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THE TECHNE

LIFE WITHOUT LABOR IS A CRIME. LABOR WITHOUT ART
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

VOL. XVII

MARCH-APRIL

No. 4

A LESSON BY SOCRATES

From Forbes Magazine.

Once upon a time, according to an old story, a young man went to Socrates, the Greek philosopher, and said: "Sire, I come to you in search of knowledge. I have heard much about you, and have come a long way to find you. Will you tell me how I can gain knowledge?"

Socrates said: "Follow me." The youth followed Socrates to a body of water and was surprised to see him wade into it up to his waist. He followed him and Socrates grasped him by the arm and head and thrust his head under the water. He held him there until it seemed the youth would surely perish. He dragged him to the shore and waited for the youth to catch his breath; then said, "My boy, what did you most desire when I held your head under the water?"

The youth replied, "Air."

Socrates said: "Go your way and remember that when you want knowledge as much as you wanted air, when you were under water, you will get it."

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PITTSBURG, KANSAS

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg

W. A. Brandenburg, President

VOL. XVII

MARCH-APRIL, 1934

No. 4

BOARD OF MANAGEMENT

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THE TECHNE publishes, for the most part, papers on educational subjects, though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Though some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

THE TECHNE is sent free to the alumni, school officials, libraries, and, on request to any person interested in the progress of education.

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The units contained in this issue of The Techne are from the Intermediate Grades of the Horace Mann Training School of the Kansas State Teachers College, Pittsburg, Kansas.

A REMEDIAL PROGRAM IN READING

DAPHNE V. CROSS, Fourth Grade Supervisor

The following article will attempt to set forth in some detail the program in remedial reading that was followed for a period of nine weeks in the Fourth Grade of the Horace Mann Training School of K. S. T. C. Pittsburg, Kansas.

In September a group of pupils entered the fourth grade who, due to their being below standard in third grade were placed rather than promoted to the fourth grade. They were sent on to the fourth grade on the principle that a child who has spent a full year in a grade and has been carefully taught during that year does not profit by being retained in the grade. In conformity with the usual September custom all children in the building were given tests as to achievement, intelligence and physical well being. In this instance the following tests were used:

1. The New Standard Achievement Test. (Advanced Form V)
2. The Haggarty Intelligence Test. (Delta 2)
3. Physical Examination by the school physician.

TABLE I

The status of the group in September in mental age, reading age and physical condition as indicated by the Haggarty Intelligence Test Delta 2, Stanford Achievement Test Form V and the physicians report.

Pupil	Sex	C. A.	M. A.	R. A.	R. G.	Eyes	Ears	Teeth	Nose Throat
A.	G	8-9	—	7-11	2.7	Ok.	Ok.	Ok.	Ok.
B.	B	10-4	—	6-10	—	Ok.	Ok.	Ok.	Ok.
C.	B	8-5	8-4	8-5	3.0	Ok.	Ok.	Ok.	Ok.
D.	B	10-1	8-5	7-8	2.6	Defv.	Ok.	Ok.	Ok.
E.	B	8-7	8-6	8-0	2.8	Ok.	Ok.	Ok.	Ok.
F.	G	10-10	8-5	8-5	3.0	Ok.	Ok.	Ok.	Ok.
G.	B	9-11	—	7-11	2.7	Ok.	Ok.	Ok.	Ok.
H.	B	8-10	8-6	8-0	2.8	Ok.	Ok.	Ok.	Ok.
I.	B	9-0	—	7-2	2.5	Defv.	Ok.	Ok.	Ok.
J.	G	9-9	8-7	8-10	3.2	Ok.	Ok.	Ok.	Ok.
K.	B	9-2	—	—	—	Ok.	Ok.	Ok.	Ok.

Table I should be read: A. a girl 8 years and 9 months old chronologically, scored so low on the Haggerty Intelligence test Delta 2 that no equivalent mental age (M. A.) was given, she made a score of 13 in paragraph meaning and 35 in word meaning, thus averaging 24 in reading on achievement test which places her reading age (R. A.) at 7 years and 11 months and her reading ability (R. A.) at the level of the seventh month of the second grade; physically she was normal.

In the above table a blank under mental age, reading age or reading grade indicates that the score made on the test was lower than any of the scores for which age or grade equivalents were given.

Following the achievement tests, which indicated the reading ability of the group in paragraph meaning and in word meaning, a series of informal tests was given the pupils to determine if possible the nature and extent of the mechanical deficiencies that underlay the low abilities shown by the standardized tests.

The deficiencies most common among the group were:

1. Poor word recognition.
2. Poor letter recognition.
3. Short recognition span.
4. Word reading.
5. Uncertainty in attacking new words.
6. Carelessness in noting details that differentiate one word from another.

It is in the fourth grade that a child needs to have good reading habits definitely established and to become thoroughly equipped with the various reading abilities that he will need in order to profitably pursue with increasing independence the work of the other intermediate grades. On this basis an attempt was made to set up a program of reading instruction that would aid this group in overcoming mechanical defects and thus improve the various reading abilities needed.

