Teaching "Picture Study" as Indicated by Teachers					T O T A L
I Preparation and presentation					
A. Material--choice and selection					
1. Lack of suitable materials		1		4	
2. Securing best pictures as to art value at a minimum cost.	1	1		1	
3. Getting pictures that inspire story telling instead of enumeration.	5	7	4	1	
4. Getting good large copies	1	2	2	2	
5. Getting interesting pictures within child's experience.			1	2	
B. Motivation--getting child to study and discuss picture.	3	3	7	1	14
C. Leading child to see and express in words what he sees.	9	4	1	1	15
D. Aiding child to get a real story instead of mere enumeration.	5	11	7	14	37
E. Lack of time provided for subject				1	1
F. Developing appreciation on part of child	1	6	2	4	13
1. Getting appreciation that means expression on part of child.	1	3	2	3	
2. Conflict between home and ideal art tastes		1			
3. Interesting child in the artist's life		2		1	
Difficulties Encountered in Teaching "Picture Study" as Indicated by Supervisors.					
I Preparation and presentation					
A. Materials					
1. Selection of suitable pictures	3	2	3	1	
2. Getting good inexpensive materials		1	1		
XB. Motivation--securing and maintaining interest	1	2			3
XC. Getting child to secure a unified impression of details	4	3	1	1	9
D. Developing appreciation	1	2	1		4
x1. Not enough time given to appreciation			1		
x2. Formality stifles appreciation	1		2		
XE. Lack of teacher preparation	2	2	3	1	8
1. Lack of knowledge and appreciation on part of teacher.	2	2	3	1	

"Picture Study," as indicated by teachers and supervisors in the kindergarten-primary grades. It is noted that:

(1) The topics listed here easily refer to the teaching of that item in connection with any one or a majority of the special subjects. This fact indicates the possible demand for ~~some~~ such preparation as Kindergarten-Primary methods where general principles could be supplied for such items as apply to all subjects in both Kindergarten and Primary grades.

(2) The points giving chief difficulties here are the following:

- (a) Choice and selection of materials for picture study.
- (b) Motivation--getting child interested enough to discuss pictures.
- (c) Aiding child to secure a unified impression of details; to get a real story instead of mere enumeration.
- (d) Developing appreciation.

#### Kindergarten-Free Or Work Period and Seat Work

These two phases are presented together because in nature and purpose they are fundamentally the same. Practically, seat work in the primary grades, is similar to the kindergarten free or work period in the kindergarten. Tables LXXI & LXXII pages 300 and 301 give the difficulties involved in these two activities. The following problems will be discussed:--

(1) In general, "Teaching pupils how to study; and the development of good study habits" are the major difficulties involved in these two activities. This is a significant fact. Recent investigations of the study habits of pupils on the high school level reveal the fact that they are all but hopelessly incompetent along this line. This



Table LXXI

Difficulties Encountered in Carrying on the Kindergarten  
Work or Free Period as Indicated by Teachers.

I Preparation and Presentation.A. Getting pupil to apply himself to some definite task until completed.

- |   |   |
|---|---|
| 1. Keeping sustained interest in big projects.      | 1 |
| 2. Work with some material until something is made. | 2 |
| 3. Application to a definite task                   | 1 |

B. Supervision of work individually

- |  |   |
|--|---|
| 1. See that each child uses his time to good advantage     | 5 |
| 2. Group too large for individual attention                | 3 |
| 3. Too many children of different capacities and abilities | 2 |
| 4. Inability of pupils to follow directions                | 2 |
| 5. Keeping progress records of each individual pupil       | 1 |

C. Developing independence, originality and initiative

- |   |   |
|---|---|
| 1. Let child thinking precede teacher direction                                     | 6 |
| 2. Giving work that draws minimum effort from teacher and maximum effort from pupil | 2 |
| 3. Leading child to take up a new line  | 2 |
| 4. Getting child to criticise his own work  | 1 |

D. Lack of space and equipment 2E. Tendency to disorder 1F. Neatness in working and in work 1

Difficulties encountered in carrying on kdg. Work or Free  
Periods as indicated by Supervisors

I Preparation and presentationxA. Development of good study habits 1B. Supervision of work individually

- |   |   |
|---|---|
| 1. Keeping every child profitably employed                                      | 2 |
| x2. To see that activity is progressive-that it leads to more valuable activity | 2 |
| 3. Attention to individual activity in a large group                            | 2 |
| x4. Teacher does not take pupils into her plans                                 | 1 |
| MO. Determination of the right moment to stop projects                          | 1 |

D. Lack of sufficient and suitable equipment 1

Table LXXII  
Difficulties Encountered in "Carrying On" Seat  
Work as Indicated by Teachers.

	K				T O T A L
	D	I	II	III	
G					
<u>I Preparation and Presentation</u>					
<u>A. Securing materials</u>					
1. Lack of good materials			4	2	
2. Finding time to get worth while material for each day		2	1	1	
3. Getting material that correlates with or is supplementary to the fundamentals.		3	2	1	
4. Finding material that is interesting and at same time educative	1	12	11	3	
5. Getting a variety of materials		7	10	3	
6. Selecting worthwhile material that does not involve writing			2	1	
7. Getting material of value that need, little or no, supervision.		3	1	1	
8. Getting material that fills a definite need in the days work.		1			
<u>B. Motivation</u>					
1. Motivation of seat work		1	3	2	
2. Changing seat work often enough to hold interest		1			
<u>C. Provision for individual differences</u>					
1. Providing work and making assignment for both dull and bright		2		2	
2. Getting suitable work for "subnormals"		1			
<u>D. Developing good study habits to eliminate necessity of supervision</u>					
1. Developing good study habits.					
2. Getting pupil to work independently without wasting time.		2	3	5	
3. Inability to interpret and follow directions		3		1	
<u>E. Supervision of seat work</u>					
1. Lack of time to check up and correct errors		6	5	5	
2. Difficult to supervise		1			
<u>Difficulties Encountered in Carrying On Seat Work as Indicated by Supervisors</u>					
<u>I Preparation and presentation</u>					
<u>A. Securing materials</u>					
x1. Provision of material that is conducive to good study habits		4	2	2	
x2. Provision of material of educative value-that stimulates thinking and suggests further activity.		8	6	5	
x3. Getting material that is a reinforcement of recitation.		3	2	1	
<u>B. Motivation</u>					
		1	1		
<u>xC. Wrong aim--thought of as "Busy work"-</u>					
		1	1		
<u>D. Supervision of seat work</u>					
1. Lack of time to supervise seat work			2		
x2. Individual checking up to make child sense his difficulties			1	1	
<u>xE. Too much time consumed in changing materials</u>					
		1	1		
<u>xF. Too much seat work based on silent reading</u>					
				1	

situation is due in large measure to poor habits of study developed in the elementary school. Any movement to remove or remedy this condition in the earliest stages is certainly the task of teacher preparation. Again, this fact is significant in that it is more one of the more general problems of this level and must be met by provision in training, of some general technique for doing the job better.

(2) The kindergarten free or work period, as its name suggests, is **confined** to the kindergarten grade alone; and the major difficulties here are the following problems:

- (a) Development of good study habits.
- (b) Getting pupils to apply themselves to some definite task until completed.
- (c) Supervision of the work individually.
- (d) Developing independence, originality and initiative.
- (e) Determination of the right moment to stop projects.
- (f) Lack of sufficient and suitable equipment.
- (g) Getting child to be neat in work; and in working;
- (h) Overcoming tendency toward disorder.

(3) In the case of seat work which is confined solely to the primary grades, but very much of the same character as the kindergarten free or ~~work~~ period, the following seem to be the major problems involved:

- (a) Securing good materials.
- (b) Motivation of the work.
- (c) Provision for individual differences.
- (d) Supervision of the work.
- (e) Development of good habits of study to eliminate strict su-

pervision.

(f) Wrong aim--thought of as "Busy work".

(g) Too much time consumed in changing materials.

(h) Too much seat work based upon silent reading.

(4) Both of these activities in their respective spheres, like picture study, are equally concerned with all or a majority of the subjects taught. This fact again indicates the desirability of some sort of general professional preparation to meet the obvious need. Here, as in picture study, it is suggested that some such preparation as kindergarten-primary methods would provide the necessary training. This possibility will be discussed, in more detail, later.

2. Analysis of Items Gained from Experience as a Teacher that Were Not or Could Not be Gotten in Normal School Training-as indicated by Teachers on the Kindergarten-Primary Level.

This set of data was gathered not so much with the idea in mind of getting a direct as an indirect insight into the weaknesses of present practice. It is quite obvious that the data here may not, in many instances, reveal directly a valid picture of the defects of present practice for many of the teachers contributing to this point took their training sometimes previous. However, these data do give indirectly an objective basis for the evaluation of present practice in terms of the practical needs of the present teaching situation.

Table LXXIII pages 304,305 and 306, gives the data obtained from this source. In general it will be seen that the problems or items fall into three general fields:--

(1) Page 304, includes certain items under the general head of selection, organization and presentation of subject matter.

304  
Table XXXIII

Items Gained from Experience that Were Not, or Could Not be, Gotten in Normal School Training as Indicated Teachers in Kindergarten-Primary Grades.

	K	D	G	I	II	III	TOTAL
<hr/>							
I Selection and organization of subject matter							
A. Selection of subject matter	4	5	10	3			22
1. Keener appreciation of aims governing selection of subject matter.	1	3	3	3			
2. Ability to select appropriate subject matter.							
a. Distinguishing between essential and non-essential	1		3				
b. Originality in working out devices and illustrative material	1	2	3				
c. Using the child's experience as a source of subject matter.	1		1				
B. Organization of subject matter	3	6	7	1			17
1. More practical knowledge of correlation and projects.	2	2	2	1			
2. Adapting kindergarten interests and activities to school as whole.	1						
3. Making definite and specific lesson preparation			2	2			
4. Organization and manipulation of materials			2	1			
II Presentation of subject matter.							
XA. Ability to adapt general principles to school situations.	12	7	7	2			28
x1. Provision of the difference between ideal and practical conditions	7	2	2	1			
x2. Adaptation of general theories to a specific school situation	2	2	4				
x3. Working out in practice theories learned	1	2					
4. Appreciation of the practical value of general educational theories learned	2	1	1			1	
XB. Ability to adjust prearranged plans and procedures to a specific school situation.		2	3			6	
C. Ability to develop good study habits on the part of the pupils.							
1. How to get independent work from the pupil.	1	1				1	
2. Curbing tendency to help pupils too much		2	1			1	
3. Ability to plan and direct seat work that encourages good study habits.		2	2			1	
4. Ability to teach one section while supervising the study of another.		4	1			3	
D. Recognition of fact that child needs many and varied kinds of drill.		1	3				
E. Knowledge of how to present materials to the child.	3	4	2			2	
1. To prevent subject matter on the pupils level.	2	3	1			1	
2. Not to talk over the pupils heads	1	1	1			1	
F. How to bring absent pupils up to the classlevel		1	2			1	

	K D G I II III				T O T A L
XG. Ability to use tests and measures as teaching devices.		1	2	2	
H. How to carry on project work with purposeful activity.	2	1	2	1	
XI. How to teach the "Special Subjects" as well as the "Essentials"	2	3	6	7	
<u>III A sympathetic understanding of child life-needs; point of view; efforts and interests.</u>					
A. A better and more sympathetic understanding of children and their problems through direct contact and study.	7	9	14	8	30
B. Understanding of the peculiar psychology of the child.	3	3	6	3	15
C. A definite knowledge of the needs of children.	2	9	2	2	15
1. More intimate and sympathetic insight into child needs.	2	1	1	2	
2. Directing work in accord with a better understanding of needs.		3	1		
3. Intelligent sympathy for child in his difficulties		2			
4. Definite idea of childrens abilities		3			
D. Child's learning process.	2	8	6	2	18
1. Definite knowledge of how children learn	1	4	1	1	7
2. Understanding of the child's mind and its development through actual observation	1	4	5	1	
E. A greater appreciation and understanding of the child's point of view.	5	2		3	10
F. Ability to get along with children--"Give and Take"	3			1	4
G. Recognition of difference between the real child and an ideal child	1	2	1		4
H. Broader view of childrens interests	1	1	2	1	5
I. Sympathetic and intelligent appreciation of childrens efforts	1	2	1	3	7
J. Ability to establish better support between teacher and child.	1	4	2	3	10
1. Ability to use voice to get attention.	1	2	1	1	
2. Power to hold child's attention.		2	1	2	
<u>IV Individual Differences.</u>					
A. <u>Diagnosis and remedy-how to meet them practically.</u>	12	27	23	29	96
1. Means and methods of meeting individual differences.	2	2	10	8	
2. Practical knowledge of individual differences and means.	3	7		2	
3. Teaching dull and bright pupils with due respect to each.		2	1	3	
4. Importance and technique of grouping in accord with mental age.	1	2			
5. Definite realization and practical study of individual differences.	1	4	1	1	
6. Appreciation of each child as an individual.	2	5	5	8	
7. How to work with mentally slow and backward pupils.		2	2	3	

	G	I	II	III	L
8. How to deal with mental defectives		1	1		
9. How to deal with and teach foreign children.	3	2	3	4	
<u>V. Class room management</u>					
<u>A. Discipline</u>					
1. Proper means and methods of discipline	4	5	13	13	
X2. Solving discipline problem by interesting material materials and presentation.		3		1	
3. Better understanding of what discipline means.	2	4	1	5	
4. Ability to control a large group of children.	6	6	11	4	
X5. Ability to control without ostensible dominaton	1	2	1	1	
X6. Ability to discipline little children.	2	1	1	2	
7. Ability to prevent many otherwise bad situations.		2	1		
<u>B. Management of routine factors of class room.</u>					
X1. Actual responsibility for management of a class room		10	6	1	
X2. "First day" experiences and organization.	1	1			
3. Routine reports-economical methods of preparation.		2	2		
4. Keeping satisfactory and simple records of child progress.		3			
5. Proper care and supervision of hygienic conditions.	1	2	1		
<u>XC. Development of Teacher Personality</u>					
xA. Development of a feeling of self-confidence and poise.	9	11	11	10	41
xB. Development of initiative, originality and independence.	4	3	4	4	15
xC. Adjustment of teacher personality to school situation	11	14	14	7	46
1. Adapting self to conditions of the class room.	3	5	3	1	
2. Self control	2	2	4	3	
3. Co-operation with other teachers and school officials.	2	3	3	2	
4. Tact in dealing with children.	3	2	4	1	
5. Patience in dealing with children.	1	2			
6. Appreciation of effect of teacher personality upon child behavior.	3	1	2	2	8
XD. Realization of the "bigness" of the job.	1	1			
E. Knowledge of the practical problems of school operation.			1	1	2
F. Realization of continued need of teacher study and growth.		2			2
G. Keener appreciation of parent and home co-operation.	8	11	7	6	32
1. Ability to deal with parents tactfully and enlist their cooperation	5	9	3	2	
2. Value of knowing child's parents and home environment.	3	2	4	4	

(2) Page 305, includes certain items falling under the head of a sympathetic understanding of child life--his needs, point of view, efforts and interests; and individual differences.

(3) Page 306, includes a third group--class management.

