THE ACTIVITY PROGRAM

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Progressive Teaching

The Technique of Progressive Teaching

The New Culture

Building Personality

Activated Curriculum

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To the Memory of

FRANCIS W. PARKER

The Father of Progressive Education

in America

PREFACE

THIS book is intended as a sequel to my earlier books on progressive teaching. Its writing could not have been possible five years ago. So rapid has been the development of activities in public schools that situations which were obscure but a short time ago are clearing. As our vision clears, however, the dangers of a previous insouciance become more actual Enthusiams which carried pioneer teachers through the shoals of ignorance are not available to pilot the average run of those less original. Clear definition of terms and practical suggestions concerning the activity program are eminently needed. If the content here offered can provide these it has still a serious peril to avoid. The greatest danger to which teaching is subject is that of mechanical and unimaginative imitation of a good model. Unless these pages are received not as rules of teaching but as suggestions to be developed by teachers and children their ultimate failure will be complete.

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A. G. M.

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CHAPTER I

PREVENTING CHILDREN FROM LEARNING

A DEEPENING consciousness of childhood, a closer walk with children is drawing many teachers to richer ways of teaching school. Said one little boy, victim of a modern system of schools—"I don't know what they do with five whole hours of time a day! I go through it every day, but I don't see how they manage to fill in the time. They don't *do* anything." In school this little boy is required to fill in five of his precious hours sitting still at a desk. His school day is a round of "periods." Arithmetic, penmanship, geography, history, spelling, and more arithmetic. Out of school he plays football, wanders through a great toy shop on Fifth Avenue, builds a "buggy" out of four old wheels and some grocery boxes, makes a cabinet for his bedroom, painting it orange and black with brushing lacquer, visits the Museum of Peaceful Arts to watch its hundred wheels go round, and to sit in the airplane model manipulating the stick. In every spare moment of what is left from the five hours commandeered by his school and his play life he paints pictures with poster paints, sketches pen-and-ink drawings, and makes out of the left-overs in his environment such things as a cardboard representation of a Mexican Temple, or huge portfolio of corrugated board for his drawings. Is it a wonder that to this boy the hours he spends in school seem a waste of time? He is ready to say so, and many teachers are today willing to listen.

This little boy, a real boy in a real school "system", is being prevented from learning by his teachers. He is getting his education outside of school. While his teachers are thwarting him for five hours a day, he is learning on his own initiative for the remainder of the time. Often under the guidance of a more enlightened teacher he eagerly pursues out of school the very subject matter from which in school hours he turns nauseated away.

One day this youngster, whom we may call Richard, was complaining about his morning's arithmetic. It was to him "uninteresting" and

"boring." Let any grown-up who doubts him take a pencil and paper and work out ten or twelve problems of the type he was engaged upon, beginning with the changing of three quarters of a dozen to decimals for no reason at all. Yet this same Richard, on this same afternoon, being told that a certain lady was hoping for $50,000 a year to maintain an integrated school and college burst out with the exclamation that it was "a lot of money!" and the question, "How many 'Milky Ways' (unfortunately merely candy bars) could you get for $50,000?"

"I wonder," said his teacher, handing him a pencil and a piece of paper

Whereat this Richard who is bored by arithmetic worked out the following:

Since a Milky Way costs five cents, twenty could be bought for a dollar. Thus multiplication --

$$\begin{array}{r} 50{,}000 \\ \times\quad 20 \\ \hline 1{,}000{,}000, \text{ a million.} \end{array}$$

So astounding a result could not fail to raise the question of how long it would take to eat a million candy bars. This brought up the serious problem of how many he could eat a day. He thought ten. After a brief discussion, in which the deleterious effect of too much sugar on the digestion was readily admitted, it was nevertheless decided that since this was a purely imaginative proposition, he would prefer to think of himself as eating ten a day. The following problem in long division was now written down:

$$10)1{,}000{,}000($$

This was an opportune time to remind this student of decimals that a simple moving of the decimal place would save him considerable work. "Oh yes," he realized, and the solution was a simple 100,000 days or 365)100,000(years, which being worked out presents the appalling spectacle of about 274 years, or about four life times. This leaves enough candy bars for the other three members of the family.

But now the teacher returns to the beginning of the conversation

with the question, "Which do you think would be the best way to spend the money, on candy or on education?"

'On education."

"Then which is the best way for you to spend five cents?"

"On education, but sometimes on candy."

"I agree with you, but the American people as a whole spend more money on candy than they do on education."

"I bet I could find out how much they spend a day on candy without looking it up. I would find the number of stores and estimate the amount sold by each and multiply it."

But here the subway reached its destination and what was there for the teacher to do but quench this efflorescence of a little boy's interest in arithmetic. Verily, no teacher in the world can keep up with children's interest in anything, even in arithmetic.

So much for arithmetic, but what of other things? Are all the legitimate fields of learning touched by so incidental a method? What is there in the world that children are not curious about? A subway car passes with only one occupant. The teacher says,

"He must have commandeered it."

"What does that mean?"

"Commandeer means to take over for your own use on your own command."

"Oh, yes, I could commandeer Hugh's bicycle." Such a bit of English is supplemented when, pausing before the Trans Lux moving picture theatre in which two programs are set forth, one of short amusement pieces, another of news reels, he reads the two, contrasting the programs to see which he would prefer if he were going inside, which he does not ask to do. Later on a bit of science comes into the extra mural program when he is told of a lecture on audible light, and experiments with the photo electric cell which changed the sound of a lighted match into a click. "It would be useful" says the assimilating personality "to get messages from the stars."

Contrast the eager, willing learning of a child provided with experiences to think about, with the routine of a classroom. The picture is only too clearly drawn by a metropolitan teacher bemoaning his inability to teach according to the active principles he approves.

"To attempt any appreciable application of progressive principles

is almost impossible without conflict with the demands made upon us. We are too harassed by lack of time; and sometimes by the ideas of superiors. Let me give you an idea of what I am up against:—

"English is divided into twenty subjects. Each subject has a complicated set of flash cards. Each set of flash cards has a definite way of being used. For example, in word study the teacher gives out cards to more than half the class. The *prefixes* go on one side of the room, the *suffixes* on another side, the *roots* on a third side, the *words* in one corner, the *word lists* in another corner. The teacher calls the word 'importation.' The boy with the word holds it up in front of the room. The boy with the root comes up and says "I am the root 'port.' I mean," etc.—Then the prefix 'im' comes up and says "Good morning! I am the prefix 'im.' I mean" etc.—"May I join you?" The suffix comes up and says "I am the suffix 'ation.' I mean" etc.—"Good morning! May I join you?" The ensemble says, "We are the word 'importation.' Our etymological meaning is" etc. "Our common meaning is " etc. "Herbert, will you please give a sentence with the word?"

"Need I go on? It is the same in every one of the twenty subjects. Every move is dictated. The sentences are stereotyped. I have only spoken about English, but each operation in arithmetic is also represented by cards. I have about twelve sets. History and geography are taught by cards. It is rumored that drawing and music will be caricatured also!"

This literal account gives a clear example of the way in which a school system may dam up the energies of children and stultify their personalities by "teaching." Let it not be thought, however, that the writer is generalizing here about public schools as a whole. He has no such intention. He has elsewhere expressed his vast admiration for our public schools in large cities and in small. It is because we believe in education that we are sometimes critical and work for a better education.

The point of this chapter is that there are economical ways and uneconomical ways of teaching. The same child who turns idly away from his work under one method of teaching pursues it eagerly under another. Method is a matter of economy. Whatever method picks up the good impulses of the child and carries them forward to desirable goals with the minimum waste of energy is good. That method which

first deadens the child and then hopes to reawaken him to a teacher dictated task is always poor. It is the plan of this book to outline an approach and a method of teaching which will enable children to fulfil their own lives and in so doing enrich the lives of their fellow men.

CHAPTER II

CHILDREN LIVING

CHILDREN are essentially and fundamentally dynamic. They are energy clothed upon with personality. They are bursting with tendencies, desires and drives. One has only to watch them as they go about their own affairs to realize their intensely active nature. Spend a few moments some morning watching them on their way to school. What child of them simply goes to school as a prosaic business man goes directly to work? Not one, for these children are poets to whom going to school is an excuse for doing something else by the way. They are not merely interested in getting there, they are interested in going. This one is walking a railing, that one is experimenting with a bird-whistle, another is dropping stones in a puddle, while two more are playfully wrestling. So it is all through the day. Never through a meal, with its passive controls, that they are not ready for baseball, never a moment with idle fingers, always a missile to be tossed or a ball to be bounced. Never a walk, always a run. They seem to have a veritable mania for speed and action, these children of the highways and the byways.

Modern education with its science and its philosophy and its incessant involvement with psychology and statistics has forgotten children. It has lost the dynamic conception of childhood. Too often modern educational psychology has laid the child forth like a cadaver for dissection and analysis It has examined the most intricate processes of learning each in isolation. It has classified, catalogued, and listed. We know vast amounts about eye movements, and speed in computation, and age for beginning reading, and the thing called "intelligence." In these forests of psychology we have lost sight of the tree itself. Educational philosophy has thoroughly discussed the how, the when and the if, yet were a child to appear among a group of educational philosophers he would be a stranger in their midst. We have remembered our "subject" of education, but we have forgotten its object—the whole human child.

Teachers and schools sorely need a dynamic conception of childhood. Pestalozzi understood it long ago. Froebel realized it to the full, this emerging of an inner force in outward action. Listen to his words and answer why in the face of this emphasis we have so easily forgotten.