Materials Used:

One of the greatest difficulties in the remedial program in reading is to find material that is within the reading ability of the child and that is, at the same time, interesting to him.

The materials used in this case were two kinds: a text and teacher-made.

The text used was the Webster Second Reader. Samples of some of the teacher-made materials will be given later with explanations of their purposes and use.

Procedure:

The work with the children was done at three separate periods each day by the supervisor and two student teachers under her direction. Their time schedule was 9:45 to 10:00 phonics taught by the supervisor, 11:10 to 11:50 word and phrase drill, check tests and dictation by Miss Crystal Tom. Approximately fifteen minutes was given to each of these phases. 1:30 to 2:00 oral and silent reading from the text with Miss Nell Woodson.

Each day's phonic drill was based on letter sounds and phonograms that would be needed in the other two reading periods that same day. These sounds and phonograms were presented by means of flash cards and words from the black board. Some of the means used for practice in the use of these elements were lists given orally by the children and written on the board by the teacher; by each child arranging the words from a miscellaneous list into groups of words having a common initial sound or a common phonogram; by each child underlining a given phonogram as often as found on a typed sheet of sentences; by working

out by means of phonics the pronunciation of rather long and unfamiliar words and, by using phonics whenever possible in the spelling of words.

The word and phrase drills used at the eleven o'clock period each morning were given to teach word recognition and word meaning and to prepare the group for the reading to be done from the text that afternoon. Both new and review materials were used. These were presented for the most part through word and phrase cards and typewritten sheets for it was found that the children did not readily recognize in printed form words that they knew on sight when placed on the blackboard in script. The word and phrase cards were used for presenting new words and as flash cards for reviews.

Such typed materials as the following samples were used:

Word Recognition

Name School
 Day Grade
 Date

1. become	became	began	begun
2. stand	stood	food	took
3. stick	sticking	stuck	kick
4. nice	mice	ice	rice
5. track	trade	travel	trunk
6. warm	arm	work	mark
7. circle	circus	center	close
8. grass	gray	green	grow
9. living	brown	brave	brook
10. play	place	please	plan
11. fly	flow	flew	flag
12. black	blue	blow	blew
13. when	where	white	which
14. brook	book	broke	hook
15. foot	feet	boot	fool

In preparing these word recognition tests thought was given to the words that had been giving the group the most trouble. Ten or fifteen of these "trouble" words were selected and each placed in a line with three other words similar in form or sound. It was hoped that this would train the child to look for differentiating details in words. Directions were given orally by the teacher as; "In the first line draw a line under "became," and so on. Care was taken in arranging the words to see that the one to be underlined did not occur in the same place in succeeding lines. This was done that the teacher might be reasonably sure that the child recognized the word rather than underlined it because of its position in the line.

After all the required words had been underlined, the work was checked by the group, each child checking his own paper for it was thought that he would profit more by seeing and correcting his own

mistakes than by seeing and correcting those of someone else. In checking, a child would tell what and which word he had underlined as, "In the first line I drew a line under "became" the second word in that line." Any word that had not been recognized by several of the group was noted and used in a later test.

Word Meaning

L

Word meaning tests similar to the two that follow were used.

Name School
 Day Grade.....
 Date

Directions: Write the opposites to these words.

- | | |
|-----------------|-----------------|
| 1. hot | 11. far |
| 2. big | 12. top |
| 3. large | 13. hard |
| 4. up | 14. laugh |
| 5. over | 15. dark |
| 6. boy | 16. night |
| 7. winter | 17. high |
| 8. happy | 18. tall |
| 9. good | 19. north |
| 10. black | 20. last |

Name School
 Day Grade
 Date

Directions: Draw a line under the word that means the same as the first word.

1. captured means:
 caught lost picture
2. quick means:
 slow rapid queer
3. answer means:
 said maid laid
4. near means:
 far close fear
5. angry means:
 pleased displeased happy
6. wish means:
 want sent what
7. courteous means:
 polite ugly bad
8. gloomy means:
 sunny cloudy funny
9. positive means:
 sure pure run
10. remarkable means:
 wonderful ugly common

As with the word recognition tests each child was given a typed sheet but in these instances the directions were printed on the sheet. No time limit was placed on these tests but the group was urged to finish as quickly as possible. Extra material consisting of short easy typed paragraphs or riddles was kept on hand to be given those children who finished before the others. This became an incentive to the group to work quickly for each child was eager to get something extra to do. After all had finished the test it was checked, each child checking his own.

Check Tests

The check tests given at this hour were based on the reading done from the text the previous afternoon. The purposes of these tests were: to check comprehension, to furnish intrinsic word and phrase drill, to teach word meaning intrinsically and to give the child concrete evidence of his successes and failures.

The types of tests used were: multiple choice and completion. These tests were gradually increased in length and in difficulty of the responses as the ability of the group increased.