The data here seem to indicate preparation of, at least, three kinds;

(a) Desirability of some sort of general professional preparation in kindergarten-primary methods as a background for interpretation, and facility in deriving and applying educational principles that refer to all or a majority of the subjects on this level;

(b) The provision of a rather detailed and specific knowledge of the child and child life from a practical point of view.

(c) More definite and specific consideration of the factors involved in class room management especially from the practical point of view of teaching.

(d) More emphasis upon observation and teaching in practical teaching situations.

Our critical evaluation of present practice will indicate to what extent the data here furnish a valid basis for the modification of present training.

3. Analysis of general problems encountered in teaching on the kindergarten-primary level as indicated by teachers and supervisors.

Tables LXXIV, pages 309 and 310 gives the data from this source.

(1) It is to be observed that these data fall under four general heads:

(a) Class room management and allied factors.

(b) Individual differences.

(c) Correction of physical defects of children.

(d) Selection, organization and presentation of subject matter.



(2) Again, attention is called to the fact that these data are strikingly similar to those secured under the general head of "Items gained through experience that could not be, or were not gotten in Normal School or other school training." This fact suggests rather pointedly that the Normal School does not give sufficient emphasis to these latter phases. The reasons are probably as clear. In the first place, it is possible that such needs are not definitely known and therefore are not used as a basis of training. Again, it may be that these are problems of such a character that can not be easily anticipated so as to provide adequate training, or, problems of such difficulty that the emphasis in the training provided was not sufficient to insure successful solutions on the part of the teacher. Whatever the reason may be the fact remains that these data indicate certain problems that have not been sufficiently emphasized in teacher preparation; and which cannot probably be adequately provided for in the special courses already discussed. The inevitable conclusion is the provision of a type of professional preparation that will meet the demands indicated by these general problems in addition to furnishing a broader professional background.

(3) The above facts seem to indicate quite definitely the need of professional preparation along the following lines: class room management; a species of practical child psychology; kindergarten-Primary methods; and some broader professional preparation which will take the teachers efforts and thoughts from a social point of view. The justification of these implications will be discussed in detail in the section that follows.

(b) Kindergarten Curriculum--Thirty-two schools give such a course. The description of this course on page 535 shows that

Table LXXIV

General Difficulties Encountered in Teaching in the Kindergarten-Primary Grades as Indicated by Teachers.

	K	D	G	I	II	III	L	TOTAL
<b>I Class Room Management</b>								
<b>A. Management of routine factors</b>								
1. Mastery of general routine of the class room					1	3		
2. Keeping on schedule with daily program			2	3				
3. Correction of papers prevents adequate preparation						4		
4. Large amount of clerical work takes time from preparation.						2		
5. Extra-teaching duties take time (supervision of halls, etc)						1		
6. Lack of sufficient equipment and proper room space	5	3	2			3		
<b>7. Supervision of hygiene factors</b>								
a. Giving proper attention to school housekeeping	4	2	1					
b. Securing proper lighting conditions					1			
c. Getting proper heating and ventilation	4		2					
8. Grading, classification and promotion	1	1	2			3		
<b>B. Discipline</b>								
1. Best means and methods of discipline	1	4	8			6		
2. Allowing freedom and spontaneity without disorder	5	5	5			1		
3. Distinguishing freedom and disorder					2			
4. Teaching "The Why" of prompt and cheerful obedience.	3	6	2			2		
5. Handling large groups.		1						
6. Problem cases--settling quarrels and disputes	1		1			5		
7. Playground discipline					2	1		
8. Developing a social rather than a atmosphere.	2	1	2					
9. Practicing strict impartiality					1			
<b>C. Adapting and adjusting "First Time" Child to school environment.</b>								
1. Adjusting child to his new environment.	5	6						
<b>D. Getting parent and home co-operation</b>								
1. Enlisting the interest and co-operation of parents.	5	2	3			5		
2. Dealing with mothers who are ex-teachers.		1				1		
3. Establishing profitable connections between school and home.	1		5			7		
<b>II. Individual differences.</b>								
<b>A. Diagnosis and remedy in case of individual differences.</b>								
1. How to plan work to meet individual differences	2	13	13			10		
2. Classifying children into working groups on basis of ability			1	3		6		
3. How to meet ind. diff. in a supposed homogeneous group.			1	2				
4. Recognition of individual differences in temperament how deal in it	3	5	3			3		

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 II Individual Differences--contd--
 

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5. Giving needed individual attention while not neglecting class.				
a. Keep bright children going while dealing with dull	1	9	4	3
b. Helping slow child without retarding progress of the group.		7		3
c. Classes too large to give time to individual needs.	3	10	9	10
d. Curriculum too crowded to allow time for individual attention.	1	3	5	5
6. Studying each child individually to determine his peculiar needs.		2		2
7. How to deal with the subnormal and backward child				
a. How to deal with the subnormal child		6	1	1
b. How to deal with the average child		1	2	2
c. Getting backward children to put in extra time	1	2	2	2
d. Giving extra drills for backward children		1	1	1
8. How to deal with the mental defective		1	3	
9. Adapting material to individual needs	1			2
10. How to deal with children who are between groups in ability		2		
II B. Checking up individual growth and development				
1. Checking up class and individual growth	3	3		
2. Finding what remedial work is necessary and proper remedy.		1		1
3. Keeping tab on the individual needs and development of each child.				
4. Getting a proper knowledge of child ability when you first get him.	2			
5. Keeping progress records of each child.	1	1		
C. Bringing up to standard--absent, transient and late entering pupils				
1. Bringing up to standard pupils who have been absent.	4	11	8	4
2. Adjusting children who come from another school or school system				2
3. Adjusting transient pupils		1	2	1
4. Adjusting and otherwise bringing to standard late entrants		2		1
5. Children from mid-year promotions.			1	1
III Correction of physical defects of children	7	4	3	2
A. Overcoming nervousness due to undue excitement	2			
B. Correction of general defects-posture etc.	1		1	1
C. How to deal with undernourished children		1	2	2
D. Keeping children fit physically		2		
E. Overcoming speech defects--stammering and baby talk	4	1		

#### IV Selection, organization and presentation of subject matter

##### A. Intelligent choice and selection of materials

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Determining what phases of child's experience are most valuable.  | 2 |   |   |   |
| 2. Selecting subject matter that is, or can be, brought within the child's experience, understanding and interest. | 4 | 1 |   |   |
| 3. Preparing material --charts; cards etc, that take teacher's time.   |   | 1 | 1 | 1 |
| 4. Getting sufficient devices to vary procedure and sustain interest   |   | 1 | 2 | 2 |
| 5. Judging the contents of various readers and texts   |   | 1 | 2 |   |
| 6. Lack of sufficient material   | 1 |   | 1 | 2 |
| 7. Getting and keeping sufficient supplementary material.  | 2 | 2 | 1 | 5 |
| 8. Getting sufficient supplementary reading material   |   |   |   | 3 |

##### B. Organization of material--wise and careful organization.

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Attention to relative values; giving proper balance and emphasis to all phases; discrimination between essentials and non-essentials. | 4 | 3 | 5 | 4 |
| 2. Keeping clearly in mind the aim of the "system"   |   |   |   | 1 |
| 3. Keeping clearly in mind the true aim to be attained   |   |   | 2 |   |
| 4. Relating subject matter to child interests and needs  | 1 | 3 | 2 | 3 |
| 5. Avoidance of isolated facts through correlation   |   | 2 | 1 | 1 |
| 6. Planning work for children--making a workable lesson plan   | 1 |   |   | 4 |
| 7. Relating kindergarten activities to rest of the school.   | 1 |   |   |   |

##### C. Presentation of material.

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Motivation  |   |   |   |   |
| a. Motivation of subject matter in general                             | 1 | 1 | 1 | 4 |
| b. Securing and maintaining attention and interest                     | 1 | 7 | 6 | 1 |
| c. Motivating drill lessons  |   | 6 | 5 | 2 |
| d. Keeping a large class interested and learning at same time          |   |   | 2 | 3 |
| e. Creating desire to learn  |   | 3 | 2 | 2 |
| f. Getting genuine pupil co-operation                                  |   |   | 5 |   |
| g. Creating an atmosphere that will awaken active and right responses. | 1 | 3 | 1 | 2 |
| h. Bridging the short attention-span of child                          | 1 | 1 | 1 |   |
| i. Handling cases of attention without distracting class.              |   |   | 2 |   |
| j. Stimulating each child to work at the level of his ability.         | 1 | 3 |   |   |
| k. Motivate a subject the pupil dislikes                               |   |   |   | 2 |
| l. Motivate a subject the teacher dislikes                             |   |   |   | 2 |
| m. Securing some reaction in presence of visitors when alone.          |   |   |   | 2 |
| n. Making work as interesting in and as beginning of the year.         |   | 2 |   |   |

### C. Presentation of material

#### 8. Keeping definite aims in mind.

a. Having as definite aim in kindergarten as in grades	2			
b. Keeping practical standards as well as theorebeal aims in mind.	2			
3. Attaining one's aim with due respect to one's co- worker.	2			
4. Approach child from his own plane instead of adult	3	2	1	
5. Appreciation of child's smallest contribution if it is his best	2	1		
6. Direct child's natural enthusiasm so as not to quench it.	1	2		
7. Realization of what is the teacher's province-- where she is to intervene and suggest and when not	6			
8. Guiding vivid imaginations into the right channels		2		
9. Practical application of recent theory and experi- mentation		3		
10. Relating the interests of home and school overcom- ing habits that are a result of poor home environ- ment.	5	4	3	5

#### 11. Development of good study habits

a. Teaching pupils how to study		3	1	2
b. Teaching pupils how to study a text book			2	1
c. Developing good study habits	10	16	13	19
d. Provision and supervision of worthwhile seat work.		16	17	7
e. Teaching one section while supervising another		7	4	6
f. Developing ability to follow instructions.		3	1	2
g. Developing ability to think and work indepen- dently				
(1) Stimulating self activity	3	4	2	1
(2) Developing ability to work independently	8	13	3	10
(3) Stimulate real independent thinking on part of child.	3	3	7	8

12. Making character building a part of each days program	49	36	44	37
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General Difficulties Encountered in Teaching in the Kinder- K  
garten-Primary Grades as Indicated by Supervisors.

G

T  
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A

G I II III L

I Class Room ManagementA. Management of routine factors.

- |   |   |   |  |  |
|---|---|---|--|--|
| 1. Mastery of general routine of class room | 1 | 2 |  |  |
| 2. Inadequate equipment                     | 1 |   |  |  |

B. Discipline

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Getting freedom without disorder                            | 1 | 1 |   |   |
| 2. Discrimination between worthwhile freedom and disorder.     | 1 | 1 |   |   |
| X3. Developing right ideas of freedom in the group             | 1 |   | 2 | 1 |
| X4. Foreign child fails to understand obedience without force. |   |   | 1 |   |

C. Getting parent and home co-operation

- |   |   |   |  |  |
|---|---|---|--|--|
| X1. Tact in handling parent who might become offended because of difference in school and home standards. | 2 |   |  |  |
| 2. Lack of contact of teacher and parents.  |   | 3 |  |  |
| 3. Overcoming bad home influences.  |   | 2 |  |  |

D. Adjustment of child to his new environment

- |  |   |   |  |  |
|--|---|---|--|--|
| 1. Adjusting child to school environment             | 1 |   |  |  |
| X2. Adjusting child who has not been to kindergarten |   | 1 |  |  |
| X3. Making school environment homelike               |   | 1 |  |  |

II Individual Differences.A. Diagnosis and remedy.

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. How to meet individual differences in all subjects                    | 3 | 2 | 2 |   |
| 2. Making adequate provision for ind. diff. in a large group.            | 2 | 9 | 5 | 1 |
| 3. Planning material adapted to each group of the class.                 | 1 | 3 | 1 | 2 |
| 4. Thinking in terms of individual so that individual needs will be met. | 1 | 1 | 1 | 1 |
| 5. Letting each pupil progress at rate best suited to his ability.       |   |   | 1 |   |
| 6. Grouping so that each child will get maximum improvement.             |   | 1 | 2 |   |
| 7. Giving individual attention to special cases                          |   |   | 1 |   |
| 8. Failure to appreciate significance of individual differences.         | 1 |   |   |   |

B. Checking up individual growth and development

- |  |   |   |   |  |
|--|---|---|---|--|
| 1. Diagnosis and remedial treatment in cases of poor work. |   | 1 | 2 |  |
| 2. Giving time to study of individual child's reaction     | 2 | 1 | 1 |  |

C. Bringing up to standard the absent, transient and late entrant

1	2
---	---

### III Correction of physical defects of children.

A. Getting pupils who have poor motor control or other physical debilities to take part in physical education.

1 2

B. Lack of attention to ear and eye defects

2

### IV. Selection, organization and presentation of subject matter.

A. Intelligent choice and selection of materials

x1. Lack of suitable materials in content subjects.

2

2. Lack of good supplementary materials in reading.

3

x3. Poor library facilities

1

1

4. Selecting good devices and games.

1

x5. Making wise selection of activities suggested by pupils.

1

6. Selection of equipment and material in a city school situation

1

x7. Lack of activities and projects that stimulate initiative

1

1

2

### B. Organization of materials

1. Avoidance of isolated facts through correlation

(a) Special teacher and regular teachers' work does not correlate.

1

1

(b) Lack of correlation of all subjects.

1

3

2

1

x2. Teacher does not plan work thoughtfully and carefully.

(a) Teacher does not give enough time and thought in planning work.

1

2

(b) Realization that subject matter must be planned in the primary grades as well as upper grades.

1

3

1

3. Adjusting the course of study to child needs and keeping a balance of emphasis upon varied activities

1

2

1

x4. Realization that best training takes place in purposeful activity

2

x5. Keeping the general aims of subject matter in mind.

1

1

x6. Keeping in mind an acceptable working definition of education.

2

x7. Working out standards or objectives for term or quarterly periods.

1

8. Relating the kindergarten and the grades.

4

### C. Presentation of subject matter.

x1. Applying laws of learning to teaching

1

1

2

1

x2. Determination of what to teach and how much to expect.

3

1

1

1

x3. Getting pupil to see the aim of each subject.

1

1

2

4. Appreciation of child's point of view and efforts

2

1

x5. Keeping teaching on child's level so that it does not become a formal routine process.

3

1

1

---

C. Presentation of subject matter.

x6. To see education as a process of continuous growth rather than formal mastery of so many units of subject matter.	1	1	1
x7. Breaking with traditional practices without losing the good values of some of those practices.		1	1
x8. Keeping underlying principles in mind as well as results.	2	1	
x9. Making each period count for something definite in the child's growth and development.	2		
x10. Co-ordination of aims and work of kindergarten and grades.		1	1
11. Lack of co-operation between teachers of special and fundamental subjects.	1	1	1
12. Discriminating between real and artificial problems	1	1	
x13. Working habitually for individual reactions	1	1	1
14. Working with an assistant who has no initiative	1		
15. Changing methods with changing conceptions of education.		1	1
16. Principles do not have modern point of view.		1	1
17. Poorly organized program	1		
18. Lack of preparation of teacher to teach special subjects.		1	1
19. <u>Motivation</u>			2
a. Making subject matter vivid and interesting	1		
b. Secure and maintain maximum attention.		1	1
c. Providing motives for study and work.		1	1
d. Motivating drill work.			
e. Lack of a stimulating personality on part of teacher.			
20. <u>Development of good study habits.</u>			
a. Teaching child how to use a text book			2
b. Teaching child how to study.	2	2	3
c. Teaching pupils how to interpret and follow directions.		2	4
d. Stimulation of independent thinking and work.	3	1	3
e. Securing proper balance between pupil and teacher activity		1	1
f. Provision of purposeful activity for aimless children.	3		
g. Making mechanics subordinate to problem-solving	2	2	1
xH. Getting participation of each child in every activity to maximum of his ability.	1	1	1
I. Teaching one section while supervising another	1		
J. <u>Seat work.</u>			
(1) Provision of sufficient educative seat work.	5	4	1
(2) Finding time to check and supervise seat work.	3	3	
(3) Training child to use seat work.	1	1	
21. Making character building a part of each day's program.	15	7	5



Chapter VIII    Section 3--Special Professional Subjects.