"The starting point of all that appears, of all that exists, and therefore of all intellectual conception, is act, from action, must therefore start true human education, the developing education of man; in action, in acting, it must be rooted and spring up " Could anything be plainer?

Yet we have forgotten in our own hurry and bustle to base school life on this active principle. Because schools have neglected instead of treasuring this quality, they have prevented children from learning.

Nor has this been true only in teaching individuals. The sum of a number of dynamic individuals should be a dynamic group. The school itself should be children living It should not be a series of unrelated and inactive children. It should be a community on the move It should be a group of children doing something

Schools have too often brought children to a standstill before allowing them to learn. Children have been treated like clockwork toys which begin at a dead stop and must be wound before they work. One morning I visited a schoolroom full of first graders on the first day of school at nine in the morning The youngsters were full of the thrill of their first day of school and the wonders that lay ahead in a new world. The bell rang The teacher stepped before the group which had been tucked away in screwed-down seats, and said, "Now chidren, don't anybody move from your seats and don't anybody talk." The first move of the school was to produce a dead stop From the first day on there followed an avalanche of *don'ts*. A teacher in a city school was teaching a lesson in English. She had prescribed the reading of "The Gold Bug" and had given numerous exercises to be worked out when it had been read. In the back of the room was a lad who had finished reading "The Gold Bug" and was eagerly perusing "A Son of the Middle Border" which he had brought from the library. "John, what are you reading?" interrupted the teacher, sensing something wrong.

" 'A Son of the Middle Border.' "

"Have you read 'The Gold Bug'?"
"Yes, I finished it."
"Have you analyzed the plot?"
"Yes, in my note book."
"Have you written a description of the characters?"
"Yes."
"Have you written an account of Poe's life?"
"No, I didn't do that yet "
"Then put your book away and finish your work."

Turning to a sympathetic visitor at the back of the room the youngster said, "Say why is it they're never satisfied unless they stop you from doing what you want to do?" Nor are teachers satisfied with stopping children's flow of living at the beginning of the school day. The pupils are started by the devious processes of "motivation" on some topic in arithmetic. They are stopped again by the bell. New motivation, geography. Bell again. "Put away your work." New winding up and motivating and then a little hygiene. Traditional systems of schools have deliberately organized their time tables, and their rigid seating, and their topical organization of subjects, and their routine methods so that the living and moving dynamic life of the children is blocked and dammed up. Bubbling over, it results in dissipated energies and so-called misconduct.

Schools and teachers should pick up children on the move and keep them moving forward. What a different first day of school is that described in the following account:[1]

"The class expected on the first day of school numbered twenty-five boys and girls from five to seven years of age This particular group had had no kindergarten training. With a different group, either smaller or bolder or more homogeneous, the procedure and the progress would be different. The teacher's chief aim for this and other days was to make and keep the environment such that the children would engage wholeheartedly in activity which would lead them on profitably, the teacher selecting and directing these activities in the way which gave most promise. Selected materials (cf. pp. 17–23) were

[1] Specimen Activities of the First Grade, by Florence McVey Meadowcroft, *Horace Mann Studies in Elementary Education*, Teachers College, Columbia University, N. Y., 1922

placed about the room where they were easily accessible to the children. The program planned by the teacher was as follows:

8:35– 9:00. Welcome and introduce the children.
9:00–10:00. Individual and group activities.
10:00–10:30. Prepare for lunch.
10:30–10:50. Luncheon.
10:50–11:10. Individual and group activities
11:10–11:35. Individual and group activities on the campus.
11:35–12:00. Raise standards for care of material.
12:00–12:20. Gymnasium and free period.
12:20–12:30. Dismissal.

"The teacher cordially greeted each child as he came into the room, showed him where to hang his wraps, and introduced him to the other children. The children talked with each other, gazed about, manipulated the materials, sat with folded hands, or stood about waiting for directions from the teacher. At nine o'clock the teacher struck a chord on the piano and called the children together, explaining that this would always be a signal for attention She pointed out the materials one by one to the children and explained that these were entirely for their use. Several children were encouraged by this to tell of their previous experiences with similar material, and were listened to with close attention by the teacher. A special point was made of manifesting great difficulty in hearing when several children spoke at the same time.

"At a quarter after nine the teacher allowed the meeting to break up and went to her desk apparently to write but in reality to observe. Most of the children became active at once. Although their greatest interest was in each other, they immediately began to handle and use the materials. Hardly anything in the room failed to make its appeal to some child. Before the period was over vigorous activity was evident: carpentering, building blocks and nature materials were most popular with the boys; clay, crayolas and paper, nature material, and the doll attracted the girls. A few children played as individuals, but the majority formed groups of from two to five in number. In all this activity there was wide variation in initiative, purpose, interest, and control of self and material.

"After a little observation the teacher went around among the

children showing a friendly, uncritical interest in their activities. Now and then she answered questions about the material or stopped to approve some bit of work, but on the whole she spent most of her time observing and getting acquainted with her children. It was not until a little girl burst into tears that nearly every child turned to the teacher. Two boys who were chasing each other around the room had accidentally upset a cup of water over the little girl. The teacher professed ignorance of what had occurred and asked for explanations. Many children volunteered, all speaking at the same time. The teacher explained that it was not possible for her to hear more than one at a time, and then each gave his explanation separately During this part of the proceedings the little girl had dried her tears and with nearly all the other children of the class had become much interested in what was happening. The boys who had just upset the water were then questioned and they explained that they were running so fast they had not seen the girl. The teacher asked if they thought the room a good place for running They answered that they did. The same question was then asked of the other children. A few agreed with the two boys, but the majority were against them. Numerous objections were voiced against running, but only two were selected by the teacher for special emphasis There were in the room many objects of a kind to interfere with running and there were besides many children who wished to do other things, and they must not be disturbed. Then the question as to whether the room was a good place to run in was voted upon A child was chosen to count the votes. The majority voted in the negative. At the close of the discussion the teacher told the children of the big gymnasium and of the campus where boys and girls could run and play without interfering with each other.

"At ten o'clock the teacher called attention to the hour and said that it was time to prepare for lunch. Some of the children had brought their lunches with them and others had brought money with which to buy them at the school. The teacher wrote upon the board the name and price of each article of this lunch, accompanied by a rough picture of the article. The children were invited to select from the list, and as each child gave his order the teacher made a mark on the board The children then visited the lunch room with the teacher. The lunch was purchased, placed upon a tray, and brought back to the

classroom. Here it was placed upon a table and those who were to take part seated themselves. A child complained about the clay and papers scattered over the table, and an animated discussion, encouraged by the teacher, followed. This resulted in all agreeing that a clean table and clean hands were necessary for good health. Lunch was then eaten.

"At ten minutes before eleven the teacher informed the children that she had a book for each one. These books (*The Story Hour Primer*) were distributed and after the distribution about two-thirds of the children remained around the teacher, commenting upon the pictures, making believe or really reading familiar rhymes to each other. The teacher was asked to read one of the stories, so she began. By this time some of the children in the other group had become busied with building blocks, carpentering, and with other noisy activities. Some of those listening to the reading of the story complained that they could not hear. The others were then called to the teacher and the complaint made to them They realized the difficulty and promised to find some quiet work. The teacher continued the reading of the story. At the conclusion several children asked if they might take their books home, and permission to do this was granted

"At ten minutes after eleven the teacher sounded a chord upon the piano. Those who responded promptly were commended heartily. The teacher told the children that they were all going out upon the campus to play, and invited them to take jump-ropes, reins, and volley ball. These were counted by the children before they were taken from the room. For the next twenty minutes the children, with the exception of a few very shy ones, played actively upon the campus at ball, soldiers, horse, or chasing squirrels. Before leaving the campus, the playthings were counted again by a child to see that none had been lost. At half-past eleven the children returned to the classroom, which room appeared most disorderly after the activity of the morning. The teacher, suggesting that it was almost time to go home, asked the children to look about them and see if anything should be done. Many things were suggested, including the one the teacher was seeking: that the room be put in order. This suggestion was, under the guidance of the teacher, finally adopted. Volunteers did this work, and one did not have to be a keen observer to see that the majority

of the children were willing to have the few do it and that these children had very vague ideas of order or of the proper care of material.

"At twelve o'clock the children were taken to the gymnasium where they were introduced to the teacher and placed in her charge.

"When they returned to the room at twelve-twenty and began to prepare to go home trouble arose over several children claiming the same *Story Hour Primer*. Others found that they had lost theirs, and all turned to the teacher to straighten out the difficulty. She explained that she had no way of telling the owner of each book and led the discussion in such a manner that all finally realized that the owner's name should appear in each book, and that every child should have a place in which to put his own property. She promised to satisfy these needs on the following day.

"Time for dismissal had now come. In parting the teacher shook hands with each child and endeavored to call each one by name."

So a teacher may enlist children's energies while they are on the move.

A further example may be given of the way in which a school may take advantage of a real situation to build its own organic life. A building of the Hessian Hills School was destroyed by fire. A new building was set up in its place, but it was scarcely completed for occupancy when the children came to school in the fall. The school, however, capitalized on this emergency.

The workmen moved out one weekend in November. The next weekend the local workers moved in.