TEST I.

Name..... School.....
Day..... Grade.....
Date.....

Directions: Read the story carefully and put the correct word in the blank.

I can do a funny trick. It is a hard trick too. I do my trick in a circus. What do you think I do in the circus? I will tell you. I ride a bicycle. Would you like to see me do my trick? Write my name here.....

This is the first check test given the group. It is based on the first two pages of the first lesson, "Tony, A Circus Bear", in the Webster Second Reader. These two pages were read at the 1:30 period one day and the typed test was given to the children at the eleven o'clock period the next morning.

This test is made up of short simple sentences using the words that had been read in the text. It calls for only one blank to be filled, the word that goes in the blank has to be supplied by the child.

TEST II.

Name..... School.....
Day..... Grade.....
Date.....

Directions: Read the story and put in the words that have been left out.

Tony could ride a bicycle but he could not get off of it without help. A man always just outside the door of the circus to help Tony get off his bicycle. One day the man missed seeing Tony. Tony could not get off his.....so he had to ride on and.....

This test also is based on the story "Tony The Circus Bear" and is a little more difficult than Test I. The sentences are longer and there are two blanks to be filled. The words that belong in the blanks are however, supplied by the context. At the same period that this check test was used, the children finishing quickly were given a sheet of drawing paper, a box of crayolas, and a tag board card 5½ inches by 4 inches on which had been typed:

Tony loved to ride his bicycle. Put Tony on his bicycle for us. Two boys are in the street with a large box. Tony meets the two boys. Draw the boys and their box. Write under the picture "Tony, the Circus Bear."

These cards proved very popular so similar cards based on other lessons in the reader were prepared and kept to be used as extra work.

TEST III.

Name School.....
Day..... Grade
Date.....

Directions: Read the story carefully to yourself. Then see if you can put the correct word in the blank space.

One night a man and a dog were walking along a country road. It was raining and getting colder. The man and dog were getting..... too. They were glad when they saw a.....shining in a.....

This test was somewhat more difficult than Tests I and II in that it called for three blanks to be filled and only one used a word from the context while two had to be supplied by the child.

The tag board card used for extra work with this test was:

Draw a long road. At the end of the road have a big house. Draw a man and a dog going to this house. The man has on a big coat and a tall hat. Make grass grow on each side of the road. Show that it is night and that it is raining. Under the picture write "Pals."

The number and the length of the sentences used in these tests were gradually increased. The number of blanks to be filled was increased as the number of sentences increased. As the number of blanks increased the number that required words to be supplied by the child increased. Each test was checked with the group. All extra work was checked with the child to whom it was given. Whenever possible a mistake was corrected by rereading the material.

DICTATED SENTENCES

The dictated sentences which each day followed the check tests

used the words and phrases that had occurred in the other two exercises of this hour and gave training and practice in letter formation, letter recognition, and an opportunity to apply the known letter sounds and phonograms to spelling. Each child wrote the dictated sentences on the back of his test sheet. He was urged to use phonics in spelling words that troubled him. If this were not possible he was encouraged to look back at the test for any word or phrase that he could not spell in the dictated sentences which occurred in the test. This was done on the theory that he must recognize the word or phrase before he could copy it and thus had additional practice in word recognition.

The dictated sentences given the day Check Test I was used were:

Tony could do a funny trick.
Can you do a funny trick?
Tony did his trick in the circus.
He was a big circus bear.

The number and length of the sentences increased as the ability of the group increased. The dictated sentences were checked each day for omitted words, spelling, the uses of capital letters, periods, and question marks.

READING FROM THE TEXT

The afternoon period was given over entirely to reading from the text. Both silent and oral reading were done each day. During the early weeks the stories were read almost sentence by sentence. Definite tasks were set by the teacher and a purpose given for all reading to be done. For instance the teacher would say to the group, "Read the first sentence to find out who Tony was. If there is a word in that sentence you do not know hold up your hand." Any needed word was pronounced by another child when possible. If no one could pronounce the word it was worked out by phonics or given by the teacher. But as troublesome words had been anticipated and used in the morning drills some child usually could give the needed help. After three or four sentences had been read silently such directions for oral reading were given as "Read to us the sentence that tells who Tony was," or "Read the sentences that tell how old Tony was and how tall he was." As the ability of the group improved the tasks became harder in that a greater number of sentences needed to be read in order to answer the question or tell the facts required.

When these procedures had been followed for nine weeks it was decided to check their effectiveness by means of the Stanford Achievement Test. The same form, Form V, that was used in September was given again to the group on November 21.

Table II gives the scores, with their equivalent reading ages and reading grades, that were made in September in comparison with those made in November and the resulting gains if any.

TABLE II

A comparison of the individual scores made on The New Stanford Achievement Test Form V on September 19, 1933 with those made on the same form on November 21, 1933.