Section 3 and 4 present the results of a critical evaluation of present practice on the basis of the data presented in section 2 of this chapter. Section 3 consists of a discussion of the "Special Professional" subjects, and Section 4 deals with the "General Professional" subjects. The point of departure in each case is the description of Normal School Courses. The presentation of these data is followed by a critical discussion of the facts in the light of the evident needs of the teacher.

It is unfortunate that these subjects could not be handled as those in chapter VII under the head of special methods. It was necessary in this instance to present all or most of the data in one place. The readers recognition of this limitation should aid in his interpretation of the facts presented.

Critical Evaluation of Present Practice.

1. Description of Normal School Courses.

All of the "special methods" courses originally included under this category were combined with corresponding "Special and Technical Content" courses. These courses have been discussed in chapter VII under the head of "Special Methods." There are left under the head of this category only those more general professional courses that deal specifically with kindergarten and primary education. For convenience, these subjects have been grouped under the general heads of kindergarten education and primary education.

Kindergarten Education. Under this head are included "Kindergarten principles and theory; kindergarten curriculum, history and principles of kindergarten education, and kindergarten methods. Kindergarten principles and theory, and history and principles of kindergar-

Table LXXVHist. and Prins. of K-P Educ. & Kdg Theory

Description of Normal School Courses in History  
and Prins. of K-P Educ. and Kindergarten Theory.

		#	T	Tot
1	(a) History of development of Kdg. and Primary schools in America.	<del>55.5</del>	7	23
	(b) Comparative study of modern and old kindergarten practice	51.8	4	24
2.	(a) Educational Prins of Locke, Rousseau, Montessori, Herbart et al	<del>61.</del>	8	25
	(b) Influence of modern school practice upon present elementary education.	5.5	1	2
	(c) Modern interpretation of the philosophy of education.	3.7	1	1
3	(a) Effect of kindergarten upon public schools	1.8	1	1
	(b) Relation of kindergarten to the primary grades (unification)	<del>38.8</del>	21	21
	(c) Relation of kindergarten to the home	35.	19	19
4	(a) Reading kindergarten magazines	1.8	1	1
	(b) Observation in kindergartens	<del>5.5</del>	3	3
	(c) Study of modern art and sculpture catalogs	1.8	1	1
	(d) Study of kindergarten songs and games	1.8	1	1
	(e) Organization of a program.	5.5	3	3
	(f) Study of early childhood-responses to social and natural environment	53.7	29	29
	(g) Selection and organization of materials in terms of child's interests and activity	<del>40.</del>	25	25
5	Study of curriculum of first four years (attainments)	33.	18	18
6	Organization and equipment of a kindergarten	<del>31.</del>	17	17
7	Value of nursery school education	1.8	1	1
8	Factors contributing to the success of K-P teacher.	1.8	1	1

ten education have been combined on the same sheet. This procedure was desirable inasmuch as these courses have the same general aim--namely provision of a general background for kindergarten education.

The description of these courses appears on page 314. The evident purpose here is to provide the following training:--

- (1) An historical background of the kindergarten movement in general, and its development in America in particular.
- (2) Some general discussion of the principles of selection and organization of materials in terms of the child's interest and activity.
- (3) Discussion of the general relationship of the kindergarten to the primary grades.
- (4) Study of curriculum attainment for the first four years.
- (5) Study of the organization and equipment of a kindergarten.

(b) Kindergarten Curriculum. Thirty-two schools give such a course. The description of this course on page 316 shows that it is meant to serve two functions. In those schools where kindergarten theory is given it is meant to be a more specific course dealing with kindergarten activities in detail. Where kindergarten theory is not given, this course serves the purposes of both a special and general course. This dual function probably accounts for the rather indefinite treatment of this subject.

(c) Kindergarten Methods. Twenty schools give such a course. The description of this course on page 317, shows quite clearly that it is meant to parallel or supplement primary methods. The chief items given consideration here are as follows:--

- (1) Study of materials and modern methods for kindergarten grades.

Table LXXVIDescription of Normal School Courses in KindergartenCurriculum

1	a Underlying principles of the K-P curriculum (unification)	13
	b Examination of typical curricula (critical analysis)*	4
	c Relation of Kindergarten-Primary grades.	5
	d Study of current movements for the improvement of the Kdg. Curricula	5
	e Study of childrens interests in relation to the curriculum	12
	f Study of the pre-school child	1
	g History and survey of the kindergarten movement	2
2	(a) Selection of subject matter--standards--organization	13
	(b) Language--arts in the K-P Grades	3
	(c) Dramatic and social arts in the K-P Grades.	3
	(d) Critical study of play	6
	(e) Critical study of manual activities	6
3	(a) Study of project--problem method--experimentations	8
	(b) Methods of presentation--lesson planning	6
	(c) Observation in the kindergarten	1
4	(a) Making a program	16
	(b) Aims of the modern kindergarten	9
	(c) Attainments--standards for promotion	6
	(d) A reinterpretation of Froebelian prins. and Liter. in modern education.	2
5	(a) Methods of conducting mothers meetings.	1
	(b) Mental and other measurements	1
6	Kindergarten equipment	2
7	Keeping records of children	1

Table LXXVII

Description of Normal School Courses in  
Kindergarten Methods.

1	Problems peculiar to teaching children beginnings of each subject.	1
	(a) Organization of subject matter for K-P Grades	1
	(b) Study of play material and child development	18
	(c) Study of modern material for K-P Grades.	17
	(d) Study of modern methods for K-P Grades.	17
	(e) Observation	17
2	(f) Child instincts and interests	1
	(a) Study of progress of Kdg. children through the grades.	1
3	(b) Child development and home training	1
4	Tests and measurements	17
5	Housing and equipment of kindergartens	17
6.	Study of Bureau of Education Bulletins	1

Table LXXVIII

Description of Normal School Courses in  
Primary Methods and Primary Curriculum.

	(a) Study of the primary curriculum--a constructive program.	3	5.5
	(b) Study of educational aims and principles.--	30	55.5
	(c) Study of child development and educational practice	1	1.8
1.	a General methods of teaching primary subjects.	34	62.9
	b Observation in the practice school	21	38.8
	c Technique of teaching general	1	1.8
	d Problems of school management	2	3.7
	e Study of literary materials, suitable for children	4	7.
	f Art of story telling	2	3.7
	g Project method	2	3.7
	h Language development of children	1	1.8
	i Detailed study of teaching of reading-hygiene and psychology	2	3.7
	j Detailed study of teaching of arithmetic	1	1.8
2	Careful study of beginning lessons in writing and handwork	1	1.8
3	Relation between kindergarten and primary grades		
	(a) Laws of learning	4	7.
	(b) Types of teaching	1	1.8
4			
5	Individual differences.	1	1.8
6	Self activity	2	3.7
7	Seat work	1	1.8
8	Tests and measurements (introductory study)	1	1.8
	Primary Curriculum		
	(a) Principles underlying curriculum construction	1	1.8
	(b) Union of Kdg-1st and effect upon the curriculum	1	1.8
	(c) Childrens activities and their use in education	1	1.8
1			
2	Materials used in the early elementary grades	1	1.8
3	Social significance of varied types of curricula	1	1.8
	(a) Methods of teaching primary subjects in light of theory of education.	3	5.5
4	(b) Projects in the primary grades.	1	1.8
5	Individual differences	1	1.8

(2) Test and measurements in the kindergarten.

(3) Study of housing and equipment of a kindergarten.

2. Primary Education. The two subjects under this head are "Primary Methods" and "Primary Curriculum." The descriptions of these two courses, on page 318, show that they have a common aim. The chief topics noted are--general methods of teaching primary subjects; and, study of educational aims and principles. Again, the fact that three of the five schools giving "Primary Curriculum" do not give "Primary Methods" seems to corroborate this observation.

It was intimated earlier in this discussion that the evident purpose of "Primary Methods" was to take the place of "Special Methods" courses particularly in arithmetic, geography, language, history and civics. Again, it has been suggested that this procedure was not sufficient to meet the needs of the teacher. Further justification of this conclusion appears in a later more critical discussion.

In respect to kindergarten and primary education in general, one fact seems to stand out rather prominently. The organization of the curriculum for this type of teacher partakes more of a combination of kindergarten and primary courses in the same curriculum than a re-organization of courses with the Kindergarten-Primary point of view clearly in mind. While our data are not specific upon this point the general implications are that a closer organization of courses is desirable.

1. What course or courses now given by Normal Schools Most Nearly Meet the Needs of Preparation?

It has been seen that there is an obvious need for two types of courses under this head, or these heads as the case may be. On the one hand our data indicated the evident desirability of some sort of rather

general type of professional preparation giving the teacher a specific and definite background for this particular teaching level. That is, some training to give the prospected teacher a perspective for the interpretation and solution of the more general problems of kindergarten-primary education. The courses "Kindergarten-Principles and Theory, and History and Principles of Kindergarten Education" in so far as their general purposes indicate seem most adequately to meet this need. It is found however that they are almost solely confined to the kindergarten with only incidental consideration of the primary grades.

On the other hand, it is evident that some sort of preparation in kindergarten-primary methods is necessary. The data make it plain that there are numerous general problems of method that possibly will not, can not or should not be provided for in each of the "Special Methods" courses. Such are indicated by the general problems involved in picture study, kindergarten free or work period and seat work; and numerous other more general problems relating to the selection, organization and presentation of subject matter. In addition, such a preparation seems necessary to furnish that broader professional knowledge and background for more intelligent interpretation and solution of specific problems of "Special Methods". The courses seemingly meeting this need are : kindergarten methods; kindergarten curriculum; and "Primary Methods" and "Primary Curriculum." Again, the separation of the content of kindergarten and primary courses corroborate a previous observation that the courses for this level have been organized by including some kindergarten and some primary courses in the same curriculum.

2. What modifications in present practice are desirable in order to meet more adequately the needs of preparation?

The above discussion showed that normal schools do provide fairly



adequately, in a more general fashion, for the demands here. It is merely necessary here to point out, as specifically as possible, what modifications the facts indicate in order that the preparation be more adequate.

### Kindergarten-Primary Education.

This designation is suggested for a type of preparation to meet the needs now being provided for under the heads of kindergarten principles and theory; and history and principles of kindergarten education. The modification suggested consists merely of a type of preparation combining the essential elements of both of the above named courses with a more definite emphasis upon primary education in the union.

The specific purpose of such a course is the provision of a body of theory and fact that will enable the prospective teacher to understand the general field of kindergarten-primary education, and furnish a broad professional background for independent recognition, interpretation and solution of certain problems peculiar to this level of teaching. What the specific content of such a course should be, the facts do not imply so definitely. There are general implications however that it should include the following items:--

- I An historical survey of kindergarten-primary education in general; and specific study of the recent development and unification.
- II A comparative study of the principles and theories underlying early elementary education from Locke and Rousseau to the present with a moder interpretation of educational philosophy especially as it relates to this field.

III A general view of the relationship of the kindergarten to the primary grades with a general survey of the curriculum problems of the first four grades.

IV General discussion of the factors contributing to the success of a kindergarten primary teacher.

It is seen that the above content consists largely of an introductory course embodying History and Principles of Education as they apply to this specific level. This procedure is even more desirable in view of the fact that the "History of Education" and "Principles of Education" given as separate courses in the average Normal School, assume an intellectual maturity and professional insight quite beyond the level of the persons taking such courses. In addition, the content here is specifically directed to furnish the background most needed by the prospective teacher.

#### Kindergarten-Primary Methods.

Again, we have seen fit to employ a designation that emphasizes more specifically the unification of the kindergarten and primary grades. Such a tendency was noted in some of the three year courses. The data here are more specific and definite than was the case of kindergarten-primary education.

The fact that "Special Methods" in the teaching of various subjects in this field have been recommended, excludes any possibility of misinterpreting this type of preparation as a general method of teaching all subjects. There are two primary considerations that seem to demand such preparation. First, there are certain numerous general problems, found in the teaching of all subjects, but not adequately provided for by any "Special Methods" course. Second, there is need for a broader perspective for the basic principles of method to enable the prospective teacher to interpret and apply intelligently such specific

methods as are derived in "Special Methods" courses.

The data presented in the earlier part Section 2 of this discussion indicate that the content of such preparation should be specifically along the following lines:--

I Development of the ability, on part of the teacher, to carry on the activities of the kindergarten--free or work period effectively.

A Developing a technique and background for overcoming or preventing the following difficulties:--

1. Development of good study habits.
2. Getting pupil to apply himself to some definite task until completed.
  - a. Keeping sustained interest in big projects.
  - b. Working with some material until something is made.
  - c. Application to a definite task.
3. Supervision of individual work.
  - a. Seeing that each child uses his time to good advantage.
  - b. Giving individual attention in a large group.
  - c. Seeing that activity is progressive--that it leads to more valuable activity.
  - d. Teaching pupils to interpret and follow directions.
  - e. Keeping progress records of each individual pupil.
  - f. Allowing pupils to aid in planning the work.
  - g. Determination of the right moment to stop projects.
4. Developing independence, originality and initiative.
  - a. Let child thinking precede teacher direction.
  - b. Giving work that draws minimum effort from the teacher and maximum effort from the pupil.
  - c. Leading child to take up a new line.
  - d. Getting the child to criticise his own work.
5. Overcoming lack of space and equipment.
6. Preventing tendency toward disorder.
7. Stimulating child to be neat in working; and ~~in~~ his work.

II Development of ability, on part of the teacher, to carry on the activities involved in seat work.

A Development of a technique and point of view for preventing or overcoming difficulties with the following:

1. Securing good materials.

- a. Provision of material that is conducive to development of good study habits.
- b. Provision of materials of educative value--that stimulate thinking and suggest further activity.
- c. Finding time to get worthwhile material for each day.
- d. Getting material that correlates with, or is supplementary to, the fundamentals.

- e. Finding material that is both interesting and educative.
  - f. Selecting worthwhile material that does not require too much writing.
  - g. Getting material of value that need, little or no, supervision.
  - h. Getting material that fills a definite need in the day's work.
2. Motivation
    - a. Making the child interested in seat work.
    - b. Changing seat work often enough to hold interest.
  3. Provision for individual differences.
    - a. Providing work and making assignment for both bright and dull.
    - b. Getting suitable work for "subnormals."
  4. Developing good study habits to eliminate necessity of supervision.
    - a. Developing good study habits.
    - b. Getting pupils to work independently without wasting time.
    - c. Inability to interpret and follow directions.
    - d. Wrong aim of seat work--thought of as "Busy work."
  5. "Too much seat work based on silent reading"
  6. "Too much time consumed in changing materials"
  7. Supervision of seat work.
    - a. Lack of time to check up and correct errors.
    - b. Individual checking up to make child sense his difficulties.