"Every available parent, teacher, and interested neighbor arrived at the school, bearing saws, rakes, axes, hatchets and hammers. By night play spaces were visible, terraces could be distinguished, litter had disappeared, and carloads of lumber had been sorted into 'school material' and 'home consumption'—the latter carried away to family woodpiles. School opened with gusto on Monday."[2]

Winter allowed no more group work. In the Spring the painting of the building was begun. "Laborers ranged in ages from twelve to fifty. Whole families stood upon the scaffold, working without distinction of sex or age, ability to wield a brush, the only qualification. From eleven in the morning till six at night, laughter and voices inter-

[2] A Community-Centered School, Alice Thompson in *Progressive Education*, May, 1932, p. 379.

mingled with the steady swishing of white paint going on over the dull gray cement. Cracks from winter shrinkage, ravages of cold weather, all were taken in the stride of volunteer workers. Windows, splashed in the wake of eager painters, were cleaned and polished by a crew of window washers recruited from the visiting graduating class. Furniture was scrutinized and a call sent for more painters. As weary groups sat contemplating their handiwork at dusk, they planned a gardening work-day when shrubs and vines would be brought from overflowing gardens for planting at school." By such active coöperation with the community children literally make their school their own The tasks they engage in contribute to and vitalize the everyday work of their classes.

One further example may help to emphasize the way in which a real community task, which the children are led to accept as a responsibility, may build itself into the very warp and woof of the school. Whether or not we agree with the aims and philosophy of Russian educators we cannot but admire their method of attaining community coöperation and devotion to the group.[3]

"When the school was first started, the main task given to the children was to check on the illiteracy of their own neighborhood Literacy is interpreted by them as meaning the ability to read the daily newspaper and to write the answers to questions based on the newspaper content. The school selected a large number of articles from the paper and formulated questions about the articles. The children went over the neighborhood, putting their parents, friends, and neighbors to this test. They were given cards on which to make their reports, and those members of families found to be illiterate were reported to the Department of Education in Moscow, where provision would be made for young people, perhaps, members of this very school, to teach the illiterates to read and write. . . .

"Two hundred children between the ages of eight and seventeen attend this school, which is directed by nine teachers. The day we visited this little school we found them much in earnest because forty of their best qualified members were preparing to go to a little fishermen's village, north of Leningrad, a distance of more than five hundred miles.

[3] The Red October School by Gretchen M. Switzer, *Progressive Education*, May, 1932, p. 356.

"This school had heard that the inhabitants of this little village, especially the adults, were practically illiterate. They had taken, as part of their social responsibility, the problem of liquidating the illiteracy of the village. They were planning to leave the next week, to remain in the village as long as it was necessary in order to accomplish their first purpose. Inasmuch as they had decided to make this trip, they planned to recruit the young people and identify them with the Young Pioneer or the Young Communist organization. They also took it upon themselves to secure subscriptions to the last government loans. . . .

"One twelve-year-old boy in this school, who seemed a genius in the field of physics and who had received special attention from some of the engineers in charge of a needle factory nearby, invented a device to improve the moving-picture machine. This invention was sold to the motion-picture headquarters in Moscow, and the money which the school received was used to finance the children on their trip to the fishermen's village. In this connection, the children entered into competition with the collectivized farm organization and individual peasants to collect ash to be used for fertilizer. They sold the ash to the farm, and this money, also, was used to help defray their trip expenses.

"When the children learned that the local needle factory was not producing its quota of needles, in order to do their share in completing the Five-Year Plan, they volunteered their services, and each child spent two hours a week in the factory helping to increase the output. Before they were permitted to go into the factory, an engineer took one complete set of machinery and equipment to the school, and there, on a small scale, the children produced needles and learned the technique as well as the story of steel and where the needles were sold." So youth, faced with a real challenge of a real task, throws its fullest energies into its completion.

From such instances as these it is clear that the activities of school life do not start from nothing at all. They do not begin from a passive line or point. The school picks up a moving group, one which is already under the momentum of living, and carries that group forward in an active way toward the realization of its opportunities and its ideals. The good school finds children living and leads them into ever richer living.

CHAPTER III

THE MATRIX OF SCHOOL LIFE

ACTIVITY finds its origin in activity. Therefore in the background of every progressing school there should be a series of activities already going on. There should be a complex of behavior, of being and doing and acting, of things on the move. This combination of events on the march, this seething of life already under way, forms the matrix of school life.

The essential nature of this concept of the matrix of school life is well illustrated by the dilemma in which I once found myself in giving the answer to a question, asked by an individual whose conception of teaching was largely of the conventional type. "How," the question ran, "would you teach a lesson on coffee?" It was useless for me to say that the first question to be decided would be whether to teach a lesson on coffee at all or not; the second question would be whether *I* were to teach it or the children to learn it; the third question would be under what conditions and circumstances the subject emerged from the matrix of school life. The teacher to whom I was talking lacked the fundamental concepts which would have enabled him to understand these remarks. To him any lesson might be regarded as starting from "scratch." He argued that the lesson on coffee was on the curriculum, therefore it was to be taught. That since it was to be taught he should introduce it at a time and place which he decided on as suitable, and third that he should start the process going by initial motivation. With all these propositions it is necessary to disagree. What this teacher lacked was any understanding whatever of the necessity or the existence of the phenomenon here referred to as the matrix of school life, that fabric or flux of living which is the normal state of affairs in any group of people who are actually living and acting together. It was thus impossible to make clear to him the way in which the subject of coffee or any other subject might itself arise from the active inquiring interest of the class, interest not introduced

at a certain time and place by a scheming teacher, but interest which springs forth and grows up naturally and spontaneously from the complex and structure of class life.

The matrix of school life is that general complex of being and doing which is the present life of any group of children who are engaged upon common tasks and interests. It postulates a dynamic condition of motion forward, it implies that the children are already engaged upon a program of living of vital interest to themselves which cannot fail to move forward into a hundred new enterprises and adventures. In this matter of the matrix of school life the new school differs organically from the old. In the traditional school there was no interweaving structure of group enterprises and interests. There was no background of vital inter-relationships within the group The bonds of relationship were merely those of a common subject and a common routine. In the new school a very different state of affairs exists. Each child stands as a coöperating companion to the others. The individual interests of the one are open and clear and a matter of curiosity to the others who see and hear about them. The common interests and problems of the group are discussed and pursued together. Note the way in which these things are true of the group of children whose ways of living and acting are reported in the following:[1]

"The music teacher, instead of coming informally to the nursery, takes small groups to the music room where are the piano and a variety of simple instruments, or to the gymnasium for larger rythmic work. Occasional trips are taken to the nature laboratory to see the turtles and mice or guinea pigs or whatever transient snake or kitten is on view. Later, small groups go regularly to explore this fascinating, live place, to pot plants, to feed and care for their pets, and through them to learn many of the interesting facts of biology. Seven and eight year old groups use the big shop, with its wealth of material and tools, calculated to stimulate mechanical interests and activities, and later a natural transition is made to the laboratory for physical sciences, where actual experimentation in the elements of physics and chemistry is carried on by the children. Cooking opens another field of reality experience. It is tremendously exiciting to eat your own stewed plums

[1] Pollitzer, Margaret, A Child's Size World, *Progressive Education*, April-May June, 1927, p. 101

or to take them home to mother. A year or more later, you not only learn to cook them but do the actual purchasing; studying prices, going to market; perhaps, last of all, selling them to the school lunchroom.

"With the classroom itself the scope of activity is enlarged also. Beginning reading materials are temptingly introduced. Small libraries carefully selected by the teacher fill the shelves, and the children are taught how to select books and to use them for reference. Maps, typewriters, number-games, writing and arithmetic books—all the usual more formal materials take their places in the scheme of things too,—their places as tools in the hands of active students, rather than mere vehicles of curriculum.

"As the home and school environments cease to offer sufficient new stimulus, we go forth into the city seeking new worlds to conquer. Trips are carefully planned, either to illustrate something in which some of the children are already interested, or to start a new line of thought and activity. Every imaginable use is made of the neighborhood, the nearby country, and the greater city. We boast a blacksmith's shop around the corner. New lambs and sheep-shearing are to be seen every Spring. Ducks and pigeons are always eager for breadcrumbs. A small group is thrilled by a visit to a shop on the next street. (Maybe they get some arithmetic practice from it.) Interesting cranes clear away the snow. A building is always going up or a subway being dug in the neighborhood. Ships on the nearby Hudson and the train-yards on its shore, and the big East River bridges furnish many a group with ideas for dramatic block activities. Then there are fire houses, museums, markets and wharves with ships bound to and from foreign ports, laden with coffee and bananas and canned goods and cotton bales. All sorts of surprising industrial enterprises may be unearthed in a city and used to the greatest educational advantage.

"So we travel the world over with the help of books, pictures and maps, and people to talk of their first-hand experience in the outside world. We explore the physical universe and attempt to understand man's economic world. We travel into the past. But always we attempt to build on a sure foundation of simple understood experience."

Here it is quite clear that there is a rich background of common

living, an interweaving of active and real experiences which form a veritable matrix of thoughts, ideas and actions. From this matrix of school living all genuine and vital educational activities must spring forth. In every consideration of method and in every approach to a concrete problem of teaching this structural organic background must be taken into consideration.

CHAPTER IV

THE ORGANIC NATURE OF SCHOOL EXPERIENCE

AN UNDERSTANDING of the matrix of school life brings the realization that true educational experience is organic in nature. It was not without clear insight that Marietta Johnson called her famous pioneer school at Fairhope, Alabama, the *Organic School*. By doing so she emphasized an aspect of educational experience essential to an understanding of the dynamic nature of the matrix of school life. Let us consider organic experience as it appears in the life of children and schools.