Pupil	Sex	C. A.	M.A.	Date	Par Mean.	Word Mean.	Ave.	R. A.	R. G.
A.	G	8-9	—	Sept.	13	37	24	7-11	2.7
				Nov.	25	22	23	7-10	2.7
				Gain	12	13	-1	-0-1	0.0
B.	B	10-4	—	Sept.	16	13	15	6-10	—
				Nov.	35	29	32	8-7	3.1
				Gain	19	16	17	1-7	3-1
C.	B	8-5	8-4	Sept.	31	29	30	8-5	3-0
				Nov.	37	48	42	9-4	3.6
				Gain	6	19	12	0-9	.6
D.	B	10-1	8-5	Sept.	25	19	22	7-8	2-6
				Nov.	31	31	31	8-6	3.0
				Gain	6	12	9	0-8	.4
E.	B	8-7	8-6	Sept.	16	35	25	8-0	2.8
				Nov.	35	45	40	9-3	3.4
				Gain	19	10	15	1-3	.6
F.	G	10-10	8-5	Sept.	31	31	31	8-5	3.0
				Nov.	35	31	33	8-6	3.1
				Gain	4	0	2	0-1	0.1
G.	B	9-11	—	Sept.	3	45	24	7-11	2.7
				Nov.	18	29	24	7-11	2.7
				Gain	15	-16	0	0-0	0.0
H.	B	8-10	8-6	Sept.	25	25	25	8-0	2.8
				Nov.	23	31	27	8-2	2.8
				Gain	-2	6	2	0-2	0.0
I.	B	9-0	—	Sept.	18	19	18	7-2	2.5
				Nov.	25	35	30	8-5	3.0
				Gain	7	16	12	1-3	0.5
J.	G	9-9	8-7	Sept.	37	33	35	8-10	3.2
				Nov.	44	39	42	9-4	3.6
				Gain	7	6	7	0-6	.4
K.	B	9-2	—	Sept.	3	13	8	—	—
				Nov.	20	33	27	8-2	2.8
				Gain	17	20	19	8-2	2.8

In Table II a blank under Mental Age (M. A.) Reading Age (R. A.) and Reading Grade (R. G.) indicates that the scores made on the tests were so low that age or grade equivalents were not obtainable. In such cases the gain consequently can not be accurately estimated.

Conclusions:

The foregoing pages are an indication of the materials used with the group and the methods by which these materials were presented.

After consulting the table that gives the status of the group before and at the close of the nine weeks of remedial work the reader can decide for himself whether or not these materials and methods were effective and the time spent worth while.

From observing and working with the group the supervisor of this grade has arrived at some conclusions which to her seem justifiable but which it is not proposed to impose upon anyone else.

These conclusions are:

1. Children of low reading ability can and do under the stimulus of interesting materials, become very interested in and enthusiastic over their reading.

2. The materials which seem to be effective as stimuli to this type of child are:

- a. Check tests for each lesson.
- b. Intrinsic word drills.
- c. Extra material such as short riddles, matching phrases and directions for drawings.

Each of these gives the child an opportunity to see his successes and failures.

This group of children needed much directing and these directions had to be very detailed and exact to be effective.

Changes have been made in the attitudes and working habits of the group that, because of their intangible nature, cannot be tested or measured by any tests so far devised.

MAKING HISTORY REAL

GLADYS RINEHART, Fifth Grade Supervisor

How many teachers have had difficulty in teaching sequence of events, in making the past seem real, in teaching the elapse of time to children or possibly to grown ups? What have been some of the causes of the difficulty? First of all we know that children have very little time sense. Their sense of time begins to develop about the fifth grade age. We realize that time sense development in children must be considered in teaching, but what causes the great difficulty of teaching sequence of events? Which came first, the American Revolution or territorial expansion and improvement of transportation? Which came first the Revolutionary War or the French and English dispute over the Ohio Valley? Is there a definite connection between the two? What was the relation of the opening of the Great West and scientific inventions?

Have you ever had difficulty in teaching events as they occurred in the past because of the arrangement of the subject matter in the textbook? For instance, we find chapters devoted separately to the following:

The Spanish Explore

The French Explore
The English Explore
The Dutch Explore
Settlements are Made in Maryland, Virginia, and Georgia
War on the Land (During Revolution)
War on the Sea (During Revolution)

These are only a few examples of chapters or topics which are taken up in text books and discussed without reference to the other events which were taking place at the same time. There is no connection between the time of the first settlement in Virginia and that of Georgia. The war on the land and sea was going on at the same time. The Span-
ish did not complete exploring before the English or French began etc. Of course dates are given but, to the child looking through the book, the events appear to have happened in the order mentioned. Possibly in the midst of certain periods, biographies of important people are thrown in so that dates of birth face the child and make him lose sight of the period of time which he is studying.

These difficulties were brought more forcibly to my attention through work with student teachers in the Training School. These teachers more or less inexperienced, without exception followed the line of least resistance in history teaching with the following consequences:

The child learned events with no idea of sequence.
Biographies were intensely studied in the midst of important periods.
Battles were more important than causes and results.
History was a study of disconnected facts and events.