III Development of the ability, on the part of the teacher, to carry on the activities involved in picture study.

A. Development of a technique and background for preventing and overcoming the following difficulties:--

1. Making an intelligent choice and selection of materials.
  - a. Lack of suitable materials.
  - b. Securing best pictures as to art value at a minimum cost.
  - c. Getting pictures that inspire story telling instead of mere enumeration.
  - d. Getting interesting pictures within the child experience.
2. Motivation
  - a. Getting child to study and discuss pictures.
  - b. Securing and maintaining interest.
3. Leading child to see and express what he sees.
4. Aiding child to get a real story instead of mere enumeration.
5. Developing appreciation on part of the child.

- a. Getting appreciation that means expression on part of the child.
- b. Conflict between home and ideal art tastes.
- c. Interesting child in the artists life.

IV Development of the ability on part of the teacher to understand and apply the basic educational principles in the selection, organization and presentation of subject matter.

A. Development of ability on part of teacher to understand, appreciate and apply the basic educational principles in making a wise and intelligent choice of subject matter with an especial effort to overcome or prevent difficulties with the following:--

1. Determining what phases of a child experience are most valuable.
2. Making a wise selection of activities suggested by the child.
3. Lack of suitable materials in the content subjects.
4. Lack of activities and projects that stimulate initiative.
5. Poor library facilities.
6. Selecting subject matter that is, or can be, brought within the child's experience, understanding and interest.
7. Preparing material--charts; cards; etc--take teachers time.
8. Getting sufficient devices to vary procedure and sustain interest.
9. Judging the contents of various readers and texts.
10. Getting and keeping sufficient supplementary materials.

B. Development of ability to understand, appreciate and apply the basic educational principles in making a wise and careful organization of subject matter.

1. Giving proper attention to relative values; proper balance and emphasis to all phases; and discrimination between essentials and non-essentials.
2. Keeping clearly in mind the aims of the "system"
3. Keeping clearly in mind the true aim to be attained.
4. Keeping the general aims of subject matter in mind.
5. Keeping in mind an acceptable working aim of education.
6. Working out standards or objectives in terms of quarterly units.
7. Realization that the best training takes place in purposeful activity.
8. Relating subject matter to the child's interests and needs.
9. Avoidance of isolated facts through correlation.

10. Planning work for children—making a workable lesson-plan.
  11. Relating kindergarten activities to the rest of the school.
  12. Overcoming teachers tendency not to plan work carefully and thoughtfully.
    - a. Giving enough time and thought in planning work.
    - b. Realization that subject matter must be planned in the lower grades as well as in the upper grades.
- C. Development of ability to understand, appreciate and apply basic principles of education in the presentation of subject matter.
1. Ability to adapt general principles to specific situations.
    - a. Provision of the difference between ideal and practical conditions.
    - b. Adaptation of general theories to a specific school situation.
    - c. Ability to adjust prearranged plans and procedure to a specific school situation.
    - d. Ability to apply general laws of learning to teaching.
  2. Determination of how much to expect.
  3. Getting pupils to see the aim of each subject.
  4. Keeping teaching on the child's level so that it does not become a formal routine process.
  5. Ability to see education as a process of continuous growth rather than a formal mastery of so many units of subject matter.
  6. Breaking with traditional practices without losing the good values of some of those practices.
  7. Keeping underlying principles in mind as well as results.
  8. Making each period count for something in the child's growth and development.
  9. Keeping definite aims in mind.
    - (a) Having a definite aim in kindergarten as the grades.
    - (b) Keeping practical standards as well as theoretical aims in mind.
  10. Attaining ones aim with due respect to ones co-workers.
  11. Appreciation of the child's smallest contribution if it is his best.
  12. Directing the child's natural enthusiasm so as not to quench it.
  13. Guiding vivid imaginations into the right channels.
  14. Practical application of recent theory and experimentation.
  15. Relating the interests of home and school--overcoming habits that are a result of poor home environment.
  16. Making character building a part of each day's program.
  17. Motivation
    - a. Securing and maintaining attention and interest.
    - b. Motivating drill lessons.
    - c. Keeping a large class interested and learning at the same time.
    - d. Creating a desire to learn.
    - e. Getting genuine pupil co-operation.
    - f. Creating an atmosphere that will awaken active and right responses.

- g. Bridging the short attention--span of the child.
- h. Stimulating each child to work at the level of his ability.
- i. Motivate a subject the pupil dislikes.
- j. Motivate a subject the teacher dislikes.
- k. Making work as interesting in end as beginning of the year.

18. Development of good study habits.

- a. Teaching pupils how to study.
- b. Teaching pupils how to study a text book.
- c. Provision and supervision of worthwhile seat work.
- d. Teaching one section while supervising another.
- e. Developing ability to follow instructions.
- f. Developing ability to think and work independently
  - (1) Stimulating self activity.
  - (2) Developing ability to work independently.
  - (3) Stimulate real independent thinking on part of the child.

The above list of problems represent the content around and out of which must be developed some sort of course to prepare the prospective teacher to recognize, interpret and solve them. Beyond the suggestion that such a course as kindergarten-primary methods with ~~these~~ problems as its basic content, ~~this~~ study does not profess to indicate how Normal Schools might train such a teacher. That problem is quite outside of the scope of the present discussion.

Chapter VIII      Section ~~II~~"General Professional Subjects"Psychology

Critical evaluation of courses of study in psychology on the basis of data from difficulty questionnaire.

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Analysis of the descriptions of courses in psychology  
in 55 Normal Schools.

Attention is called to the fact that four types of psychology are usually given--(1) General; (2) Educational; (3) Child; and (4) Tests and Measurements. The descriptions of these courses appear on pages 330-332.

(1) General Psychology. It will be seen that the topics given chief emphasis here read like the table of contents of any text-book in "General Introductory Psychology." In fact, there is every indication that such is the source of most of the topics presented. It is found that the general practice is to give some sort of introductory course in psychology followed by a more specific course. The introductory course is most frequently "General" psychology and sometimes "Educational." This procedure is quite obviously based upon the assumption that sufficient psychology can not be given in a single course; that a foundation course introducing the prospective teacher to the terminology and scope of the field is essential to an adequate understanding and appreciation of a more specific course. The validity of this assumption will be discussed in a later paragraph.

(2) Educational Psychology.--presents a somewhat less uniform type of subject matter than any of the other three types. Among 19 separate topics only three show any decided degree of uniformity as indicated by frequencies.--the learning process; study of original human ten-



dencies and their modification; and individual differences. The remaining topics represent the individual peculiarities of various schools and partake largely of the nature of topics found in the general psychology course.

This lack of uniformity here is probably explained, in large measure, in terms of the varied functions of the course in different schools. This subject is prescribed from ~~three~~ points of view--First, as a more advanced course in psychology tending toward application of psychological principles to the teaching process; second, as an introductory course in psychology; and third, as the only course in psychology. This situation is another evidence of the fact that Normal Schools are not agreed as to what content should constitute a psychology course; nor ~~are~~ they in harmony as to how it may best be administered.

(3) Child psychology This course and general psychology are most frequently given; the former having a slight preference over the latter. This course also shows a wide range of treatment although there is much more uniformity than was noted in the case of educational psychology. The subject matter consists largely of the topics found in general and educational psychology confined to the child level. In most cases this course constitutes the second course in psychology and is supposed to supply those principles that are specifically dictated by the teachers need. It shall be seen to what extent such content is in accord with the assumption underlying it.

(4) Tests and Measurements It can hardly be said that there is any general tendency to emphasize this field of psychology to the extent of making it a special course. Only 8 schools, or approximately 15 per cent, give this as a special course. It is observed that it is more frequent procedure to include this subject incidentally with the subject matter of some other course. The data here seem to indicate that

Table LXXIXDescription of Normal School Courses in General Psychology.

1	Attention and interest	20
2	Nervous system	19
3	Thinking	20
4	Sensation	22
5	Imagination	24
6	Memory and association	23
7	Conception	7
8	Consciousness	7
9	Instincts and impulses	25
10	Habits and habit formation	23
11	Individual differences	5
12	Laws of learning	23
13	Periodicity--infancy, childhood and adolescence	2
14	Feeling and emotion	21
15	Will	14
16	Experiments, demonstrations and clinical studies	2
17	Psychological terminology	4
18	Mind and matter	1
19	Heredity and environment	3
20	Work and play	1
21	Fatigue	3
22	Perception	17
23	Judgment	10
24	Character	3
25	Attitudes	3
26	Sensory defects--detection and treatment	1
27	Group behavior	1

Table LXXXDescription of Normal School Courses in Educational Psychology

1	Careful study of original human tendencies and their modifications	9
2	The learning process	15
3	Individual differences--causes and treatment	11
4	Characteristics of pupils in several age groups K-P, Int, J.H.S.	5
5	Personal qualities of successful teacher	1
6	Experiments in learning	2
7	Observation in training school	1
8	Psychology of the school subjects	2
9	Work and fatigue	1
10	Psychological principles underlying educational practice	3
11	Behavior of children	2
12	Habit formation	5
13	Memory and association (imagination)	3
14	Moral and religious training	1
15	Attention and interest	5
16	Tests and measurements (practical knowledge)	3
17	Judgment	1
18	Marking and grading	1
19	Nervous system in relation to behavior	1

Table LXXIDescription of Normal School Courses in Child Psychology

1	Relation of society to childhood	3
2	Pre-natal life of child	4
3	Care of infants	2
4	Mental characteristics of children from infancy to adolescence	35
5	Physical characteristics of children from infancy to adolescence	33
6	Study of how children learn as contrasted with adults	19
7	How to use desirable responses and change undesirable ones	5
8	Knowledge and interest in study of children	2
9	Natural tendencies of children--impulses and instincts	12
10	Child welfare movement	2
11	Exceptional children and their training	20
12	Heredity and environment	6
13	Observation of children	4
14	Differentiation of human and animal development	1
15	Habit formation	16
16	Memory and association	14
17	Individual differences--(extent, causes and diagnosis)	15
18	Emotions and feelings	14
19	Practical use of intelligence tests	15
20	Play	6
21	"Studies" of children	1
22	Study of modern leaders in the education of children	1
23	Child needs for development and growth	4
24	Child reasoning	1
25	Imagination of children	

Table LXXXII

## Description of Normal School Courses in Tests and Measurement

		P.C.
1	Familiarity with Principles Underlying Objective Tests	7 12.9
2	Value of Tests in Determining the Status and Needs of Pupils	3 5.5
3	Skill in the Use of Tests-Practice on Pupils and Students	4 7.
4	Reading and Demonstration of the Binet Tests	1 1.8
5	Psychological Characteristics of Infancy, Childhood and Adolescence	1 1.8
6	Standard Tests in Various Subjects	2 3.7

this latter is the more desirable procedure.

In general, every school gives some kind of psychology. This fact indicates that Normal Schools are in perfect agreement that some sort of psychological training is an absolute sinequanon of a teacher's preparation. The varied types of psychology given and their content suggest that they are not in such harmony as to what the nature of that psychology should be.

What course or courses most nearly meet the evident needs of the Teacher; and what modifications are desirable to provide more adequate preparation.

The fact that several types of psychology are given provokes two very important questions as to:--(1) The purpose or purposes underlying the prescription of psychology in a Normal School Curriculum; and, (2) the validity of the assumptions underlying the courses here prescribed, in particular.

The report of the Carnegie Foundation summarizes the purpose of psychology in a Normal School very ~~clearly~~ by indicating that it is supposed to fill two functions; (1) "It must provide a basis for explaining and interpreting successful teaching as well as principles from which to derive new and better practice, and, (2) it must furnish a working theory of the mental life as a basis for undertaking the larger problems of education, many of which are only remotely connected with teaching." (1) Assuming the validity of this point of view, it is clear that the type of psychology prescribed must be based upon the needs of the teacher to be prepared. The principles and problems to be interpreted are necessarily a part of the teaching situation in which the teacher may find herself. Hence a survey of the needs must show the type of psychological preparation necessary.

One of the basic assumptions of prevalent practice is that after the student has been introduced to the field and learned its terminology and scope she is then ready to get such specific facts as will be needed later and learn to apply them. Thus a course in child or educational psychology is prescribed. We are particularly interested in the basis upon which Normal School arrive at the conclusion that either one or both of these courses meet that need. The data given on page 305 and throughout the "Special Methods" chapters show that two types of psychology are in evident demand. (1) A more general type giving the teacher a more "sympathetic understanding of child life, and individual differences; (2) Certain psychological principles relating to learning as applied to the teaching of the various subjects.

It is found that the course most nearly meeting these demands is the type designated "child psychology." The inadequacy of this course lies in the content selected and its general treatment. The implicit criticisms of this course have been the following: (1) The

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(1) Professional preparation of teachers for American Public Schools  
The Carnegie Foundation for the Advancement of Teaching  
PP 181-182.

nature of the subject matter treated has not been practical; (2) There was a rather wide gulf between theory and practice which, because of the immaturity of the student, was not bridged until several years of actual teaching experience. (3) Too little concrete application was made of the theories advanced. The criticisms all point to the one outstanding fact that the type of psychological training needed is that which will give a practical understanding of children in actual teaching situation.

The above fact is becoming more firmly noted in the consciousness of leaders in the field. Judd, (1) in a recent and illuminating series of articles in the elementary school journal, calls attention to the fact, in a most convincing manner, that educational psychology as now taught, and even text books on the subject, need a radical redirection of emphasis and point of view. He indicates that what the teacher needs is a more specific background for teaching in the social situation defined by the school; that as a basis of method there is a need for more definite information relative to the psychology of specific situations as the psychology of teaching the fine arts, literature, social studies and the like. It is further intimated that what is needed is not so much the general theories based upon the individual, as has been the practice of the past, as a larger emphasis upon practical principles based upon the group situation. Our data seem to corroborate the general view expressed here and point toward a type of psychology taught in as close relation to the situation, in which it is to operate, as possible.

Reference has already been made to the practice of requiring some introductory course as a prerequisite. While we do not have definite data on this point, it does seem that, in view of the quite obvious needs of the teacher on this level, the general academic nature of the introductory subject matter given, and the limited space in a two or three year curriculum, this procedure is not warranted. This is especially true when we consider the possibility of giving such an introduction as an integral part of the basic course.

In view of the above discussion, the preparation of the teacher, as far as psychology is concerned, would best follow to general lines of procedure:

(1) The prescription of a general course for the purpose of meeting the specific needs of the teacher;

(2) The inclusion with the "Special Methods" courses such specific psychological principles as are necessary for the general interpretation and solution of the problems encountered there.

The content indicated under the second head has already been indicated in our discussion of "Special Methods." The data on page 305 show that the content under the first head includes a type of

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(1) Psychology as the basis of educational method, Elementary Sch. Journal XXV pp 102-112; 173-183; 414-423.

preparation designed to develop ability on the part of the teacher to meet, understand and solve the problems indicated below.