To say that experience is organic indicates that the dynamic elements of the life of the individual or group form new patterns of experience developing out of old ones. This spontaneous development of activities may be illustrated by a simple example. One sunny morning a boy of eleven sitting in front of his house reading a pirate book sees a grown-up he knows passing by. Neither of the two individuals has any definite purpose beyond that of reading a book or going for a walk. Least of all has either of them any notion of what is to follow in the next half hour. The sequel cannot be in any degree forecast or planned for. Knowing that the grown-up was at one time a wireless operator during the war, the youngster asks if he knows the wireless code. The grown-up whistles a few words for him in code. They fall to a discussion of codes. The youngster, being like all children, ever anxious to learn, asks if the grown-up will teach him the code. Conversation reveals that the youngster has in his house an electrical set. They enter, it is connected, and in the shortest time he learns to send his own name, Billy. He now seeks out a Boy Scout Manual, finds the code complete, and the basis is laid for practicing and learning the thing he desired.

Here is a picture of organic experience developing into learning. In the first place, Billy was already engaged upon a process of living and reading which was satisfactory to himself. The simple expression of a desire to learn the code was to a large extent an outcome of what

he was already doing. It was a branching off of a new learning activity from a parent stem of learning. It was characterized by the phenomena of development and growth. It was not a new experience applied by some teacher from without, and linked by that teacher to the learner's experience by appealing to an apperceptive mass. It was rather the spontaneous development of an inner dynamic drive which found its outward supplement in the presence of a teacher who knew, and an environment which was adequately supplied with the materials of learning. So the learning experience was an emerging organic affair in which the inner drive of the learner moulded the structure of the situation to his own ends. There is a certain sense in which the good teacher should be clay in the hands of children.

Nor are we restricted to the individual learning of individuals in discovering examples which indicate the meaning of organic experience. I remember with what clarity Mrs. Johnson related to me some examples of organic community living at Fairhope. From the multifarious activities and the manual work of the school emerged an interest in the making of kites. The interest grew like a contagion until finally it was decided that everyone should make a kite to fly on a culminating kite-flying day, which was held in due course, as a sort of school festival. At another time a similar interest in boats developed, and the whole school devoted a day to a trip to the lake and the sailing of boats. Who would not like to have been there and to have participated in such an event? How great must have been its value in the development of group consciousness and the spirit of unity and cooperation. Such a school owns as a natural possession that much valued and seldom genuine "school spirit." Nothing binds a group more closely together than the sharing of common problems and pleasures So the organic group life of the school develops, and from it may follow endless new experiences both for individuals and for groups.

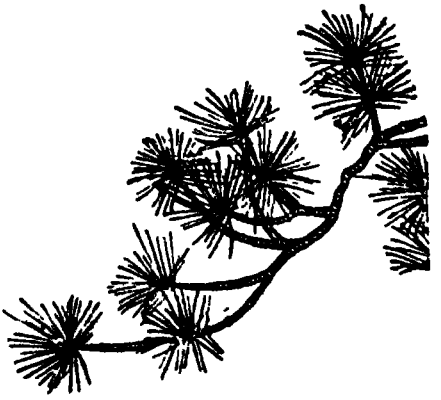
In considering the way in which the organic structure of school life may be taken into account in the development of method, it is necessary to consider several questions. One of these concerns itself with the nature of the matrix of school life from which various units or activities actually spring. A second is related to the way in which any individual activity branches off from the whole, while the third

has to do with the developing of these various ensüing activities into a balance or pattern which will be satisfactory and desirable. Let us concern ourselves with the discussion of these several problems.

THE BASIC STRUCTURE OF SCHOOL ACTIVITIES

The doctrine that education is life has its partial counterpart in the idea that school life finds its rise in an organic complex of the conduct of individuals and groups Life itself is a complex or matrix of acts, some of which are contemplated, some begun, many continuing and others nearing completion. At one given moment a schoolboy may be contemplating a visit to a baseball game on Saturday, while he is actually engaged upon the making of a churn to furnish a colonial house. Hundreds of other activities have been begun and are in abeyance, such as a book he is reading, a pageant he is writing, or a code of flag signals which he is practicing. So the group with which he works is engaged in many similar individual activities and in many which each shares with the others of the group, such as writing a play for assembly, going on a trip to a stained glass factory or planning an exhibit of hobbies. Thus when we say that education is life, we postulate some such active and developing series of inter-related acts and enterprises as that which has been discussed.[1]

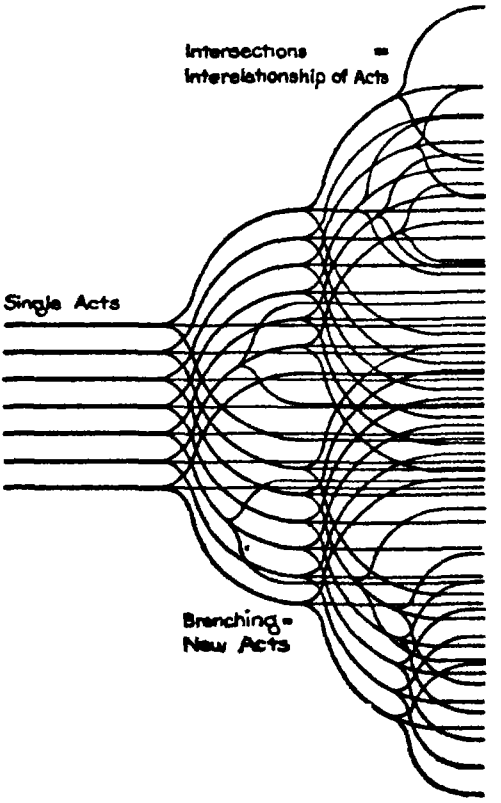
Mrs. Johnson has suggested this organic nature of the educative process by the use of a simple symbol. She has indicated the organic nature of her work at Fairhope by the use of a bit of pine branch



[1] Other material related to this discussion may be found in Melvin, A Gordon, *Progressive Teaching*, D Appleton & Co , 1929, Ch 6, p 144 And in Melvin, A Gordon, *The Technique of Progressive Teaching*, The John Day Co , N Y , 1932, Ch IV, p 37

This is a similar figure to that used by Froebel when he named the Kindergarten, the Child's Garden. Each of these figures is intended to indicate education proceeding by means of the inner dynamic force of a growing life expanding into a vital structure. The pine branch emphasized the way in which, as each branch takes its own path, and each pine needle develops radially into a newer something, so school life expands and grows. The name Child's Garden implies the same outward expression of an inner force while at the same time it emphasizes the importance of the good and true environment.

The idea may perhaps be better expressed in its completeness by a diagram. Ultimately the pine branch takes its nourishment and life from the branch and the branch from the trunk. So in the life of the child and the school are certain trunk lines of experience which branch forth and grow in many directions forming that veritable complex which we have referred to as the matrix of school life.



The lines here indicate the interweaving and interlocking of the activities and interests of the individual or group in a dynamic complex which is of such a nature that it may at any of ten thousand points spring forth into new life, new pattern, new design. Such, then is the organic life of the school from which true educational activity may find its way forth in a thousand new experiences.

THE RISE OF A NEW UNIT OF LIFE

The developing of new experience is the branching of a new activity. It is a going forth of the individual to meet some situation which exists in the environment. It is a branching or budding process by which new life develops out of the old. In all teaching it is necessary for teachers to take this natural situation into account. There is a time and a place when this natural organic growth occurs. This is the time for teaching. To attempt to force this growth by applying elements of subject matter according to the dictates of the curriculum is to violate the true nature of learning. To wait until there is a ripening or maturing of certain interests and needs is to coöperate with the child in his own efforts toward learning.

The key to the teacher's procedure with respect to the developing organic life of the learner is to be discovered in need of the individual. This is true whether one is thinking of the personal needs of one individual or the complex of personal needs which make up the sum total of the group need. Great emphasis has been laid on the need as the nucleus or functional point of departure of a new activity which develops out of the matrix of school life. The recognition by the individual or group of a new need is the functional beginning of a new unit of conduct, or unit of living[2]

This philosophy of the need as the beginning point for the development of an organic school life has been accepted in but half-hearted fashion. It has been put into practice best in certain thorough-going, modern schools, such as the Walden School of New York and the Organic School of Fairhope, Alabama. Such schools, beginning well, have not always coördinated their gains with the attaining of an ordered and balanced result in the work of their pupils. Other elemen-

[2] For a development of this topic see Melvin, A Gordon, *Progressive Teaching*, ch 6, p. 146, and *The Technique of Progressive Teaching*, ch 5, p. 45.

tary schools the Lincoln School of New York, the Birch Wathen School and the Ethical Culture School have been more successful in the development of an ordered plan and an organized result, but have not been so successful in the development of organic school life from spontaneous needs of individuals and groups. Secondary schools, bound as they are on every hand by college entrance requirements, have not been able to work out programs of instruction based on the meeting of the needs of their students. A few colleges here and there have been feebly, and often blindly, dabbling with the idea, but few have yet committed themselves to a thorough-going plan of discovering pupil needs and developing them Thus, this philosophy of developing school life organically from the needs of students has yet been but half-heartedly received and partially carried out, even on the elementary school level.

It is the teacher's work to watch for the developing needs of the pupils As the student comes to the teacher, it is necessary for her to estimate and analyze his needs Nor is this to be interpreted in any narrow sense Teachers have sometimes been misled in three ways in their understanding of the meaning of the word need as an organic beginning point for a unit of conduct.