These teachers were inclined to teach by no means differently from hundreds of teachers out in their own schools where there is no one to give them help or guidance.

I found that if history teachers arranged their subject matter in sequential order for teaching they had to put in so much time planning and arranging the subject matter out of the medley suggested in the text and references that they could not find time to enjoy their teaching.

DIFFICULTIES SUGGEST A PLAN FOR CHARTS

These difficulties suggested a plan for making charts which would show time and happenings in sequence within each period in history. With this plan in mind, the first chart was started.

A cardboard was divided into two sections. These in turn were divided into five divisions, each division representing fifty years. The heading of one section was the "The Period of Discovery," that of the second "The Period of Settlement." We began with Columbus and ended with the settlement of the last of the thirteen colonies, Georgia, in 1733. Colors indicated the countries of settlers or explorers as

follows:—English, purple; Spanish, green; French, blue; Dutch, orange; Swedes, yellow. As an explorer or settlement was studied a member of the group of children would place a square of color on the chart with the date and name of the explorer or settlement. The color could be placed fairly accurately within the fifty year divisions. These are some of the things the chart showed when completed: Some were surprising.

1. The earliest explorers were chiefly Spanish, but an explorer for England was next after Columbus.
2. It was more than a hundred years after Columbus came to America before the first English settlement was made.
3. Most of the early settlements were English.
4. Almost 250 years elapsed after Columbus came till Georgia was first settled. (There have been 200 years since)
5. The French began making settlements near the latter part of the period.

The fifth fact is especially important since it is a cause of the events which followed. The French settled or built forts on territory claimed by the English. King George III had given a tract of land just south of the Ohio River to the English Colonies. The French were pushing into this territory. What resulted? War. How did it end? This is told on the second chart called "The Period of Struggle Between the French and English." The causes, dates, and events in sequence, and results of the treaty are shown on the chart. The children watch the chart which is kept on the bulletin board.

After the first chart the children had no part in making them. They were carefully worked out and then placed upon the bulletin board to remain through the entire study of the period. The children frequently refer to them during free times.

What immediately followed this last period? In the same year of the Treaty of 1763, King George of England passed the Proclamation Act which forbade the colonies moving into their newly acquired territory across the Alleghenies. This Act was only the beginning of the series of causes of the Revolutionary War. A third chart showing the causes, events, and results of the war was headed "The Period of the American Revolution."

Immediately following their gaining independence, the colonies began to feel the need of a centralized government. A short period follows which consists of setting up this government and getting the capital located as it is at the present time. We gave a separate chart to this time and headed it "The New Republic is Formed."

Jefferson was elected President in 1801 and two years later the Louisiana Purchase was made. This was the beginning of the great "Period of

Territorial Expansion and Improvement of Transportation." From 1803 to 1854 our whole United States took on its present form. With this great expanse of territory new means of transportation was necessary and was brought about. The time of each step in growth and of each new improvement of transportation is placed on the chart. For example:

1803	1805	1807
Louisiana Purchase	Expedition of Lewis and Clark	First steamboat invented by Robert Fulton

This period ends with the events from 1848-1858 which include discovery of gold in California in 1848, the Gadsden Purchase in 1854, and the laying of the first Atlantic cable in 1858.

With this period the children and teachers begin making a collection of pictures. They watch newspapers and magazines for pictures of the first improvements of transportation and communication and bring to class the pictures which they find. The first steamboat, the first rail-road locomotive, canal boats, the first telegraph set, all come within this period. The pictures are studied in class and then placed upon the bulletin board.

Here we pause in our progress in science to settle disputes between the North and the South. This we call "The Civil War Period" and give it a separate chart on which is written the causes of the trouble, the chief events of the war, and the results. Other important events are listed at the bottom of the chart which are not a part of the war, but belong to this period of time. They are:

The Pony Express, 1860.
First Telegraph Line to the Pacific, 1861.
The Homestead Act, 1862.

Again we turn to the West, and the next and last chart is headed "The Period of Invention and Opening of the Great West." It begins in 1857 when men were sent out to investigate the resources west of the Rockies. During this period Indian wars were ended, the buffalo was killed off, railroads were pushed to the western coast, dry lands were irrigated, automobiles, airplanes, and radios were built. It ends in 1933 with modern machines doing the work of men, depression, millions out of work, the talkies, and the stream lined train. During this time the United States became a world power through the war with Spain. The causes, events, and results of this war are given a little added space at the bottom of the chart.

PICTURE COLLECTION COMPLETED

The picture collection may now be made complete. Means of transportation have grown into huge ocean liners, airplanes, streamlined vehicles, and powerful locomotives. Together with the chart these

pictures are placed upon the bulletin board. When the bulletin board becomes too full, the pictures are shifted to a table where the children may frequently see them and discuss them. The "Century of Progress" has been a great help to us. A number of the children were there and can tell us about "Tom Thumb" and the huge modern steam locomotives. Some brought back pictures of the development of transportation in all its stages. Children much prefer to listen to an explanation by one of their own group than by a grown up.