I Sympathetic understanding of child life--his needs; point of view; efforts; and, interests.

A. Understanding of children and their problems through direct contact and study.

B. Understanding of the peculiar psychology of the child.

C. A definite knowledge of the needs of children.

1. Intimate and sympathetic insight into child needs.
2. Ability to direct work in accord with child needs.
3. Intelligent sympathy for child in his difficulties.
4. Definite idea of childrens' abilities.

D. Knowledge of how children learn

1. Definite knowledge of how child learns as contrasted with the adult.
2. Understanding of the child's mind through actual observation of child at work and play.

E. Appreciation and understanding of the child's point of view.

F. Ability to get along with children "Give and Take."

G. Recognition of difference between real and "ideal" child.

H. Sympathetic and intelligent appreciation of childrens' efforts.

I. Broader view of childrens' interests.

J. Ability to establish better relations between pupils and teacher.

1. Ability to use the voice in getting attention.
2. Power to hold child's attention.

K. Ability to recognize significant individual differences and to meet them practically.

1. Practical knowledge of individual differences and means of meeting them.
2. Handling dull and bright children with due respect to each.
3. Importance and technique of grouping according to mental age.
4. Appreciation of each child as an individual.
5. How to deal with mental defectives.
6. How to deal with foreign born child.



History of Education and Principles of Education

Critical Evaluation of Courses of Study in "History of Education"  
and "Principles of Education."

Analysis of the descriptions of courses in "History of Education"  
and "Principles of Education" in 55 Normal Schools.

The description of these two courses appear on pages 337 and 338. They are discussed together because the functions and aims seem to indicate that they are the same in purpose. It is noted that 60 per cent of the schools give courses in "History of Education" or "Principles of Education" or both. An examination of these descriptions show a high degree of similarity in that each attempts in some general fashion to indicate the general trend and aims of education. Again, out of a total of 29 schools giving "History of Education" only 6 are duplicated by "Principles of Education" and in such cases where both are given the amount of emphasis is relatively small for each.

Turning again to the specific content of these courses, it will be seen that there is a definite attempt to meet a seemingly definite present need although much of the traditional survey procedure still exists. It was suggested in the discussion of kindergarten-primary education that such History and Principles of Education as needed should be given as an integral part of such a course or unit of preparation. Two main considerations indicated the desirability of this procedure:

(1) Our canvass of these courses corroborate the general observation of the Carnegie Foundation that "courses in the general History of Education are not suited to students of Junior College level; they are distinctly senior college or university courses, presupposing a maturity of mind, breadth of outlook, and a historical and philosophical background that it would be hopeless to expect in a student just out of high school or with but a years collegiate work."(1)

(2) It was noted that one of the chief difficulties is found in the fact that the background courses are so far removed from the situations to which they apply and are to be used as a basis for interpretation that the teacher found extreme difficulty in making the connection. The suggested modification would more nearly meet the need for two reasons--First, it will insure the fact that the content most needed by the teacher will be selected; and, second, it will be given at a point in the teachers' training where the connection between basic principles and the specific situations to which they apply will easily be made.

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(1) Professional preparation of teachers for American Public School--  
 The Carnegie Foundation for the advancement of teaching 1920  
 P. 186.

Table XXXIII

Description of Normal School Courses in Prin-  
ciples of Education.

1	Meaning and aim of education	6
2	Function of education in a democracy	6
3	Function of the school	4
4	Function of the home	3
5	Function of the community	3
6	Function of playgrounds	3
7	Factors in the educative process--child, curriculum, methods and teacher.	4
8	Nature and principles of study	2
9	Principles of method	6
10	Fundamental principles underlying educational practice	7
11	Present tendencies in education (curriculum changes, project and laboratory methods; and exceptional children)	1
12	Social aspects of learning and class management	1
13	Characteristics of pupils in the lower grades.	3
14	Observation	1

Table LXXXIV

Description of Normal School Courses in History  
of Education.

	I History and principles of education	16
1	Brief review of origin and development of present day practice and tendencies in Pub. School Education-	21
2	Aims and purposes of education	18 15
3	Development of various conceptions of education values.	17
4	History and present status of present tendencies-- vocational guidance; treatment of backward children; scientific measurement; Junior High School; doctrine of interest; project method; problem teaching; and socialized recitation.	21
5	Critical study of aims, purposes and ideals, methods and value of educational systems in ancient and medieval times.	6
6	Educational theory and practice in the 19th century	3
7	Modern development of education since renaissance	6
8	Educational reformers	8
9	Current educational literature	2
10	Introduction to modern experiments with young children	1

School ManagementCritical Evaluation of Courses of Study in School Management on the Basis of Answers to Difficulty Questionnaire.Analysis of descriptions of courses in school manage-In 55 Normal Schools.

Just a casual glance at the description of this course on page 340, is sufficient to convince one of the utter lack of agreement as to what should be the content of such a course. The fact that only about 27 per cent of the schools give this course indicates that it is not at all certain whether such a course should be given. The small number of schools giving such a course, however, may be accounted for in part, by the fact that a number of the schools include the items, generally given under this head, with some other course. This is particularly true in the cases of "Introduction to teaching and Education," "Principles of Education," "General Methods" and "Principles of Teaching" and "Primary Methods." This variety of procedure seems again to emphasize the lack of agreement in respect to this course or the content that would naturally be included in it.

It is clear that, as a group, Normal Schools do not provide in adequate fashion for the problems involved under this head. Table LXVIII, page 304, indicating items gained from experience, shows that the type of training usually given is not sufficiently correlated with the practical conditions of the class room and therefore does not carry over as it should. This situation is due to the fact that the needs of the teacher here, while anticipated in general, have not been met in a detailed and practical enough fashion to prepare the teacher for the actual teaching situation. The explanation of this fact is found in the general procedure employed. The description of courses as well as the general needs of the teacher indicate that the general problems under this head are probably not sufficiently numerous to comprise a single course. Hence they are treated incidentally with some other course. The question arises with what course or courses should such items be combined to get the best results? While it is not the purpose to discuss at length the administrative problems involved, yet it is quite appropos to indicate that the needs of the teacher as well as the logic of the situation suggest that such problems should be an integral part of the students observation and practice. Such a combination would insure that the problems of management would be seen in their rightful relationship and such principles as would be derived would grow out of the practical situation rather than out of mere theoretical discussions. It has been the tendency of the young teacher to view management problems apart from teaching and it is due in large measure to the way in which such problems were presented during her period of training.

The above suggestion is so obviously justified by the data here that further discussion seems unnecessary. It will be referred to again, however, in the discussion on observation and practice. It is left now to note what problems are to be emphasized in training. The data derived from the above mentioned sources reveal that preparation should aim at the following lines of training:--

Table LXXXV

Description of Normal School Courses in  
School Management.

1	Educational aims of public schools	6
2	Methods of school management	2
3	Subject matter in relation to school management	1
4	Class room management	5
5	School routine	5
6	Discipline	3
7	Lesson planning	1
8	Testing	2
9	State and local organizations	2
10	Records and reports	1
11	School support	1
12	Relationship of supt. board and community	5
13	Methods of teaching and tehnnique of teaching	3
14	Practice in managing school situations	1
15	State school laws	6
16	Attendance	2
17	Powers of school officers	1
18	Principles of school hygiene	2
19	Knowledge of child nature as a basif of classmangement	4
20	Daily program--order of subjects and time allotment	3
21	Grading, promotion and retardation	4
22	Curriculum	2
23	Administrative terminology	1
24	Physical condition of the school plant	1
25	Seat work	1
26	Motives, incentives and ideals	1
27	Study of Kdg. equipment	1
28	Mothers meetings	1

I. Development of the ability to manage economically and effectively the routine factors of class room.

- A. Mastery of the general routine of the class room.
- B. Keeping on schedule with daily program.
- C. Correction of papers.
- D. Economy in carrying on clerical work.
- E. Extra teaching duties take time (supervision of halls etc)
- F. Supervision of hygienic factors.
  - 1. Giving proper attention to school housekeeping.
  - 2. Securing proper lighting conditions.
  - 3. Getting proper heating and ventilation.
- G. Grading, classification and promotion of pupils.
- H. Lack of sufficient equipment and room space.

II Development of ability to understand, appreciate and use effective Means and Methods of discipline.

- A. Allowing freedom and spontaneity without disorder.
- B. Distinguishing freedom and disorder.
- C. Teaching the "why" of prompt and cheerful audience.
- D. Handling large groups.
- E. Problemases--settling quarrels and disputes.
- F. Playground discipline.
- G. Developing a social rather than militaristic atmosphere.
- H. Practicing strict impartiality.
- I. Developing right ideas of freedom in the group.
- J. Foreign child fails to understand obedience without force.

III Development of ability to enlist parent and home co-operation.

- A. Enlisting the interest and co-operation of parents.
- B. Dealing with mothers who are ex-teachers.
- C. Establishing profitable connections between home and school.

- D. Tact in handling parents who might become offended because of the difference between home and school standards.

IV Development of ability to adjust and adapt child to school environment.

- A. Adapting "first time" child to school environment.
- B. Adjusting child who has never been to kindergarten.
- C. Making school environment home like.

V Especial emphasis upon following:

A Recognition and appreciation of the teacher as a personal factor in class room management.

- 1. Development of self confidence and poise.
- 2. Emphasis upon teacher initiative and independence.
- 3. Adjustment of teacher personality to school situation.
  - (a) Adapting self to school conditions.
  - (b) Self control.
  - (c) Co-operation with other teachers and school officials.
  - (d) Tact in dealing with children.
  - (e) Appreciation of effect of teacher personality upon child behavior.

B Management.

- 1. Actual management of class room.
- 2. "First day" experiences and organization.

C Discipline.

- 1. Solving discipline problem with interesting materials.
- 2. Ability to discipline little children.

General Methods and Principles of Teaching.

Attention is here called to the fact that these two courses were combined in our original tabulation. It was quite obvious from the descriptions given that they were designed with the same aim in view. The combined description of these courses appear on page 344. It should be noted that the most frequent items here are as follows;--

- (1) Methods of learning and teaching the various school subjects.
- (2) Study of modern elementary school practices and bases.
- (3) Fundamental principles underlying the teaching process.
- (4) Relation of educational practice to psychological principles.
- (5) Study of pedagogical principles and educational aims.
- (6) Technique of using scales and measures.
- (7) Factors determining the selection and arrangement of subject matter.

The difference in the purpose of the above course and the course in kindergarten-primary methods suggested by the data of this study is that the former is generally supposed to take care of the entire elementary school level while the latter is designed primarily for the kindergarten primary grades. The fact that only 35 per cent of the schools give such a course indicates that the tendency to drop this requirement has almost become a general practice. In the majority of cases this requirement is replaced by the course in "primary methods." This course has already been discussed on page . It is merely necessary to refer to it here in summary. Our data indicated that the needs of the teacher lay neither in the direction of general methods nor primary methods as given although the latter more nearly approximated the needs than the former. It was seen that the practice



T A B L E ~~LXXXVI~~

Description of Normal School Courses in Prins. of Teaching  
and General Methods.

1	Factors determining the arrangement and selection of subject matter.	6
2	Routine phases of school keeping	1
3	How to secure interest and attention?	1
4	Methods of learning and teaching the various school subjects.	11
5	Provision for individual differences	2
6	Technique of using scales and measures	7
7	How to organize supervised study, text book and conversation lessons.	1
8	Study of the relative value of subjects in the curriculum	2
9	Relation of the child to the curriculum	2
10	Observation of expert teaching	2
11	Study of pedagogical principles and educational aims	7
12	Diagnosis of specific abilities of children	1
13	Methods of study and teaching how to study	2
14	Educative process in relation to other institutions	2
15	Lesson planning	2
16	Study of elementary school courses of study	1
17	Relation of educational practice to psychological prins.	7
18	Fundamental principles underlying the teaching process	7
19	Study of modern elementary school practices and bases	8

of meeting the needs of preparation for teaching the special subjects through a general course was inadequate. The data showed quite definitely that the provision of special methods courses with the prescription of such a course as kindergarten-primary methods more nearly met the need here. Upon the basis of this observation such a requirement as "General Methods" or Principles of teaching is not necessary. Thus the suggestion that it be eliminated.

Introduction to Education

Critical Evaluation of Normal School Courses in Introduction to Education.

Description of Normal School Courses in Introduction to Education and Teaching.

28 schools, or slightly more than 50 per cent, give a course either in the "Introduction to Education or Teaching." The description of these courses is found on page 347. It is observed that the most frequent items stressed here are the following:--

(1) Discussion of the social aims of education. Here an attempt is made to give the prospective teacher an idea of the functions of education in general.

(2) Orientation as to types of teaching services. The prospective teacher comes to the beginning of her preparation with little or no idea as to what level of teaching service she wants to enter or is best suited to enter. The aim here is to give her a general idea of the specific demands made by each level.

(3) Study of the characteristics of children of the three levels--kindergarten-primary, intermediate and junior high school.

The aim here is to give a detailed view of the general teaching problems of these three levels so that the teacher may get a more definite idea of her chosen level.

The implications of the data of this study reveal the fact that some such introductory course is necessary and desirable. The facts are not quite so clear as to what the content of such a course should be. It is quite evident however, that the topics emphasized here should be included. The general purpose of such a course should serve

Table LXXXVII

Description of Normal School Courses in Introduction  
to Education and Teaching.

1 Social aims of education	24
2 Discipline	5
3 Interest and motivation in school work	5
4 Conduct of the recitation	3
5 Examination and use of the most important scales	4
6 Analysis of the study process	4
7 Psychological factors in teaching	5
8 Orientation as to type of teaching service--specific qualities for each level.	23
9 Library technique	1
10 Making bibliographies and arrangement of notes and note books	1
11 Ideals of the school and the teaching profession	4
12 Distinctive aims of the elementary school	2
13 Observation	3
14 Study of modern educational methods and principles	1
15 Types of lessons	1
16 Class management	2
17 Public welfare	1
18 Origin and evaluation of teaching problems	1
19 Origin of subject matter	1
> 20 Field trips	1
21 Characteristics of children of each level K-P, Int. and J. H. S.	17

to introduce the teacher to the field of education. More specifically the aim should be somewhat along the following lines:--

(1) To indicate that education is a profession; and that there is a body of fact with which the prospective teacher must be familiar in order to teach successfully.

(2) To give a broad survey of the various teaching services in order that the teacher may know what adaptations are necessary in preparation for a particular branch.

(3) To give, in an, introductory fashion, an idea of the aims in education in general and a rather definite idea of the social aims of education.

The courses now given meet this need fairly adequately. Some modification along the lines suggested above might prove profitable. It is impossible to suggest a more definite course than has been indicated since the data do not bear directly on this point.

Educational Sociology and Introductory Sociology

Description of Normal School Courses in Educational Sociology and Introductory Sociology.

The discussions of these two courses are combined because they seem to have a common aim. Ordinarily one would suppose that introductory sociology would be introductory to educational sociology. Such, however, does not seem to be the case. In only one instance is it noted that both courses are given by the same school. This fact implies that one is a substitute for the other; that "Introductory Sociology" is given with a distinct educational emphasis and that Educational Sociology was a combination distinctly emphasizing the facts of sociology as they apply to education. The latter inference is more in accord with the facts than the former. The description of these courses, pages 350 and 351 show that the educational emphasis in the introductory course, if at all implied, is quite incidental in character. The character of the introductory course is best described by the fact that where a text is used it is generally Hayes or Ross.