In the first place needs have sometimes been confused with merely felt needs. Thus teachers have waited until children actually express in words some specific need before they have been ready to do anything about it. Thus, they have been unwilling to teach reading to children until the children themselves have asked for it. They have waited until children have requested this or that form of learning or have asked this or that question This procedure may result in the unwarranted delaying of the teaching of many things which children need. Teachers should reveal needs to children. When children show an interest in frogs, they need to know more about them, but they are often unaware of that need. By a few suitable and well chosen questions or suggestions teachers may reveal to the children their own need and suggest ways and means of satisfying it by the keeping of an aquarium, the making of observational nature trips or the consulting of books on science or natural life. It is part of the teacher's privilege to reveal to children not merely their gross needs for reading and arithmetic, but those more abstruse and less easily recognized

needs such as those for coöperation, appreciation of poetry or joy in the beauties of cloud and sky.

Furthermore, it is essential that teachers assist children in evaluating their felt needs. Children feel many needs, which may be the expression of organic drives or petty interests. Thus in using their pocket money, children will thoughtlessly spend it on an ice cream or a stick of candy just by force of habit, to tickle their palate. Frequently much better use might be made by the children of part of their pocket money in satisfying their own needs for many things they want, such as field glasses, construction materials or paints. It is only by helping children themselves to evaluate their needs that they may be led to meet the more important ones rather than the less. Teachers are not to mistake a child's whim to read a comic supplement which has blown across his path as a need worth cherishing The time spent in such idle diversion is to say the least a waste. Until children can themselves evaluate it as a waste, they will be fascinated by its inanities scaled to the immature and uncritical intellect Children may be helped to desire their best needs.

Nor should teachers make the mistake of confusing needs with merely present or immediate needs It is frequently necessary to consider deferred needs and give them preference over present ones. The child who needs a saw to cut across a board for a cart he is making must not snatch it from a fellow pupil He must push aside his present need and recognize another more abstract one of not being rude to his companion Again, the pupil who has made a vocational choice must study things for which he has no present need. The engineer must study mathematics, the doctor biology. In fact, the higher the school level the more necessary it is for children to learn to control their conduct in terms of deferred needs. The statement that education is life, not a preparation for life, has misled many in this matter. Education is life, which is a preparation for life Thus we should not any more deliberately sacrifice the future to the present than we would the present to the future. It is quite true that as we teach the child, the child is living now. It is not necessary, however, to act as though he would be dead tomorrow. Fortunately the conflict is not so great as might be supposed. The pupil who writes a story for the school paper has the same need for the various skills involved in

writing as the newspaper man, though on a lower level of attainment. The child who figures his personal accounts needs the same methods of computation as the storekeeper into whom he may grow. Frequently the problem of the teacher is merely to give an opportunity to the child to learn things he needs now which he will also need later on. Many real and artificial situations in life, however, such as learning the scales in music, or learning Latin to enter college, frequently partake of the nature of deferred rather than present needs. In spite of the fact that such needs may be the more difficult to reveal to children, the meeting of the challenge involved in their acceptance may benefit both the learning process and the character of the pupil. Teachers must recognize the validity of deferred needs, otherwise they will frequently mistake whims or passing desire for real needs.

Fortunately, teachers need not entirely depend upon the children whom they are teaching to reveal their maturing powers in relation to their needs. Certain studies have been made with respect to the ripening or maturing of certain of the more general social needs in the average child which may be of great assistance in helping the teacher to know when to expect the development of certain needs in the school life of the child. Without such studies teachers have been at times very much at a loss, and seriously misguided. One of the leaders in the development of the progressive movement in the United States has advocated the deferring of the age of formal reading until the age of nine or ten. Other teachers have been known to refuse to allow children in the first grade who are specially bright and eager to read any opportunity to do so. The experiments of Washburne and Morphett[3] indicate that the most efficient time for the child to begin reading is usually when he reaches a so-called mental age of six and a half years. Other experiments of the Committee of Seven of the Northern Illinois Conference on Supervision[4] indicate the following forecast with respect to maturing needs for arithmetical processes:

Addition facts—2nd Grade
Subtraction facts—Easy 2nd Half 2nd Grade
Hard early 3rd Grade

[3] Carleton Washburne and M V Morphett, "When Should Children Begin to Read?" in the *Elementary School Journal*, April, 1931

[4] See Washburne, C, *Adjusting the School to the Child*, World Book Co, Yonkers-on-Hudson, N. Y, 1932, Ch 3

Column Addition over 3 digits high—5th Grade
Subtraction process—Late 3rd Grade
Meaning of Fractions—End of 4th Grade
Addition and Subtraction of like fractions and mixed numbers involving like fractions but not involving borrowing—5th Grade
Multiplication facts—Last half 4th Grade
Simple Multiplication—Early 5th Grade
Compound Multiplication—5th Grade

Such data are of great help to the teacher. They should, however, be liberally interpreted and made subject to the principle that a pressing actual need for any process felt by an individual who is engaged in some pressing activity such as building a cabin may so motivate the learning of a process that it may be learned economically somewhat earlier or later than the mere data would indicate. Children learn best when a maturing need within the individual is met by a condition in the environment which calls forth that need.

It is also fortunate that there is seldom a conflict between individual and social needs. What is good for the individual is frequently good for the social whole. For example, such subjects as arithmetic, spelling and writing are essential needs of the social organism. Without them society could not be held together in its present form. On the printed page depends society's power of intercommunication and its power of passing on the records of its past achievements to the new society. But fortunately there is a certain reciprocal value involved in learning to read. The individual himself is very much in need of gaining what society has to impart through the written word. So reading, writing, spelling and arithmetic have a common meeting ground in the needs of the child and the needs of the community. There is here a least common denominator between the child and the curriculum which is the basis of natural living as a means of learning. Thus much of the antagonism which might exist between the proponents of child-centered and curriculum-centered education disappears in the synthesis of social and individual needs. All these various considerations have a bearing on the organic nature of a developing activity. Whatever activity is begun in school, such as the making of a poster or the giving of a play should arise from the matrix of school life. It should further arise by that branching off or budding process which finds its psychological counterpart in the need.

IDENTIFYING CHILDREN'S NEEDS

It will be helpful in identifying children's needs in specific situations if some general survey of the nature of those needs is made. Without such a survey teachers may be puzzled whether to encourage or discourage certain specific forms of activity. Worse still, embracing some fascinating tenet of educational theory, they may be led away into certain alluring fields of child activity to the exclusion of others which their own temperament leads them to undervalue.

One of the safest guides to the essential mean in governing educational procedures is to realize the bearing of the seemingly opposing principles of expression and restraint. Children have many needs to express, or we may with due apologies say to create. Here is a tempting field for the dilletante teacher to trifle with. She may dazzle her children, their parents, herself and her supervisors with the things children do when their expressive tendencies are given free rein. Yet the educational gains may seem to evaporate. The children may develop into egregious young prigs unless they are taught to control their impulses and to submit to those duly constituted limitations on conduct which they themselves acknowledge to be binding Under such a balanced regime the following rightly grounded needs are thoroughly valid.

NEEDS FOR EXPRESSION

Nature of the Need	Example
Need for general activity	As when children move about in general play
Need for some object which can be made	For a small cart, or a picture for a book cover
Need for self-expression	For the clearing of ideas and emotions in conversation, writing, painting, dancing or in dramatic forms
Need to fulfill a wish	For taking adequate steps to fulfill such a thought as "I wish I had a bunny"

Need to control another individual or group	For securing coöperation of another in a constructive enterprise such as initiating a tidiness campaign
Need to observe one's own growth	For discovering that progress has been made toward a desired goal in skill mastery, as when one compares his handwriting with a handwriting scale and observes progress

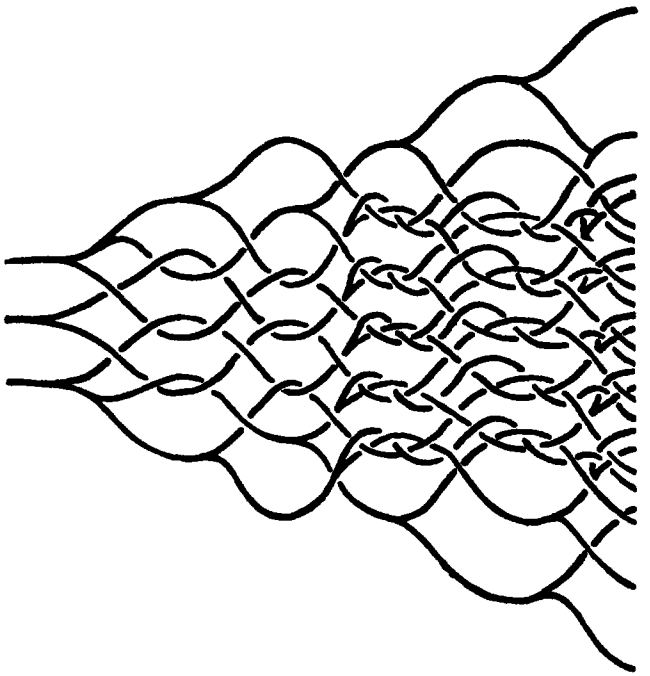
Such needs are fairly obvious. All that the individual needs to fulfill them is sympathetic opportunity. Need for restraint, need to work in order to relieve oneself from embarrassing circumstances should also be fairly obvious Such needs require, faith, submission, and extended repetitive drill which, unless motivated by functional reality is monotonous

NEEDS FOR RESTRAINT

Nature of Need	Example
Need to develop control of some process	For the mastery of spelling or some foreign language
Need to develop socialized controls	For good manners, and decent behavior
Need to obey inevitable principles	To avoid poison ivy
Need to obey a rightly constituted authority	Parent, or teacher, the law
Need to obtain some coveted object	Such as a microscope, or a money which can be traded for things
Need to control some bodily process	Such as enunciation, poor eyesight
Need to develop a habit	Such as learning to palm coins
Need to control some desire	Such as the desire for candy or for undue emotional satisfaction

RHYTHM, BALANCED LIFE IN THE SCHOOL

Every need that finds its rise in the moving program of the school develops into a unit of living which becomes part of that complex web of school activity which we call school life. Thus we say education is life. A diagram may be of assistance in picturing the nature of this situation.