If the teacher and children wish, other changes in development may be studied, such as clothing, furniture, houses etc. In fact it is rather difficult to study one without the others, as most pictures show a number of objects of interest, all of the same period of time.

A TRIP TO THE MUSEUM

Better still than pictures is a trip to a museum. Children who have access to a large museum are indeed fortunate. We visited our college museum and found many objects of interest such as, spinning wheels, cooking utensils used in colonial times, hand made articles before machinery came into existence, maps of 1620 and earlier dates, oxen yokes, old fashioned carriage, and of course many Indian relics. The children took their notebooks along and jotted down the things which interested them most. Next day they discussed their visit to the museum and these notes were frequently used for verifying statements.

Through the "Study-Guide-Time Charts" the children follow our country's history from 1492 to 1933 as it moves steadily on. The human, living side is not omitted in study. The children get this in reference reading, dramatization, and special reports. The great men and women who made it move as it has, the hardships, the joys, the sorrows of their lives have been a part of the history, but they have all been small parts making up the great periods in the history of the life of our nation.

The teachers watch the charts and direct the children's reading so that the growth of our country gradually unfolds in sequential order. The children watch and follow the years as they pass and learn that every event follows a cause or a need. Time and sequence have a meaning.

CREATIVE WORK

We have not stopped with the history class time to make history real to the boys and girls. Other class periods have taken an active part.

Each grade in the Training School gives an assembly program sometime during the year in the training school auditorium. These programs usually consist of original work done by the grade giving the program. The fifth grade has decided to give its program in May. By that time the children can tell the rest of the training school what they

have learned and enjoyed in history. These are some of the ways they have planned to make their history program interesting and real to others:

Stage Scenery.
Oral Talks.
Plays.
Costumes.

LANGUAGE CONTRIBUTES TO THE UNIT

The language class has taken a large part and will continue to do so. The children are writing plays to represent each period. So far the following have been written by this class and previous classes:

Columbus Makes His First Voyage to America (Three acts and five scenes).

Fulton's "Folly" (Three acts).

The First Inauguration (Three acts).

The First Telegraph (Three acts and five scenes).

The English Gain Control of French Territory in America (Three acts and five scenes).

The group at present hopes to complete a play for each period this year. They will select the one they consider best to give in the assembly program.

Of course these plays take an extra amount of reading and map study so that they will be exactly right. There can be no mistake in:

Time.
Setting.
Events.
Customs.
Dress.

Also much study has to be given to form and punctuation in writing plays. Spelling is important. Oral expression, correct language usage, clear enunciation, and expression are necessary. The children vote on the actors for the parts and can be depended upon to make good selections. Of course all children take part. Timid ones become very brave in a group of Indians, soldiers, or by-standers.

ART PLAYS AN IMPORTANT PART

Plays need stage scenery and the art period was suggested to be just the time to work out these scenes. The art supervisor was consulted and she thought this would be a very helpful unit to work out with the children. However since they had not yet decided what play would be given in assembly and so much scenery would be needed for so many acts, the teachers and children decided to make one large mural to be a background for each history period. The boys and girls draw small sketches and then select the best or put several together. Next they sketch the scene upon a large sheet of paper which is made by

pasting two wide pieces of wrapping paper together. The coloring may be done with chalk or poster paint. The following murals have been worked out:

1. Balboa Discovers the Pacific Ocean.
2. The Plymouth Settlement.
3. Large map of the Ohio Valley and Virginia in 1753 showing French Forts and English Settlements.
4. First flag of the United Colonies in 1777; the Liberty Bell, 1776.
5. Large map of the United States showing our annexation of territory, 1803-1853.

Much study has been made of:

Stokcades.
Houses of early days.
Early maps
Spanish costumes.
Color.
Perspective.
Lettering.
Events.

And are the children liking history? Are they learning? Does History mean something? Is it real? These questions are best answered by what happened a few days ago. One of the fifth grade boys remarked to the Principal of the Training School, "We are getting so much out of our history. We take it up in so many different ways and it makes it so interesting. We are studying the periods in art class, we are writing the plays in language time, we study maps, and read in the library. We just get it everywhere."

CHILDREN'S LEARNING CHECKED BY TESTS

However, we do not rely entirely upon the child's word that he is learning. Frequent short tests are given and a long test at the end of the study of each period. These tests are chiefly objective and comprise true and false statements, completion, multiple choice, and matching. After each test the scores are placed upon the board without the children's names, and the papers handed back. No *grades* are given but each child knows from the scores on the board before him how he ranks with the class, and hopes each time to beat his previous record. The teacher never mentions the names of low score people in class, but always gives the names of those who have improved a certain number of points without mentioning scores high or low. We give individual attention to those who have difficulty. Our big aim is to make history *real*, and the greatest aid to this is to make history study a *joy*.