It is evident from the fact that 31 schools give either educational or introductory sociology, that it is thought that some knowledge of society, or education in relation to society, is important. Whether such content as given in these courses supplies the need depends upon one's idea of the needs of preparation along these lines. One point is clear however. If introductory sociology is to be substituted for educational sociology its content and treatment will have to be radically modified to admit of more educational application.

Table LXXXVIII

Description of Normal School Courses  
in Educational Sociology.

1	Principles of sociology applied to education	3
2	Child welfare in education.	2
3	Family relations to state and society	1
4	Function of specific agencies (clinics, dispensaries, day nurseries etc)	1
5	Distinction between primary and secondary groups	1
6	Effects of school groups upon discipline and progress	1
7	Variations due to heredity and environment	1
8	Nature of the social mind	1
9	Education and citizenship	1
10	Education and leisure	1
11	Education and health	1
12	Education and religion	1
13	Methods of instruction	1
14	Organization and control of schools	1
15	Sense of individual responsibility for social progress	14

Table LXXXIX

Description of Normal School Courses in  
Introductory Sociology.

1	Wealth, poverty and charity	11
2	Race and eugenics	6
3	Family	12
4	Causes and treatment of crime	12
5	Marriage and divorce	12
6	Influence of heredity and environment upon group behavior	5
7	Origin and development of social institutions	12
8	Practical citizenship (functions of the individual)	6
9	Co-operation of home and school in community problems	1
10	Illiteracy	11
11	Americanization	9
12	Housing	12
13	Feeble mindedness	5
14	Visits to local institutions	1
15	Work and recreation	2
16	Social controls	6
17	Origin and nature of social groups	1
<u>Economics--2 Curricula</u>		
18	Production, exchange and distribution of wealth with reference to American conditions	2
19	Standards of living	2
20	Agricultural production--management, marketing and organization	1



The data of this study do not indicate in any definite terms just what are the needs of the prospective teacher along these lines. Many implications point to the fact that there is a need for some final orientation of the teachers preparation to give balance to her practical efforts. It has been observed first, that the prospective teacher has been introduced to the general problems of education and the more specific problems of the level upon which she is going to teach; second, she has been given a knowledge of the general and specific pedagogical principles involved in teaching the particular subjects on her level. It merely remains that her specific and definite preparation be ~~pe'ed~~ and oriented in a fashion to give a broader idea of the more general function she is to perform. It is necessary that she know the aim and relation of education in society in general; and particularly how her specific efforts, in a broader way, might contribute to the consummation of this aim.

The above need seems best met by some such course as "Sociological Principles of Education." Such a course is distinguished from the ordinary course in "Principles of Education" by emphasizing education from the point of view of its social function. The best and most definite description of the content of such a course is found in texts like Dewey's "Democracy and Education;" Sneddens, "Educational Sociology" Smiths "Introduction to Educational Sociology, or Chapman and Counts "Principles of Education." In other words the modification suggested is that the educational sociology, with a re-direction of emphasis, be prescribed as a final summarizing course.

Observation and ParticipationDescription of Normal School Courses.

It is an unfortunate limitation of our material that the procedure followed in observation and participation was not outlined in a more definite fashion. There were sufficient data however, to indicate the general procedure. Several general practices are noted in the administration of this unit:

(1) It is the practice of all schools to give some practice teaching. The amount of practice and the form of administration vary considerably. The general range varied from 3 per cent to 49 per cent of the entire curriculum.

(2) It is a rather infrequent practice to give observation as a separate activity. Only 12 schools give or require a period of observation apart from the practice teaching.

(3) Six administrative types of practice teaching are noted in Normal Schools.

(a) The most frequent procedure is to require a general period of practice at or near the end of the course.

(b) (c) Introductory and advanced practice are given by the same school in two units. The introductory period comes at or near the beginning of the students course. The assumption is that the prospective teacher needs to be introduced to the general practical problems involved in the technique of teaching. The advanced period comes at or near the end of the students course. The assumption is that with the knowledge of the practical problems the student is better prepared to develop an effective technique than if all of the practice come at one time at or near the end of the course.

(d) (e) Kindergarten practice and primary practice. The former is differentiated from the latter only by the fact that the one is confined to the primary grades and the other to the kindergarten. This practice is based upon the inadequate reorganization of the kindergarten-primary unit. In such cases it has merely been the practice to combine almost wholly the kindergarten and primary curricula and label the combination kindergarten-primary.

(b) The kindergarten -primary period is a species of general practice with a different designation. There is this distinction, however. In some few schools the general practice period covers the entire elementary school level while this type is confined solely to the kindergarten-primary grades.

(4) Two points of view are noted in reference to the function of practice teaching. In the first case, it is the more frequent practice to give a short, well-supervised period of practice in the training school. Second, it is more rarely the practice to require an extensive period of practice, generally in nearly public schools, under the general supervision of the normal school authorities. It is difficult to determine whether these two procedures represent two different points of view or merely two different means of attaining the same aim. In the first case it is clear that the function of practice is considered to be the provision of a concrete basis for theory. In the second case, in view of the loose supervision; it seems more a matter of "learning to do by doing."

The data of this study do not indicate in any definite fashion the specific function of practice teaching. There are numerous implications however indicating the nature of its general functions. It is inconceivable to expect that normal schools should turn out experienced

or skilled teachers in the time devoted to this activity. We have no definite data to show how long it takes one to become a skillful teacher. Most boards of education give credit for not less than two years in considering teaching experience. Whether it is the function of practice teaching to develop skillful teachers or not, it is clear that neither of the procedures followed is calculated to attain this aim with any marked degree of success. In the first place those schools giving a small amount of practice quite clearly could not have such a goal. In the second place, those schools that give a more extensive period of practice could not expect to achieve such an aim with such necessarily loose supervision, and the relatively short time given to the task.

The implications of the data here indicate that practice should furnish the prospective teacher with a laboratory of practical situations for the testing of educational theories and the clarifying of principles derived from methods and management courses. In general, it should be the aim to develop a degree of skill and ability only sufficient to attain the aim of intelligent self-direction. Thus the teachers preparation assumes that being faced with the practical conditions of teaching the teacher will have developed such a knowledge and skill that will enable her to meet them effectively. In more detail the data show that the functions of practice teaching are or should be along the following lines:--

(1) To correlate more closely theory and practice. In the list of the data pages 304-306 on items gained from experience that were not or could not be gotten in normal school training--it was a frequent comment that experience had given a clearer insight into the practical application of educational theories to school situations. It was clearly indicated that teachers had not become sufficiently conscious,

in their training, of the practical problems involved in teaching. Many teachers ascribed this failure to the type of training received in practice teaching.

(2) Development of a knowledge and technique for preventing and overcoming numerous practical difficulties in presentation. One of the biggest problems in the training of the teacher is not along making her conscious of certain practical problems but giving her an effective practical basis for the solution of those problems. It seems a quite evident function of practice teaching to serve this end. It has been the assumption in the discussion of methods courses and the course in school management that every opportunity would be taken to make clearer the problems involved through specific reference to the practical situation. In fact, it was suggested that the course in management be definitely correlated with practice teaching. Thus practice teaching becomes an avenue through which theories are to be tested and principles made concrete.

The whole problem of practice teaching needs a much more thorough canvass than it has been possible to make on the basis of the data of this study. The problems of how much practice should be given, and in what form it should be administered still remain unsolved. Three points seem to be fairly clear from this discussion:--

(1) The data show quite clearly that, whatever may be the aim of observation and practice, it should be more definitely tied up with the methods courses and the course in school management. The best solution to this problem seems to be in the combination of an introductory period of practice with the course in management, and a closer correlation of methods courses and observation. It is therefore suggested that school management be made an integral part of the introductory practice; and that observation be given as an integral part of the

methods courses.

(2) While it is not clear how much practice teaching should be given it is obvious that more time, than is spent on this course by the average school, should be given to this phase. It is clear that, for this course to serve as a concrete basis for all methods and management courses more time must be allowed for it. It must necessarily be emphasized to a greater extent since the methods courses have been emphasized to a much greater extent.

(3) In the light of the above suggested procedure the requirement of a period of introductory and advanced practice seems most desirable. The assumption underlying this procedure fits in quite well with the aim of practice teaching.

Section 5Summary and Conclusions

The data and discussion of this chapter show that there are certain more general problems on this level that the teacher has to encounter in addition to the more specific problems involved in teaching the various subjects. The discussion has indicated that the teacher needs a type of preparation that would provide a basis for the solution of these problems. It has been observed that the specific purpose of such preparation is the provision of a general professional background for the recognition, interpretation and solution of the general and specific problems encountered. The type of preparation here seems best provided in the following types of courses.

1. Introduction to Education and Teaching--The data quite definitely implied that some introductory course to the general field of education was desirable. The needs indicated the necessity of orientation from the point of view of the field of education in general.

2. Kindergarten-Primary Education--The purpose of this type of preparation is to give the prospective teacher a broader view of the general professional problems involved in teaching upon the kindergarten-primary level. The procedure of present practice in emphasizing kindergarten education with little or no emphasis upon the primary side seemed not to recognize sufficiently the recent union of these two levels.

3. Kindergarten-Primary Methods--Again, it was the general practice to give separate courses in kindergarten and primary methods. This procedure is obviously based upon the fact that many kindergarten-primary courses have been organized by combining the old subjects of the kindergarten course and primary course. It was seen that it was desirable to provide a type of preparation that emphasized more

definitely the general methods problems from the point of view of the recent reorganization of these units. Further more, it was clear that the purpose of this course should be changed. With the prescription of special methods courses. this course becomes a course in general methods with the specific purpose of providing a general background for the solution of problems in the courses in special methods.

4. Child Psychology--It was found that the courses generally given in psychology were either too elaborate, or did not meet the needs of the teacher, or were given at a point in the course that made the application of the principles evolved, difficult. The needs of the teacher indicated two procedures--first, the prescription of a general course designed to give the teacher a sympathetic understanding of child life; his needs, point of view, efforts, and interests. Second, it was observed that the psychology of learning and teaching, and tests and measurement would function better as an integral part of the methods courses. This procedure insures the fact that the specific content needed would be selected, and that it would be emphasized nearer the point in the teachers preparation where it was to be applied.

5. History of Education and Principles of Education. The data showed that these two subjects should probably be eliminated as separate courses. It was indicated that the specific content of these courses could be more profitably included in the methods courses. This procedure was based upon two considerations. First it insures that the content needed will be emphasized; second, it will be given at a point in the teachers training where the connection between basic principles and the specific situations to which they apply will be easily made.

6. School Management--The data indicated that some training along this line was necessary. The needs of the teacher show that it is probably the best procedure to include this item as an integral part of the introductory practice period. In the first place, the problems in this



field are probably not sufficient to make a course in itself. In the second place, a more definite correlation of theory and practice can be obtained.

7. General Methods and Principles of Teaching--The facts indicate that the needs of preparation could be better provided for by the prescription of special methods courses and a general course in kindergarten-primary methods. It was found that the procedure of meeting the needs involved in teaching the various subjects by a general methods course was inadequate. Sufficient emphasis could not be given in a single course, and, the needs of the teacher were too specific to be met by a general course. Thus general methods has been eliminated.

8. Educational Sociology and Introductory Sociology--Our analysis showed that these two subjects were supposed to serve the same end. It was clear that the introductory course did not in itself meet the requirement of the aim set up. The data indicated that the content of the course in educational sociology did seem to meet a need. It seemed that the teacher should have some summarizing course, at or near the end of her period of training, that would orient her specific efforts particularly from the point of view of the social function of education. Thus it was suggested that some such summarizing course as "Sociological Principles of Education" should be prescribed near the end of training to meet this end.

9. Observation and Participation--The data showed that these activities should furnish the prospective teacher with a laboratory of practical situations for the testing of educational theories and the clarifying of principles derived in methods and management courses. The needs of the teacher indicated that--(1) Observation be given as an integral part of the methods courses, and school management be made an integral part of the introductory practice period; (2) that the time given to these activities be increased in view of the lengthening of the methods courses. (3) That the best administrative form seems to be the prescription of an

introductory period of practice near the beginning of the course, and an advanced period of practice at or near the end of the course. (4) It still remains a question as to how much practice ought to be given or in what form it should be administered.

Chapter IXGeneral Summary and Conclusions.

1. It has been shown that the Normal Schools now preparing teachers for the kindergarten-primary grades do not have a very definite or uniform idea of the type of training this type of teacher should receive. An analysis of the 55 two year Normal School Courses revealed the fact that extreme variation obtained. In some cases it ranged for one category from 2 to 50 per cent of the entire curriculum. In general 55 schools give 79 different subjects with an average of 19.5 subjects per school and a range of 13 to 31 subjects. One conclusion is quite evident. These schools either do not have the same aim; or, the aim is not sufficiently definite to indicate the means by which it is to be attained. This fact shows quite clearly the necessity of some objective means of determining the aim of kindergarten-primary training as well as the specific means of attaining that aim.
2. A comparison of two year and three year curricula reveal the fact that the three year course is primarily an extension of the two year course in time. There is no indication that it is the purpose to include new subjects or to change the general direction of the teacher's preparation. The justification of this extension is not evident from a mere analysis of these courses but is rather dependent upon a critical evaluation of such courses on the basis of the actual needs of the teacher.
3. A critical examination of the needs of the teacher on this level shows that a three year curricula is desirable. The additional year is justified not on the basis upon which it has been prescribed by present practice but rather on the basis of a number of modifications necessary in the two year course. The data have shown the necessity of special methods courses in the teaching of at least thirteen subjects. In addition, two general content courses have been found desirable; and six general professional subjects including observation and participation. Furthermore it was noted that more time probably should be given to practice teaching. In all, some 18 courses exclusive of practice teaching have been indicated. It is practically impossible to conceive of these courses being given in two years. Thus it has been suggested that the course be lengthened to three years.
4. The needs of the teacher on this level indicate that the preparation of this type of teacher should include special methods of teaching the various subjects. The needs of the teacher here are so numerous and specific that they can not be met adequately in a more general course as is the procedure followed by present practice. In the more general courses the principles are necessarily so general and far removed from the situation to which they apply that it is difficult, if not impossible, for a person of this level of maturity to bridge the gap. The assumption underlying the prescription of such courses is that the specific principles involved are seen in immediate relation to the situations to which they apply and are sufficiently general to carry the teacher beyond the immediate needs of the present to a fairly clear view of the possibilities of the future.

The data indicate that the aim of such courses should be an intensive study of content from the point of view of its teaching possibilities, and the development of a special technique for presenting such content on the kindergarten-primary level. In general the preparation in this field should include, at least, eight general items--

a. A proficiency test in the content to be ~~used~~ instead of the usual general review, with such deficiencies to be made up as an extra-curricular requirement.

b. A specific knowledge of the general aims of the subject to be taught.

c. A definite knowledge of the grade standards of attainment.

d. A specialized knowledge of teaching and learning in any particular subject from the point of view of the History of Education.

e. A specific knowledge of the psychology of the subject from the point of view of learning and teaching.

f. Ability to use standard tests in all subjects as a practical teaching device.

g. An intensive study of subject matter from the point of view of selection and organization for teaching purposes.

h. Development of a special knowledge and technique for presenting subject matter on this level. (This item implies quite specifically a much more definite and specific correlation with the practice than has seemed formerly to exist.)