The diagram indicates the way in which various units of conduct arising develop into a certain pattern by the interweaving and intermingling of the various elements, one with another

Now it is of great importance that these developing units of conduct should be correctly related and adjusted to one another into a satisfactory and desirable pattern. When such a result is accomplished the education of the child and of the school may be said to be well balanced or well developed. If the various units of conduct which make up school life are developed in proper harmony and relationship to one another then school life is well balanced or rhythmic.

There has been considerable discussion in recent years concerning the rhythmic nature of life and of education. In order to appreciate such discussions and the emphasis which has been placed upon them it is necessary to understand the meaning of the word rhythm, and to discover how the notion of rhythm may be applied and developed in the life of the individual and of the group. Rhythm is composed of the two factors of dynamic movement and design. Rhythm is a state of affairs in which dynamic movement is maintained and pattern or design developed. Such is the case in all the arts. In music there is the running forward of the motive, in some form of progression in company with the development of a design or pattern, in terms of beat, melody or otherwise. In poetry there is the carrying forward of the dynamic idea in the form of a subtle pattern or sound and sense. In art there is the sweeping moving quality of developing elements of color line or form combined with the design or pattern set forth by the artist before the eye. Similarly in artistic teaching should be discovered the elements of movement and pattern which indicate balanced or rhythmic living. If the organic nature of school life be preserved, if units of living are vitally developed from the emerging needs of children the dynamic aspect of rhythm will be realized. If on the other hand there is maintained among these developing units a desirable relationship or pattern the second quality of good design will characterize teaching and learning and life itself.

But the development of such rhythmic school life is beset with many difficulties. We lack very much an understanding of what is meant by a rhythmic pattern in school life. We but slightly understand what is meant by good pattern and poor. We know little about the elements which go to make up such a pattern. Furthermore, the difficulties of explaining such a state of affairs in words are almost insurmountable. What elements are there in school life which need adjustment and regulation if a desirable pattern of units of conduct is to follow?

There are many factors which may enter into the matter of developing a rhythmic school life. One of these is undoubtedly the arranging of a program which is composed of all three of the various types of units of conduct; namely, work units, play units and creative units.[5]

[5] This matter is discussed in Melvin, A. G., *Technique of Progressive Teaching*, John Day Co., N. Y., 1923, p 49, et seq.

Schools which err by the omission of any of these types of activities are lacking in rhythmic qualities. Again provision should be made for correct alternation of work and rest. There are certain emotional adjustments which must be made. Time schedules must be worked out in relation to the rest of the school. There must be a harmonious relationship between the work done in one year and that done in succeeding years Unfortunately a lack of thinking in these terms makes it difficult to pursue the subject at present. Fuller understanding must wait for a more thorough consideration of this matter as it is revealed in class practice

CHAPTER V

ORGANIC SCHOOL LIFE IN PRACTICE

IT MAY be profitable after this discussion of the philosophy of organic school life to consider the matter somewhat more concretely and to develop its implications for school practice. Units of conduct theoretically described as units branching off from the matrix of school life have their practical counterpart in real activities. Such activities are the making of doll furniture for the doll house, celebrating a birthday, cleaning out the aquarium, printing signs, making a river scene or a map on the school room floor, taking a trip to a factory, or making cranberry sauce. Such a long list of examples has been given in order to make clear that such units of conduct may be many and varied. The infinite number of possibilities is limited only to the same extent as human conduct with its infinite ways of appearing. Endless activities may develop out of one school situation or another. Their validity lies largely in the fact that they are not entirely planned for but are the result of the developing elements of living as they actually appear into new patterns which depend to a large extent for their form on the transitory factors from which they develop.

EACH UNIT IN TERMS OF ITS OWN STRUCTURE

The structure of activities cannot be formalized. The structure of any developing activity is dependent on the factors which compose it. Any activity, a trip to a museum or the task of recreating certain aspects of the Middle Ages, is dependent for its form on the structure of the activity itself. This is well illustrated by the way in which two sixth grades, both interested in the Middle Ages, each developed their work in a very different manner.

"Here in one corner some sixth-grade children are doing wood carving. As we watch them work, one looks up at us and says, 'The rest of the wood carvers are downstairs in the shop.' Two are making trays, one is making a box, and one girl is carving a candle sconce. We step

over to another group of children by the window. They are hammering on an improvised bench. 'What are you children doing?' we ask."

"We are the metal workers," they say, and we see them making napkin rings, pins, paper knives, plates, small trays, and all sorts of things of pewter, or, in one or two cases, of copper.

And then there are the sculptors and potters. Some are digging out designs in clay to make low reliefs; others are making bowls.

Near by is another group at a loom. "We are the textile guild," they tell us. "How do you like the pattern we are weaving? We're going to make bags from the goods we are making."

We turn to the dyers in another corner. Their improvised booth is hung with gay colored scarfs they have dyed. Their discolored arms are working over a large dishpan of dyestuff, their clothes protected by aprons and smocks. The boys and girls are eagerly earnest at their work.

Each guild has a master craftsman—a child with a special skill—to direct and guide its work.

The teacher comes in—she has been down in the shop with some of the woodworkers. She wipes the perspiration from her forehead, brushes back her hair, and smiles at us. "We have been studying the Middle Ages," she says, "and the children thought it would be fun to form craftsmen's guilds. Every child belongs to a guild of his own selection. Each group has worked out its own activities. Each has made its own guild regulations. Different forms of work require different rulings. From these simple experiences grow understanding of the beginnings of labor organization, standards, and brotherhood."

We step across the hall into another "sixth-grade" room. These children, too, have been studying the Middle Ages. Are they organized into craftsmen's guilds? We find instead that the story of Robin Hood had seized upon their imaginations and they are hard at work dramatizing the story.

"I don't think Friar Tuck would say it that way at all," says one youngster. "I think he'd say it like this." And he illustrates.

"All right, Henry, you try saying it that way, and Walter, you be Little John."

The two go through the scene together, improvising their speeches and acting out each phase. Then there is vigorous discussion from the floor.

"It seems to me the way May acted Little John was much more lifelike. He would really have done it more the way she did it than the way Walter did it," somebody else says.

At the close of the discussion and creative rehearsal, the children begin actively to prepare materials for the play. Some are making costumes. One or two boys are busily at work devising a bridge for the famous battle between Little John and Robin.

Let us continue to follow sixth-grade activities by going to another building to see how the study of the Middle Ages has affected a different group. On entering the room we find ourselves in a medieval monastery. The windows have been covered with beaverboard arches. A large beaverboard arched door has been built over the regular room door. The children are at work making "stained glass windows by painting designs on paper that can be oiled so as to let the light through. The classroom is completely transformed in its spirit and atmosphere. It is amazing to see how the change from square to arched windows, the colored light filtering through the "stained glass," and the brown cowls of some of the children change the atmosphere from a twentieth century school to an old monastery.

In another room—also a "sixth-grade"—we find the children building a medieval village. The movable seats have been pushed back, and nearly one fourth of the classroom has been given over to the project. Here is a hill made of boxes and burlap. On top of it is the castle with its battlements (made of cardboard). Down below is the cathedral, with stained-glass windows—a miniature replica in type of the ones we saw in the adjoining classroom, but with designs created by these children freely, yet in the spirit of the Middle Ages. Little clay monks stand outside in their black robes. Here is a rural village, with moat and drawbridge, with peasant huts, with bins for the storing of grain, all in true medieval style.

Were we to visit the other grades, we should find very much the same type of activities—a first grade making a farm or village in one end of the room; a second grade expressing in clay or wood or crayon or drama the life of the Pueblo Indians; a third grade making Alps from boxes and chairs covered with dyed sheets, with chalets perched on the mountainside or in the valley below; or another third grade preparing a Dutch market; a fourth grade giving a shadow show of dinosaurs; a fifth grade giving a Greek play. No two rooms would

THE ANIMAL SCHOOL

GRADE 1

THE CHILDREN became interested in animals because some of them told about the animals and pets they had at home. This led them to the making animals in school.

One day the children were playing with the animals they had made and one little boy said that his rabbit wanted to read. From this situation grew "The Animal School."

The animals are made of paper and the tables, chairs, the teacher's desk and the school bus are made of cardboard. The children made books with short stories about the animals for their own reading. They also made smaller books just for the animal library These were picture books, number books and vocabulary books, which were printed by the children with a story printer.

One day a real butterfly flew into the room - and to our great surprise it went directly to the "Animal School " We watched it flit from the rabbit to the cat, from the cat to the ducks - around the room, and then back to the animals This incident resulted in more stories and a real interest in butterflies as well as birds

The children learned several songs about animals and birds and did much in creative drawing. The big bunny in the photograph is the teacher The children thought it great fun to give him the name of one of the teachers in our school.

Before we finished this unit of work, the animals had their jump ropes, swings, and slides, and were doing many stunts and tricks While the animals were learning their tricks, the children were having a great opportunity for developmental self-expression and creative work, and were gaining a real desire to read.

KATHRYN BOLIN.



ever be doing exactly the same thing, for the work is creative and the inspiration for it comes largely from the children."[1]

TEACHING PATTERNS

It is obvious from this account that the way in which one group develops is genuinely different from the way in which another works out its problems. This is inherent in the very nature of the organic activity. Emerging from a different matrix the components of the situation must be different with every emerging activity. New problems arise. Each must be solved, not in advance, but as work is in progress. Thus with new problems, and the differing solutions made possible by different situations, the result must be different.