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PERIOD OF COLONIZATION OF AMERICA

CALLIE M. KING, Sixth Grade Supervisor

Education is the process through which we hope to prepare the individual for an increased participation in the race achievements, to develop his own potentialities, and to establish the characteristics which will rightly weigh and measure the basic forces of life so that his contribution to society may be rich, meaningful and efficient in all social, economic, and aesthetic activities of life.

PERIOD OF COLONIZATION

Objectives for this unit:

1. To help pupils understand how people labored to make a home in the new world.
2. To help children decide what qualities add to success in life.
3. To develop an appreciation for the finer qualities of morals as exhibited in these early people.
4. To observe and appreciate the growth of civic laws and regulations.
5. To appreciate the conditions in the new land which aided its rapid settlement.

6. To appreciate the qualities of the pioneers.
7. To see how peoples now honor and respect these great leaders.

Concepts to be developed:

1. People with a pioneering spirit tend to seek new fields of industry.
2. The attention of the old world was centered on the new world because it was a source of raw materials.
3. Dissatisfaction with existing conditions cause people to seek new homes.
4. The desire for wealth leads people to attempt difficult tasks.
5. The reward must be equal to the difficulty.
6. Good leaders are always necessary to the success of any project.
7. People will undergo great hardships if they succeed in living up to their ideals.
8. Some of our colonies were settled because of different religious beliefs, some for the gratification of desires for wealth, and some for social relief.
9. France became embarrassed for money and she sold the Louisiana Territory to the United States.
10. The colonies rebelled when they felt their personal liberties were being infringed upon.
11. The Revolutionary Period brought many noble characters into prominence.

Goals to be attained:

1. Develop a clear understanding of the aims of the colonists who settled in America.
2. Secure a visualization of the surface features and a realization of their advantages and disadvantages to development in the colonies.
3. Create an appreciation of the spirit of nationalism which was given birth during this period.
4. Obtain an acquaintance with the characters in early colonial days.
5. Observe the growth of industrial life in the colonies.
6. Notice and appreciate the development of international relations.
7. Understand the pioneer spirit which urged the explorer ever beyond the line of settlement.
8. Understand the development in the colonist, see how he attempted to imitate many of the pleasant things of English life, and to understand why and how the adjustments had to be made to meet conditions in America.
9. See how the colonists persevered in and improved upon their

social and religious life.

10. Understand the spirit which developed to separate the colonists from the mother country.
11. Understand the beginning of a new form of government in which the people were the controlling factor.
12. Study carefully the economic independence which was developing in America.
13. To appreciate the qualities of manhood exhibited by our early leaders.

Proposed activities:

1. Excursions for the purpose of comparing local industries.
 - a. Visit to a creamery.
 - b. Visit to a pasteurization plant
 - c. Visit to a shoe factory
 - d. Visit to a lumber mill
 - e. Visit to a textile mill
 - f. Visit to a cotton field
2. Creative Activities
 - a. Make a rainfall map
 - b. Make a surface map
 - c. Make a collection of colonial pictures
 - d. Make posters showing colonial life
 - e. Make date line or date graphs
 - f. Produce original plays
 - g. Produce puppet shows
 - h. Learn colonial dances
 - i. Perform some of the colonial industries
 1. soap making
 2. candle making
 3. weaving and dying
 4. constructing colonial houses and furniture

Experiences with Subject Matter

1. Social Sciences
 - A. Geography
 1. Colonial America
 - a. Comparative size of each division with the other.
 - b. Topography of early colonies.
 - c. Climatic conditions and the effect of such conditions on industrial and social life.
 - d. Native supply of commercial products.
 - e. The Sea—its gift to mankind.
 - f. Growth and development of states in America.
 - B. History
 1. The Indian

-
- a. Origin
 - b. Different Tribes
 - c. Language and customs
 - d. Government in the tribes
 - e. Contributions to America
2. The Colonists
- a. The Spanish and French.
 - 1. Homes and mode of living
 - 2. Purpose in seeking new lands
 - 3. Religion carried into their settlements
 - 4. Forts and settlements in the new world
 - 5. Social relation with the Indians
 - b. The English
 - 1. Settlements in Massachusetts
 - a. The Pilgrims
 - 1. history
 - 2. homes in America
 - 3. ways of living
 - 4. modes of travel
 - 5. customs and beliefs
 - 6. schools
 - 7. religion
 - 8. early towns
 - 9. industries
 - b. Other settlements in Massachusetts
 - c. Settlements in Connecticut
 - d. Settlements in Rhode Island
 - e. Settlements farther north
 - c. Settlements in Virginia
 - 1. Type of settlers
 - a. ways of living
 - b. homes
 - c. industries
 - d. development of slavery
 - d. Settlements south of Virginia
 - 1. Georgia
 - a. Purpose of settlement
 - b. Life in the South
 - 2. The Carolinas
 - a. Southern industries
 - b. Social classes
 - 1. Wealthy landowners
 - 2. Slaves
 - 3. Poor whites

C. Civics

1. The qualification in each colony for citizenship privileges.
2. Government of the colonies by the mother country.
3. Beginning of unrest and the local organization for strength against a common enemy.
4. Social life as a governing factor in the colonies.
5. The place of the church in colonial life.