The procedure here necessitates the combination of special and technical content and special professional subjects in the same category. Special methods are to be given in the following subjects or combinations:---

Reading  
Arithmetic-  
Language  
Social Studies  
Penmanship  
Spelling  
Plays and Games

Child hygiene  
Nature Study  
Literature and Story Telling  
Music  
Fine Arts  
Industrial Arts

5. Justification can be found for only two general content subjects--Oral English, and Physical Education. The data showed quite clearly that the prescription of general content courses as a means of providing specific preparation for the teaching of various subjects was inadequate. No attention is given to "Methods of Teaching" in such courses,

and the curriculum is too crowded to permit the addition of special methods courses. Then too it was seen that fairly adequate provision could be made in the special courses for the immediate needs of the teacher on this level. Thus the general content subjects--American History, American Government, Literature, Biology, and Physiology--have been eliminated.

6. Again, it was found that there were certain more general professional problems on this level that the teacher has to encounter in addition to the more specific problems involved in teaching the various subjects. The data indicate that the teacher needs a type of preparation to aid in the solution of these problems. It has been seen that the general purpose of such preparation is the provision of a general professional background to aid the teacher in the recognition, interpretation, and solution of the general and specific problems encountered. The courses recommended to provide the necessary training here have already been described on pages 358-362 and will not be repeated here. The courses suggested were: Introduction to Education, Kindergarten-Primary Education, Kindergarten-Primary Methods, Child Psychology, School Management, Educational Sociology, and Observation and Participation.

#### 7. Problems for further investigation and study.

This investigation has raised a number of questions. The data obtained have not been sufficient to answer all of these questions. In a majority of cases it has been possible to indicate fairly definite answers. In a number of cases the fact is evident that satisfactory answers must await further research and investigation. There are outlined below some of the major problems that present themselves for solution. There may be other questions that this study did not bring to light. The following, however, are the most important.

a. One of the outstanding problems for further study is revealed in the fact that the writer is convinced that a refinement of method would yield a more detailed statement of the teacher's needs and therefore enhance the practical utility of such data as may be obtained.

b. A second problem that this investigation leaves for further study is the organization of normal school courses and syllabi in terms of the needs of the teacher as indicated by the analyses of this study. The data of this study have been particularly concerned with the major problem of ascertaining the needs of kindergarten-primary teachers. In general the teacher's needs have been stated in as specific terms as possible. In many cases the teacher's needs have been stated in such detail as to imply quite definitely how they might be provided for in training. However, no definite attempt has been made to indicate how Normal Schools might best meet these needs.

c. A third problem is found in the fact that the data of this study showed some quite definite limitations in respect to the determination of certain general professional subjects. While it was possible to indicate the desirability and general content trend of kindergarten-primary education, introduction to education, and educational sociology, it was not possible to indicate in sufficient detail the specific content involved. It is clear that continued

study along this line is quite desirable and necessary.

d. The data of this study show quite conclusively that the problem of practice teaching needs to be thoroughly recanvassed as a major consideration in itself. It has not been possible to determine in any specific manner the difficulties involved. **Further** more, the problems of the function and amount of practice teaching remain a desirable and fruitful field of investigation.

e. A final problem that should receive considerable attention is the development of some procedure designed to keep normal school courses in harmony with the ever changing needs of the teacher to be prepared.

A P P E N D I X

Table XC

## Alphabetical List of Courses Chosen for Analysis (By states)

<u>State</u>	<u>School</u>	<u>Location</u>	<u>Type</u>
1. Arizona			
	1. Northern Normal School	Flag Staff	State
	2. Temple Nor. Sch. of Arizona	Temple	"
2. California			
	3. State Teachers College	Chico	"
	4. State Teachers College	Fresno	"
	5. State Teachers College	San Francisco	"
	6. State Teachers College	San Jose	"
3. Connecticut			
	7. State Normal School	Willimantic	"
4. District of Columbia			
	8. Myrtilla Miner Nor. School	Washington	City
5. Illinois			
	9. Chicago Teachers College	Chicago	Private
	10. Chicago Normal College	"	City
	11. Ill. State Normal University	Normal	State
6. Indiana			
	12. Teachers College of Indianapolis	Indianapolis	Private
7. Kansas			
	13. Kansas State Man. Tr. Normal School	Pittsburgh	State
8. Massachusetts			
	14. State Normal School	Worcester	State
9. Michigan			
	15. Western State Teachers College	Kalamazoo	State
	16. Central State Normal College	Mt Pleasant	"
	17. Michigan State Normal School	Ypsilanti	"



State	School	Location	Type
10. Minnesota			
18.	State Teachers College	Bemidji	State
19.	" " "	Mankoto	"
20.	" " "	Moorhead	"
21.	" " "	St. Cloud	"
11. Missouri			
22.	State Teachers College	Springfield	"
12. Montana			
23.	State Normal College	Dillon	"
13. Nebrasks			
24.	University of Omaha	Omaha	Private
25.	Nebrasks Wesleyan University	University Place	"
26.	State Normal School and Teach.College	Wayne	State
14. New Jersey			
27.	State Normal School	Mont Clair	"
28.	" " "	Trenton	"
29.	" " "	Glassboro	"
28a	Cumberland Valley S. N. S.	Shippensburg	"
15. Ohio			
30.	Cleveland Kdg. Training School	Cleveland	Private
31.	Cleveland School of Education	"	City
32.	Obeilin Kdg. Training School	Obeilin	Private
33.	State Normal College	Bowling Green	State
16. Pennsylvania			
34.	State Normal School	Bloomsburg	"
35.	Southwest S. N. S.	California	"
36.	State Normal School	Clarion	"
37.	State Normal School	East Shoudsburg	"
38.	Erie Branch of Edinboro S.N.A.	Erie	"
39.	State Normal School	Indiana	"
40.	" " "	Kutztown	"
41.	Central State Normal School	Lock Haven	"
42.	State Normal School	Mansfield	"
43.	" " "	Millersville	"
44.	State Normal School	Slippery Rock	"
45.	" " "	West Chester	"
46.	" " "	Edinboro	"
17. South Dakota			
47.	Northern Normal & Indus. School	Aberdeen	State
18. Texas			
48.	North Texas State Nor. College	Denton	"

<u>State</u>	<u>School</u>	<u>Location</u>	<u>Type</u>
	49. Sam Houston Institute	Huntsville	State
	50. S. W. Texas State Nor. College	San Marcus	"
19 Virginia			
	51. State Normal School	Farmiville	"
	52. " " "	Harrisonburg	"
20 Wisconsin			
	53. State Normal School	Milwaukee	"
	54. Miss Illmans Tr. Sch. for K-P Teachers	Philadelphia	Private

Table XCI  
Alphabetical List of Kindergarten Training Schools  
by States--Courses Rejected or not used.

<u>State</u>	<u>School</u>	<u>Location</u>	<u>Basis of rejection</u>
1. California			
1. Southern branch--Univ. of California	Los Angeles		Two <sup>1</sup> / <sub>2</sub> years & 3 yr.
2. Miss Fulmer's School	"		( School discontinued
3. Broadooks Kdg. Training School	Pasadena		( No reply to query
			Two years and six
			months.
2. Colorado			
4. State Teachers College	Greeley		only kindergarten
5. Western State College of Colorado	Gunnison		No two year course
			listed.
3. Connecticut			
6. Fannie A. Smith Kdg. Tr. School	Bridgeport		No reply to query.
7. Conn. Froebel Normal School	"		" " " "
8. Evlver-Smith Kdg. Tr. School	Hartford		Only kindergarten
9. State Normal School	New Britain		" "
4. District of Columbia			
10. Columbia Kdg. Tr. School	Washington		No reply to query.
11. J. Ormond. Wilson Normal School	"		Only kindergarten.
5. Florida			
12. State College for women	Tallahassee		" "
6. Georgia			
13. Atlanta University	Atlanta		" "
14. Training School of Kate Baldwin			
free Kdg. Ass.	Savannah		No reply to query.
7. Illinois			
15. School of Education, Univ. of Chicago	Chicago		A four year course
16. National Kdg. and Elem. College	"		( No reply seemingly
			( a four yr course.
17. Pestalozzi-Froebel Teachers College	"		Only kindergarten.
8. Iowa			
18. Iowa State Teachers College	Cedar Falls		Only kindergarten.
19 Drake University	Des Moines		( No reply-inade-
			( quate description
			( of courses.

<u>State</u>	<u>School</u>	<u>Location</u>	<u>Basis of Rejection</u>
9. Kansas			
	20. State Normal School	Emporia	Outline but no description.
	21. Ft. Hays Kansas Normal School	Ft. Hays	Only kindergarten
10. Kentucky			
	22. Louisville Normal School	Louisville	No reply to query
11. Louisiana			
	23. New Orleans Normal School	New Orleans	" " " "
12. Maryland			
	24. Affordsly Kdg. Primary Nor. School	Baltimore	" " " "
	25. Baltimore Teachers Training School	"	" " " "
	26. " " " "(Col)	"	" " " "
	27. Goucher College	"	A four year course
13. Massachusetts			
	28. Boston Normal College	Boston	A three yearcourse
	29. Miss Niel's Kdg.-Prim Tr. School	"	Only kindergarten
	30. Perry kindergarten Normal School	"	A three yearcourse
	31. Miss Wheelock's Kdg. Tr. School	"	Only kindergarten
	32. State Normal School	Bridgewater	A three yearcourse
	33. Lesley Normal School	Cambridge	Out of print
	34. State Normal School	North Adams	(No reply and no description.)
	35. Springfield Kdg. Tr. School	Springfield	No reply to query
	36. State Normal School	Westfield	No K-P course listed
14. Michigan			
	37. Detroit Teachers College	Detroit	(No reply and no (2 yr. course listed
	38. Northern State Normal School	Marquette	Only kindergarten.
15. Minnesota			
	39. State Teachers College	Winona	Inadequate description.
	40. Miss Woods K-P Tr. School	Minneapolis	" "
	41. State Teachers College	Winona	" "
16. Mississippi			
	42. Miss. State College for Women	Columbus	No reply to query.
17. Missouri			
	43. Southeast Mo. S. T. College	Ape Girordeau	No K-P course given.

<u>State</u>	<u>School</u>	<u>Location</u>	<u>Basis of Rejection</u>
44. Teachers Training College		Kansas City	No reply to query
45. Wilson K-P Institute		St. Louis	Not a K-P course
46. Central Mo. S.T. College		Warrensburg	No K-P course listed
18. Nebrasks			
47. State Normal School & T.C.		Kearney	(Inadequate description
48. University of Nebrasks		Lincoln	" "
49. State Normal School T. C.		Peru	" "
19. New Jersey			
50. State Normal School		Newark	" "
20. New Mexico			
51. State Teachers College		Silver City	No K-P course listed
21. New York			
52. Adelphi College		Brooklyn	Separate K-P courses
53. Maxwell Tr. School for teachers		"	No reply to query
54. Buffalo State Normal School		Buffalo	A three year course
55. S. N. S.		Cartlandt	" " " "
56. " " "		Fredonia	" " " "
57. " " "		Geneseo	" " " "
58. Folts Mission Institute		Herkimer	Only kindergarten
59. State Normal School		New Platz	A three year course
60. Harriet M. Mills Kdg. Tr. School		New York	No reply to query
61. Ethical Culture School		"	A three year course
62. Hunter College of the city of N.Y.		"	No reply to query
63. Teachers College, Columbia Univ.,		"	A four year course
64. N. Y. Training School for Teachers		"	No reply to query
65. Training School of the Froebel League		"	No reply to query
66. Jenny Hunters Kdg. Tr. School		"	" " " "
67. State Normal School		Oreonta	A three year course
68. " " "		Oswego	" " " "
69. " " "		Potsdoui	" " " "
70. Training School for teachers		Syracuse	" " " "
71. Rochester City Normal School		Rochester	(Inadequate description.
22. North Carolina			
72. St Augustine's School		Raleigh	No reply to query
23. North Dakota			
73. State Normal College		Valley City	Separate K-P courses.

<u>State</u>	<u>School</u>	<u>Location</u>	<u>Basis of Rejection</u>
24. Ohio.			
	74. Municipal University	Akron	A three year course
	75. Ohio University	Athens	" " " "
	76. Cincinnati Ass. Kdg. Tr. School	Cincinnati	No reply to query
	77. University of Cincinnati	"	only kindergarten
	78. Cincinnati Missionary Tr. School	"	No reply to query
	79. Columbus Normal School	Columbus	" " " "
	80. Dayton Normal School	Dayton	" " " "
	81. State Normal College	Kent	Only electives
25. Oklahoma			
	82. Oklahoma City College	Oklahoma City	(Separate K-P Courses.)
26. Pennsylvania			
	83. Froebel Kdg. Tr. School	Harrisburg	(Inadequate description.)
	84. Beechwood School	Jenkintown	Only kindergarten
	85. Philadelphia Normal School	Philadelphia	(Inadequate description)
	86. Temple University	"	Only kindergarten
	87. Training School for teachers	Pittsburgh	No reply to query
27. Rhode Island			
	88. R. I. College of Education	Providence	A four year course
28. South Carolina			
	89. Greenville Women's College	Greenville	Only kindergarten
	90. Winthrop College	Rock Hill	No reply to query
29. South Dakota			
	91. State Normal School	Madison	(No K-P courses listed)
	92. State Normal School	Springfield	" " "
30. Tennessee			
	93. George Peabody Teachers College	Nashville	(No reply but seemingly only 4 yr course.)
31. Texas			
	94. Baylor College	Belton	Only kindergarten
	95. West Texas State Normal College	Canyon	No outline of course
	96. East " " " "	Commerce	(Inadequate description)
	97. Kindergarten Normal School	Dallas	No reply to query
	98. College of Ind. Arts.	Denton	A four year course.

<u>State</u>	<u>School</u>	<u>Location</u>	<u>Basis of Rejection</u>
99.	El Paso Junior School	El Paso	No reply to query
100.	Womens College	Ft. Worth	" " " "
101.	Baptist Theological Seminary	Seminary Hill	Only kindergarten
32.	Utah		
102.	Brigham Young University	Provo	Coursediscontinued
103.	University of Utah	Salt Lake City	Only kindergarten
33	Virginia		
104.	City Normal Training School	Richmond	No reply to query
34.	Washington		
105.	Ellensburg State Normal School	Ellensburg	(No reply to query (and 1923 course (not described.
35.	Wisconsin		
106.	State Normal School	Superior	No reply to query.

Table XCII

Kindergarten-Primary Specialists Who Were  
Asked to List and Rank Ten Courses of Study.