Subject-matter is drawn into the life of the school as an essential in the development of various activities. Children who are engaged in such a very definite matter as that of reproducing the activities of medieval craft guilds are directly dependent upon the subject-matter of history and geography, as well as on other subject-matter. Thus the subject-matter which has been the goal of much of the work of the traditional school is drawn into functional use in the life of the activity school. It now appears, however, not as a bare and unrelated something which has no reason for being, but as an active aid to the progress of acts which are dependent upon it. All subject-matter has come into existence because of its relationship to developing activity. Thus when genuine activities and activities of importance are set on foot, subject-matter is genuinely and naturally drawn into the vortex.

Curriculum makers would do well to realize that the activities which develop organically in school are to a large degree dependent on what is written into the curriculum. It is important to realize that whatever may be the case in theory a very distinct result of curriculum writing is to be seen in practice. School life in the active school becomes a dramatization of the curriculum. Thus, if there is a frequent recurrence of the scenes of Dutch life in the schools, Dutch life will be found on the curriculum If the medieval period appears in one guise or another, the medieval life comes in as an implication of what is written into the curriculum. The frequent recurrence of so-called Indian units, units on transportation, units on milk and on the farm

[1] Washburne, Carleton, *Adjusting the School to the Child*, World Book Co., Yonkers-on-Hudson, New York, 1932, p. 121.

are the result of certain tendencies of the curriculum written or unwritten.

The teacher is a mediator between the child and the curriculum. That is so whether the teacher is working with a well developed and fairly definite curriculum or with a curriculum which she carries in her head and refuses to write down. No teacher can teach without some notion of the goals which she regards as suitable for the children. There is a certain meeting ground between the two extremes of child-centered and curriculum-centered education. If child-centered education begins with the spontaneous offerings of the children, it nevertheless develops in the direction of some curriculum or other. If not, school life would become like the aimless outdoor summer play of children who have no teacher guide. On the other hand, the most formal, subject-matter curriculum must awaken a certain degree of child activity or it never succeeds. In other words, teaching in the modern school is less a matter of curriculum and more a matter of method. The good teacher is the one who knows how to develop the active life of the children from the matrix of school life in such a way that it moves forward and into activities which involve the subject-matter indicated by the curriculum. If curriculum makers will give teachers greater freedom as to what subject-matter is to be developed at any particular time the tiresome continual reappearance of Dutch, Medieval or Indian units will disappear.

THE UNIT STRUCTURE OF THE ACTIVITY PROGRAM

Various schools and teachers have developed the activity program in different fashions. There have sprung up several systems or plans for the developing of activities which are worthy of analysis. It is important to consider this matter in order that teachers may realize the extent to which the various schemes and plans for the relationship of units, one to another, are in accordance with the idea of organic structure. These various schemes of units may be considered under the headings the organic unit, the long unit, the project, the mechanical or formal unit, the spasmodic unit.

1. *Organic Units*

The most genuine development of school life in accordance with the theory here outlined is the organic development of all the units

of activity from the matrix of school life. This will be first discussed in order that the other plans to be described later may be compared and contrasted with this organic plan. According to the organic plan all the developing units of conduct come either from the matrix of school life or develop as a branching off from one another. This may be illustrated in the account of the following teaching pattern.

A TERM'S WORK

Teaching Pattern of a Series of Units Developed in Grade One by Mrs. Grace Cowan, Englewood Cliffs Public Schools, New Jersey.

I came into my classroom the first day of school. On my desk I found a new and well-illustrated book of "The Three Bears." I asked the children how many of them knew the story of "The Three Bears" and held up the book to show them the picture on the cover of the book. Several knew the story and some did not.

I opened the book and showed them more pictures. They appeared to be quite interested in the new book. I asked if anyone would like to tell us the story of "The Three Bears." Robert said he would tell the story and he told it very well.

I now said, "Shall I read you the story out of this new book?" I read the story and showed them pictures as I read each page.

When it was finished I asked if they ever played the story. They had never played it, but thought they would like to. We talked about the things we would need to play the story.

In a corner of the room was a house the First Grade had made the year before. It was in rather bad shape. Some of the boards had fallen off. The children didn't seem to mind this and three of them ran into it and said, "This can be the bear's house." They played the story very realistically. All children seem to like this story. The next day they asked to play the story again, and again the following day.

On the third day I asked them if they liked the house as it was. "If you don't, what can we do to improve it and make it a pretty place to play in?"

Robert said, "Let's mend it and make it into a real bear's house."

I said, I thought that would be a fine idea and asked what we could do to this house to make it look like a real bear's house. Many things

were suggested. Together, we chose the best ideas and I wrote them on a side board.

The list was—

1. Cover the side walls with logs--(Harry's father owns a road house called the "Rustic Cabin." Harry said he could bring logs to school.)
2. Shingle the roof
3. Make a cupboard for the three bowls
4. Make a rug
5. Make curtains
6. Paper inside walls
7. Plant flowers in window boxes
8. Make three chairs
9. Bring three bowls to school

The next day Harry brought in a bundle of logs. The boys measured, sawed, and nailed them on to the house. Every day for ten days, more logs were brought in and for ten days the boys worked putting on the logs until the house was covered

I had some old seal work cards made of oak tag which I would never use again. They were oblong in shape, 6" x 12". I held them up and asked the children what they thought they looked like. Barbara and Tom said, "They look like shingles."

I said, "Do you like them this color?" How can we make them look prettier and brighter like the shingles on the bear's house in the book?"

Of course the children said, "We can paint them." We chose three colors, red, yellow and blue. The girls painted all the shingles. The next day we could use them.

Robert suggested that I let him take care of the shingling job, as he knew more about it than the other children did because his father was a carpenter.

Robert layed shingles in a pattern on the floor to show the children how shingles are laid. Three boys with Robert as boss climbed on the roof, and shingled it with the cards, using thumb tacks for nails. This took four days.

While this was being done two boys painted the window frames and window boxes red.

The third week we had the outside finished so we began to paper the inside walls with large sheets of paper.

Three bears were cut out of wall board and painted. The older brother of one of the boys made the outline of the bears for us, because we wanted good-looking bears to live in such a pretty little house. This remark was made by Betty.

Three bowls were brought from home by three different children. We made a cupboard with three shelves in it.

Next two chairs and a stool were made out of orange crates also a table. We painted these and covered them with yellow and green cloth. We glued the cloth on. The girls made cushions for the seats.

I brought my hooked rug frame from home and stretched a piece of coarse canvas on it and hung some wool on the frame. The next morning the children discovered it and all stood around it wondering what it was They wanted to know what it was and how to work it. They had keen curiosity about it Finally I told them it was a rug frame and told them that I had made a rug on it.

The children watched me while I started the rug and I showed two girls how to do it. The next day I showed two more. The following day two others. The six girls completed the rug. It took four weeks working about an hour a day to finish it

The rug-making provided wonderful opportunity for counting. The girls counted the rows finished and those not finished. They took turns allowing one to do twenty squares, etc. Everytime I went near the rug I heard them counting something on it.

The boys counted shingles, logs, and nails.

I have taught counting to 100 this year faster and in much less time than I ever taught it before and with very little effort on my part. A progressive teacher will know the reason

One day I asked if there was anything else we could do to improve the appearance of the bear's home. "Was there anything that we could do to make it look more real?" That morning before school I got out several books containing the Bear's Story and asked the children if they would like to look at the pictures. After they had had an opportunity to do this I asked them how these houses differed from ours.

Barbara said, "The Bear's house is in the woods, so we should put our house in the woods." I said, "That was what I thought about it

and asked the class if they would like it better if it had some trees around it.

We discussed various ways of doing this and chose the best ideas and made two large trees, of oak tag and furring strips. At the back we painted pine trees and tacked them to stand up above the house.

The girls drew a flower garden with colored chalk on the side board. A group of children made a bench and a chair to put under the trees.

One warm day we went out doors and each child got a piece of trap rock. We took them into the classroom and we built a little wall in front of the house.

Three boys made aeroplanes—a large one, a middle-sized one, and small one.

One morning Betty brought in two pictures of bears. I hung them on the bulletin board. The next day Alfred brought in a bear. We spent some time in talking about bears. We decided to hunt for bears in magazines and make a chart of them and see how many we could find.

We have a very interesting chart containing sixty-five different pictures. We have shown these to other classrooms and have invited any one who is interested in bears to come into our room to see them.

While we were building our house, we made up reading stories and learned to read them.

THE BEAR'S HOUSE

See the bear's house.
We are making it.
We nail logs on it.
We shingle the roof.
We made some chairs.
We made some trees.
We water the plants.
We play in the bear's house.
We like the bear's house.

One day we made up words about the bears for a song that Miss Wood put to music.

Song—"THE THREE BEARS"

Once upon a time there were Three Bears.
The mother bear made some porridge.
The porridge was too hot.
So the bears went out to take a walk.

Goldilocks ran through the woods.
She found the bear's house and walked in.
She tasted the porridge.
She sat in the chairs.

She slept in the beds.
The bears came home.
They knew Goldilocks tasted the porridge.
She broke baby bear's chair.

Baby bear found Goldilocks in his bed.
The bears woke her up.
Goldilocks was frightened.
She ran home through the woods.

A third grade boy brought us thirty large photographs of bears taken in "Yellowstone National Park." They were wonderful pictures. The children enjoyed them very much. We talked about what they ate and how and where they lived.