D. The Arts

1. History of Puritan Psalmody
2. Development of musical centers in new cities
3. The colonial dances
4. Early painters and artisans in America
5. Colonial architecture

E. Social Life

1. Standards of courtesy
2. Public gatherings
3. Social gatherings
4. Ideals
5. Religious life

2. English.

A. Literature

1. Colonial and Revolutionary writers
 - a. John Smith
 - b. William Bradford
 - c. Cotton Mather
 - d. John Barlow
2. Colonial stories for recreational reading (see reading Bibliography)

B. Language

1. Vocabulary enrichment
2. Improve child's ability to make reports
3. Create and present plays and poems
4. Correct pronunciation and enunciation
5. Memorization of poetry

C. Reading

1. Read silently for pleasure
2. Read work-type materials intelligently
3. Read orally so as to give pleasure to an audience
4. Read to reproduce all materials necessary for class discussions

D. Spelling

1. Special vocabulary used in all written work.

Nature Study and Science

A. Waterfalls and Millponds

1. Power used in early milling

-
- 2. Waterpower for electricity
 - 3. Cities along the "fall line"
 - B. Salt Marshes
 - 1. Location and cause
 - 2. Products from salt marshes
 - 3. Cranberries
 - C. Different forms of power
 - 1. Water power
 - 2. Use of coal in manufacturing
 - D. Fog
 - 1. Natural phenomena
 - 2. Causes
 - 3. Advantages and disadvantages to business
 - E. Glacial Period
 - 1. Location and extent of glacier
 - 2. Results to surfaces covered
 - F. Early Industries
 - 1. Furbearing animals
 - 2. Lumbering
 - 3. By products of lumber
 - 4. Fishing
 - G. Industrial Inventions
 - 1. Cotton gin—and its effect on milling
 - 2. Modern milling machinery
 - 3. Agricultural development
 - H. Shipping
 - 1. Types of boats for fishing
 - 2. Types of boats for commerce
 - 3. Types of boats for pleasure
 - I. Home Industries of colonists.
 - 1. Making of lighting facilities.
 - 2. Weaving.
 - 3. Making of nails.
 - J. Manufactured Articles.
 - 1. Little things, knives, needles, pens and pencils
 - 4. Health
 - A. Early sickness of colonies
 - 1. Causes
 - 2. Early attempts to prevent illness
 - B. Medical progress in early America
 - 1. Discovery of ether.
 - 5. Arithmetic
 - A. Distances—feet, miles, etc.
 - 1. Fundamental processes.
 - 2. Application in scale reading, etc.

- B. Ability to find Areas
 - 1. Processes—
 - 2. Area of States, etc., for comparative purposes.
- C. Graphs
 - 1. Ability to read graphs in geography, etc.
 - 2. Ability to make graphs.
- D. Measurements of water
 - 1. Terms used in water measurement
 - 2. Application of such knowledge in studying sailing and fishing
- E. Use of a compass
 - 1. On land
 - 2. On water
- F. Use of a Barometer
 - 1. Reading a Barometer
 - 2. Application of such readings to predict weather conditions

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 2. Life on a Colonial Farm—p. 15-22.
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 2. A Colonial Soldier of the South—p. 269-278.
3. The Land of the Pilgrims.
Thomson.
4. The Founder of our Nations.
Halleck and Frantz.
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 2. John Smith and the Indians—pp. 129-161.
 3. The Puritan and the Life of the Colonists pp. 163-197.
 4. Fur Trapping—Marquette and Joliet pp. 251-271.
 5. Virginia Plantation pp. 273-291.
5. Makers of the New World.
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 1. King Philip and Peter Stuyvessant pp.183-212.
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 4. George Washington pp. 254-270.
6. Explorers and Pioneers.
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 2. American Indians pp. 125-137.
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Rose Lucia.
1. Entire Book deals with explorations.
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14. Stories of Pioneer Life.
Florence Bass.
1. Relation of White Men and Indians pp. 1-53.
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16. Stories of Great Americans.
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20. History of the United States.
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The New World Book is Rich in Materials.

See Reading and Study Guides.

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pg. 8301 Revolutionary War in America.

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(See subheads on 8220)

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(See subheads on 8220)

3. Georgia—2754-2763.

(See subheads on 8221)

4. Maine—4223-4232.

(Subheads on 8221)

5. Maryland—4310-4318.

(Subheads on 8221)

6. Massachusetts—4324-4335.

(Subheads on 8223)

7. New Hampshire—4918-4924.

(See Subheads on 8223)

8. New Jersey—4926-2934.

(See Subheads on 8223)

9. New York—4964-4979.

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(See Subheads on 8224)

-
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