<u>Name</u>	<u>Position</u>	<u>Location</u>
x1. Miss Alice Temple	Dir. Kdg. Dept. Univ. Of Chicago-	Chicago, Ill.
x2. Miss Grace Starn	Asst Prof. Kdge Educ. Univ of Chicago.	" "
3. Dr. W. W. Charters	Professor of Education-Univ. Of Pittsburg	Pittsburg, Pa.
4. Miss Patty Hill,	Prof. of Kdg. Educ. Columbia Univ.	New York City
x5. Miss Katherine Mc- Laughlin	Assoc. Prof. of Educ. Univ. of Southern Calif.	Los Angeles, Calif.
x6. Miss Margaret E. Lee	Dir. Kdg. Dept. Ill. St. Normal Univ.,	Normal, Ill.
7. Miss Clara Meisner	Dir. Kdg. Dept. State Normal S School.	Ellensburg, Wash.
8. Miss Mary Schute	Dir. Kdg. Dept. Boston Normal College	Boston, Mass.
x9. Miss Martha D. Fink	Dir. Kdg. Dept. College of Ind. Arts.	Denton, Tex.
10. Miss May Hil,	Prin. Cleveland Kdg. Training School	Cleveland, Ohio
x11. Miss Stella Mc- Carthy	Dir. Kdg. Dept. Goucher College,	Baltimore, Md.
12. Mrs. R. D. Allen	Dir. Kdg. Dept, Louisville Nor- mal School,	Louisville, Ky.,
13. Miss Irene Hirsch	Dir. Kdg. Dept, Drake University	Des Moines, Ia.
x14. Miss Louise Alder,	Dir. Kdg. Dept, State Normal School	Milwaukee, Wisconsin.
15. Miss Estaline Wilson,	Asst Supt. City Public Schools	Toledo, Ohio.
x16. Miss Nina C. Vandewalker,	Specialist Kdge. Educ. U.S. Bureau of Ed.	Washington, D. C.
17. Dr. S. A. Courtis,	Prof. of Educ. University of Michigan	Ann Harbor, Mich.
18. Miss Idella Berry,	Primary Supervisor, City Schools,	New Port News, Va.
x19. Miss Frances Maude Berry,	K-P Supervisor City Public Schools	Baltimore, Md.
x20. Miss Lucy S. Saunders,	Primary Supervisor, City Public Schools,	Norfolk, Va.
21. Miss Elga M. Shearer,	Primary Supervisor, City Public Schools	Long Beach, Calif.



<u>Name</u>	<u>Position</u>	<u>Location</u>
22. Miss Grace M. Poorbough,	K-P Supervisor, Miss Harpers School,	Palo Alto, California.
23. Miss Ida Long,	Director of Grades 1-4, Chicago Teachers College	Chicago, Ill.
24. Miss Alice Adams,	Primary Dept. State Normal School,	Oshkosh, Wis.,
x25. Miss Elizabeth Heiney,	Asst in Super. K-P Dept, S. N. S.	Milwaukee, Wis.,
x26. Miss Ethel Brown,	Kdg-Prim Super. City Schools,	Schenectady, N. Y.
27. Miss Winifred Bain,	Super. Obser. and Pac. Teaching S. N. S.	Milwaukee, Wis.,
x28. Miss Georgie Boillie,	Prin, Sup. Independent Dist. No. 18	Gilbert, Minn.,
29. Miss Mary Cameron,	Asst. Prin. Cleveland K-P Tr. School.	Cleveland, Ohio
x30. Miss Florence Fox,	Specialist in Prim. Educ. Bureau of Educ.	Washington, D.C.
31. Dr. F. G. Bouser,	Professor of Educ. Columbia University	New York City.

X Denotes those persons contributing a list of courses.

Table XCIIIElementary School Courses Chosen by Specialists

<u>Names of Courses</u>	<u>Times Mentioned</u>
1. Conduct Curriculum for Kdg-1st Grade	12
2. Kalamazoo City Early Elem. Educ.	11
3. Bureau of Educ. Kdge and 1st Grade	8
4. Seattle, Washington (Reynold's Act. Curriculum)	8
5. Minnesota State	5
6. Baltimore City	5
7. Salisbury Act Curriculum for K-P	5
8. California State	5
9. Boston City	3
10. University of Nebraska (Elementary Training)	3
11. Los Angeles City	2
12. Philadelphia City	2
13. New York City	2
14. Indianapolis City	2
15. Denver City	2
16. Berkeley Calif. City	2
17. Detroit City	2
18. Chicago City	2
19. Kansas City, Mo.	2
20. Trenton City	2
21. University of Chicago (Civics and nature study)	2
22. Springfield, Ill.	2
23. Iowa State	1
24. Duluth City	1
25. Sioux City, Ia.	1
26. Kdg-first Grade Fort Worth, Texas	1
27. Toledo City	1
28. 1917 Cuurriculum Horace Mann Elementary School	1
29. Norfolk Virginia, City	1
30. New York State	1
31. Baltimore County	1
32. Oakland, Calif.	1
33. Minneapolis City	1
34. Buffalo N. Y. City	1

Objective Determination of a Curriculum  
For the Training of Kindergarten-Primary Teachers

Abstract of a Dissertation  
Submitted to the Faculty of the  
Graduate School of Arts and Literature  
In Candidacy for the Degree of  
Doctor of Philosophy

Department of Education

By

Charles Henry Thompson

1. THE PROBLEM

The major problem of this study is the objective determination of a curriculum for the training of Kindergarten-Primary Teachers. More specifically the aim is to determine what Kindergarten-Primary teachers ought to be taught on the basis of an analysis of teaching on this level.

11. METHOD

The general method of procedure in this investigation involved three steps (1) An analysis of present practice as indicated by the bulletins of Normal Schools which give specific training for the preparation of Kindergarten-Primary teachers; (2) An analysis of the content of the best elementary school courses of study to discover what abilities prospective teachers are expected to possess; and, (3) An analysis of the difficulties encountered in teaching on the Kindergarten-Primary level to ascertain where emphasis in training is most necessary. On the basis of these three types of analyses recommendations of desirable types of training were made.

Analysis of Present Practice in Normal Schools

Fifty-five bulletins from institutions giving two years.

of training and five bulletins from institutions giving three years of training were selected as the basis of this analysis. The selection of these bulletins was based upon three criteria--

- (1) Only those bulletins were selected which showed that the schools gave specific training for Kindergarten-Primary teachers.
- (2) Only bulletins of schools which gave a two or three years course were selected.
- (3) Only those bulletins which gave a fairly definite description of the subjects required were selected.

The fifty-five bulletins from two-year institutions represented 75% of the total number of schools giving specifically Kindergarten-Primary Training on the two year level. The remaining 25 per cent were eliminated because they did not meet all of the above conditions. The five bulletins from three year schools represented the majority of the fifteen three-year schools since ten of these fifteen schools maintained the same curriculum.

It was the purpose of the analysis of the bulletins selected here to ascertain the general trend of present practice in teacher-training institutions. It was the aim to answer specifically the following questions--

1. What are the designations of the courses given?
2. How many courses are given?
3. What are the specific nature and purpose of the courses given?
4. What are the general uniformities and variations found in the practice in the different institutions?
5. What is the distinction between two-year and three year schools?

- a. Does the additional year mean an extension in time for subjects now given; or, the addition of different subjects?
- b. Does the additional year change the general direction of preparation?
- c. Is the additional year justified?

#### Analysis of the Content of the Best Elementary School Courses of Study

Ten elementary school courses of study were chosen as the basis of this analysis. The procedure used in selecting courses of study was to accept the majority opinion of specialists in the Kindergarten-Primary field. Fourteen specialists in the field of Kindergarten-Primary education were asked to list ten courses that in their opinion represented the best theory and practice in this field. Thirty-four courses were mentioned. Ten courses were mentioned three or more times; twelve were mentioned twice; and twelve were mentioned only once. After an analysis of the first six most frequently mentioned courses it was found that no significant additions were made. The analysis was continued however to include the ten most frequently mentioned courses. The content of these ten courses was analyzed to ascertain what content and professional abilities a prospective teacher is expected to possess.

#### Analysis of the Difficulties Encountered in Teaching on the Kindergarten-Primary Level

A questionnaire was prepared with the purpose of discovering the major difficulties encountered in teaching by Kindergarten-Primary teachers. The items making up the content of this questionnaire were as follows:

- (1) Name the most difficult and the easiest subject to teach in

your grade. Why is it the most difficult or the easiest subject to teach?

- (2) List two or more specific items that your teaching experience has given that you did not get or could not get from your course in a normal or other school training during your preparation for the teaching profession.
- (3) List ten of the most difficult teaching problems you have to encounter in teaching or supervising your grade.
- (4) Set down opposite each subject at least one outstanding difficulty that you encounter in teaching or supervising that subject.

In the distribution of the above-described questionnaire the following procedure was employed: A list of 49 city superintendents, including representative cities and towns in the country in general, was prepared. A personal letter was sent to each superintendent. He was asked to distribute the questionnaires in the following manner. Sixteen questionnaires were sent to each superintendent. He was requested to ask three of his most capable teachers in each of the Kindergarten-Primary grades to fill out the blanks and return them to his office. In addition he was requested to ask the Kindergarten-Primary supervisor or supervisors to fill out four blanks--one each for the Kindergarten and first three grades. In this manner 325 replies were received from Kindergarten-primary teachers in 33 cities, and blanks were returned from supervisors in 23 of the 33 cities. In ten cities there either was no supervisor or the information was not available.

A detailed analysis of the replies to the above described questionnaire was made. It was the purpose to ascertain primarily where emphasis in training should be placed.

Recommendation of desirable types of Training on the Basis of Analyses of Courses of Study and Teaching Difficulties.

The general procedure here was to bring together the data derived from the three types of analyses described above. Taking present practice as a point of departure recommendations of desirable types of training for the preparation of Kindergarten-Primary Teachers were made. The data from the analysis of Normal School bulletins gave the general trend of present practice. The data from the analysis of the content of elementary school courses of study gave the content with which the prospective teacher needs to be familiar in order to teach effectively on this level. The data from the analysis of teaching difficulties indicated what phases of teaching may profitably be emphasized.

III. GENERAL--SUMMARY AND CONCLUSIONS

A. Normal schools now preparing teachers for the Kindergarten-Primary grades do not follow a very definite or uniform practice in the training given for the preparation of teachers on this level. In general it is found that fifty-five schools give 79 different subjects with an average of 19.5 subjects and a range of 13 to 31 subjects.

B. A comparison of two year and three year normal school curricula reveals the fact that the additional year in the three year course is primarily an extension of the two year course in time. There is no general indication that it is the purpose of the three year schools to include subjects not given by the two year schools.

C. A critical examination of the needs of the teacher on this level shows that a three year curriculum is desirable. The additional year is not justified by present practice, however, but rather upon the basis of a number of modifications in the two-year course necessary to meet more adequately the needs of this type of teacher. The data

show clearly the necessity of the requirement of some 18 subjects in addition to practice teaching. Furthermore the data show that practice teaching should be given more time and emphasis.

D. The demands made upon Kindergarten-Primary teachers show that their preparation should include special methods of teaching subjects. The needs of the teacher here are so numerous and specific that they can not be adequately met in a "general methods" course which is the course most frequently administered in the schools at the present time. In the more general course the principles are necessarily so general and so far removed from the specific situations to which they apply that it is difficult, if not impossible, for a person of this level of maturity to grasp them. The justification of the requirement of special methods courses is that the specific principles involved are seen in immediate relation to the situations to which they apply.

The data indicate that the aim of special methods courses should be an intensive study of content from the point of view of its teaching possibilities and the development of a special technique for presenting such content on the Kindergarten-Primary level. In general this preparation should include at least eight general items:---

- (1) A proficiency test in the content to be covered instead of the usual general review.
- (2) A specific knowledge of the general aims of the subject to be taught.
- (3) A definite knowledge of the grade standards of attainment.
- (4) A specialized knowledge of teaching and learning from the point of view of the "History of Education".



- (5) A specific knowledge of the psychology of the subject from the point of view of learning and teaching.
- (6) Ability to use standard tests in all subjects as a practical teaching device.
- (7) An intensive study of subject matter from the point of view of selection and organization for teaching purposes.
- (8) Development of a special knowledge and technique for presenting subject matter on the Kindergarten-Primary level.

E. The data indicated that the requirement of general content or academic subjects as a means of providing specific preparation for the teaching of various subjects is inadequate. No attention is given to "Methods of Teaching" in such courses and the curriculum is too crowded to permit the inclusion of special methods courses. Thus it is recommended that the general content subjects--American History, American Government, Literature, Biology and physiology be eliminated from the training program.

F. It was found that there were certain more general professional problems on this level that the teacher has to encounter in addition to those involved in teaching the various subjects. The data indicate that the teacher needs a type of preparation to provide a general professional background to aid the teacher in the recognition, interpretation and solution of the general and specific problems encountered. The provision of such a background seems to be realized by the requirement of the following courses:

1. Introduction to Education and Teaching--An introductory course orienting the prospective teacher from the point of view of the field of education in general.

2. Kindergarten-Primary Education--To give the prospective teacher a broader view of the more general professional problems involved in teaching on the Kindergarten-Primary level.

3. Kindergarten-Primary methods-- To provide a more general professional background for the solution of problems arising in the "Special Methods" courses.

4. Child Psychology--A genral course in child study designed to give the teacher a sympathtic understanding of child life; his needs, point of view, efforts and interests.

5. School management-- To be given as an integral part of practice teaching.

6. Educational Sociology---To be given as a final summarizing course with the purpose of orienting the teachers specific efforts from the point of view of the social function of education.

7. Observation and Participation--To furnish the prospective teacher with a laboratory of practical situations for the testing of educational theories and the clarifying of principles derived in methods and magagement courses. It is recommended that observation be given as an integral part of the methods courses. It is farther suggested that school management be given as an integral part of an introductory period of practice at or near the beginning of training followed by an advanced period of practice at or near the end of training.

8. History of Education and principles of Education -- It is recommended that these subjects be eleminated. The data showed that thses courses could more profitably be included as an integral part of the methods courses. This procedure insures that the content most needed will be slected and that it will be given at a point in the teachers training where the connection between basic principles and the specific situations to which they apply will be easily made .

### G. Problems raised in this Investigation requiring further Study

This study has revealed a number of problems. Solutions for some of them have been indicated. In several instances the fact is evident that satisfactory answers will have to await further investigation. There may be other questions this study did not reveal. The following, however, are the most important.

1. One of the outstanding problems that this investigation leaves for further study is the organization of normal school courses and syllabi in terms of the needs of the teacher as indicated by the analyses of this study.

2. A second major problem for further study is revealed in the fact that the writer is convinced that a refinement of method would yield a more detailed statement of teachers needs and thereby enhance the utility of the data obtained.

3. A third problem is found in the fact that the data showed some very definite limitations in respect to the determination of certain general professional subjects. While it was possible to indicate the desirability and general trend of KINDERGARTEN-PRIMARY EDUCATION, INTRODUCTION TO EDUCATION, and , EDUCATIONAL SOCIOLOGY it was not possible to indicate in sufficient detail the specific content involved. It is clear that continued study along these lines is necessary and desirable.

4. The data showed conclusively that the problem of practice teaching needs to be thoroly reconvsassed as a major consideration in itself. The questions of the function and amount of practice and the most desirable form of administration still remain desirable and fruitful fields of investigation.

5. A final problem that should receive considerable attention is

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the development of some procedure which will keep normal school courses in harmony with the ever changing needs of the teacher.

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