This unit of work took six weeks.

We took part in a school assembly.

Robert told the story of "The Three Bears."

Ten children showed some drawings they made of bears.

Two girls showed the two bear charts.

The entire first grade sang the song they wrote the words to.

The goals I hoped this unit would attain are:

I. Ability to—

a. To tell the story "The Three Bears" to the group.
b. Contribute to group conversation.
c. Follow simple directions.
d. To speak courteously to others while working.
e. To learn to count to 100.

f. To know what bears eat.
g. To find pictures of bears and add them to the group chart.
h. To saw logs.
i. To make simple furniture from orange crates.
j. To make large trees.
k. To paint furniture.
l. To care for plants.
m. To read simple sentences.
n. To know big, middle-sized, and small in objects.
o. To care for work materials.
p. To play and work together in kindly spirit.

II. Have appreciation of the worth or value of
a. A well-known story.
b. Certain photographs of real bears.
c. Courteous behavior and conversation
d. Listening to others when they speak
e. Large collection of bears made by the group
f. Fun in playing the story over and over.
g. Singing a song they wrote the words for

III. Have a knowledge of -
a. Bears - their food, where they live, different kinds of bears.
b. Making of simple furniture.
c. Counting and recognizing numbers to 100.
d. Simple words of the reading story we made up.
e. Care of window boxes.
f. Pictures of bears and their house

IV. Have an understanding of
a. The fact that things may be said or written and stories told or written in language which is good or poor.
b. That when telling a story children should try to tell the story in language which others can understand and enjoy.
c. Common things in the life of bears.

I can truthfully say that all the goals that I wished to reach by using this unit of work were reached and many others that I didn't think of in advance. I feel that it had true educational value. The children were intensely interested in it until it was finished. Now that it is finished they play the story every day and I can note changes in their conversation.

This unit of work gave an outlet for all forms of activities, building, painting, reading, writing, singing, collecting, dramatization, free play, and wide use of imagination and initiative.

It also aided in the formation of those desirable traits of character and attitudes of mind which make for good citizenship.

Now that it is finished the bear's house is pleasing to look at and a place the children love to play in.

THE LIBRARY

It is now the middle of November. The children are beginning to show a keen interest in books. They know that the story of the "Three Bears" is in several books on the table They are beginning to discover that there are many interesting things in books.

We had a table in our room with books on it but there wasn't enough space for all the interesting books we have. In conversation period we talked about what we could do with them. We talked about Libraries, emphasizing that a Library is a place where one may go to enjoy books and to find out many interesting things.

We decided that a Library was needed in our room. We chose the place we would use for it, which was a corner in the front of the room.

First we put the kindergarten table in the corner against the wall with a long seat along the other side of it

At the back we hung a gray paper where we could pin interesting pictures of children reading books and appropriate signs.

There are many books on our table also a vase of flowers and some gold fish.

Next we built two small book cases and filled them with books and magazines.

Each child made a book for the Library. Each one chose his own subject.

There is a Boat Book, a Dog Book, a Flower Book, a Baby Book, a Cat Book, a Bird Book, and several story books.

The children are learning to use books correctly. They are learning to enjoy them and are finding that they contain many interesting things.

They are trying to observe some rules, which we made up, while they are in the Library.

1. If we speak we whisper.
2. We try to have clean hands because, "Clean Hands, Clean Books."
3. We try to return books to their places when we are finished with them.
4. We show interesting pictures to one another.

The children made up a reading story.

We made a Library.
Barbara and Robert made books for the Library.
John made a book of boats.
Dick made a book of cats.
We read books in the Library.
We look at pictures in the Library.

This unit took two and one-half weeks to finish.

Goals:

I. Ability to—
   a. Read story they made up.
   b. Take care of books.
   c. Make a bookcase.
   d. Put borrowed books back in place.
   e. To make a book for Library table for others to enjoy.
   f. To find pictures of things asked for.
   g. To speak quietly when in the Library.
   h. Help one another find a topic of interest.

II. Have appreciation of the worth or value of—
   a. Good books and interesting pictures.
   b. Stories and poetry read to them by the teacher.
   c. Good pictures hung on the Library bulletin board.
   d. Library as a pleasant place to be in.

III. Have a knowledge of—
   a. Care of books.
   b. Good rules of conduct in the Library.
   c. Different kinds of books.
   d. Simple picture-book making.

IV. Have an understanding of—
   a. Courteous behavior in the Library.
   b. Care of books.
   c. Writing in books tells a story.

The Library is a pleasant place to read in and is used many times every day.

On November 25 the janitor brought a large new box with casters on it into our room for our surplus blocks. We were having a work period. After the janitor left, two boys rolled it out into the middle of the floor, turned it over on its side, and built a high castle on top of it with the help of four other boys.

It was quite an elaborate castle. I went over to it and asked them to tell me about it. They said it was a castle on a large rock. The box was the rock. I asked them where they had seen castles. Robert said he saw a picture of one in a book at the Library table. At dismissal time, they asked if they could leave it standing. I was glad for them to do this.

In the afternoon of the same day we talked about castles and I showed them pictures in a Geographical Magazine and read them a story about castles and castle life.

Then next morning seeing the castle in the room several took large sheets of paper and drew and painted castles.

The second and third days more castles were drawn and long winding paths were drawn up to each castle. These paths were divided off into stepping stones. On each stone they wrote a number until they had 100 stones. This provided for additional drill in writing numbers to 100.

They were proud of their castles and called them "Number Castles." This small unit lasted about four or five days.

On December first we began to make plans for Christmas. First of all, Christmas pictures were being hung on the wall. This was all that was necessary to stimulate the children to begin drawing Christmas pictures. Some of them were so good that we saved them to show to the school in the Christmas Assembly.

The children wrote letters to Santa and drew a picture of the object they wanted, as:

Dear Santa:

I want a
I want a
I want a

Thank you,
Bob.

Each child made a gift for his mother and father. Father's gift was a desk blotter. Mother's was a glass pin tray painted with oil colors.

The gifts were wrapped in sheets of paper they decorated themselves.

We needed a Christmas Tree for the Christmas Assembly. The first grade made the decorations for it and trimmed it themselves.

Christmas stories and poems were read.

The motto we chose for the month was - "Thinking of others." We showed this by making gifts and taking part in the Assembly to entertain other children and our mothers and fathers

MUSEUM AND NATURE CORNER

Ever since September the children have been bringing in Nature and Museum objects. It is January and we have quite a collection I asked the children if they knew where things like these are kept sometimes.

Robert said, "Stones and shells are kept in museums sometimes." This remark gave me an opportunity to tell them something about Museums.

We developed the idea that a Museum was a place to put things in as they were collected It was also a place to preserve them. Things in a Museum are easy to see, and people go there to see interesting things.

"Do you think we could build a Museum and Nature Corner in our room for our things?" They said "yes," and offered various suggestions. We got four orange crates and covered them with paper and made a little cupboard to display articles.

It was set up and the few things we had were put in it. The Museum provided a natural stimulus to the children to bring other interesting things. They were keenly interested in the Museum, and nearly every day for the entire month of January, some new thing was brought in.

I encouraged them to bring things from their own environment and to bring things from home.

These are the objects we have- Flicker hole in log, bird's nest, cocoons, pine cones, horse chestnuts, and acorns, many different shells, coral, mica, stones, petrified wood, pictures of pussy willows, a turtle skull, Indian arrowhead, a booklet of bears, another of flickers, a totem pole from Florida, Seminole Indian colony, and various shell ornaments.

We will leave the Museum in place and continue to look for things of interest and add them to our collection.

In April we went on a field trip.

The children brought in twigs in bud, the cocoon of a praying mantis, a few first Spring flowers. We made a chart of these things.

The goals I hoped this unit would accomplish are as follows:

I. Ability to–

a. Collect interesting objects in their environment.
b. Notice things at home and bring them to school for other children to see.
c. Recognize the following stones in their environment: sandstone, quartz, trap rock
d. Gather new flowers for the flower chart.
e. Recognize and know the names of maple tree, oak, birch, cherry, willow
f. Recognize and know robin, bluebird, gold finch, thrush.
g. Know the cocoon of praying mantis.

II. Have appreciation of the worth or value of–

a. Stopping, looking, and listening while in the woods.
b. Rocks in the environment of the school.
c. Common Spring flowers.
d. Trips to woods to collect and enjoy interesting things.
e. Trees, birds, flowers, stones, hills, and brooks.

III. Have knowledge of

a. Stones, flowers, birds.
b. How to press flowers
c. Making records of birds and flowers on charts.
d. How to find things in woods.
e. Tree flowers.
f. Difference in the different kinds of trees, leaves, bark, and general forms.

IV. Have an understanding of

a. How to go to the woods.
b. How to behave while on a field trip.
c. The fact that if they are to see the shy things in the woods and find worthwhile things, they must walk slowly and quietly and keep eyes open.

d. Not to pick many flowers, always leave a few to seed.

e. Birds and nests, and not to touch nests in April or May.

The goals I expected to reach were reached. The Museum Unit was worthwhile. It helped to develop in the children an interest in outdoor things.

The study of Nature objects is appreciated, adds pleasure, stimulates the desire in children to further study of Nature objects.

It encourages the development of keener observation while outdoors. These things are worthwhile I think. This unit lasted from January until school closed in June.

THE STUDY OF HOMES

February and March

Mrs. Carrol (the Helping Teacher) and I thought it would be a pleasant and worthwhile trip to have the children visit a nice home and prepare their lunch. We talked about it and made plans for it. On February first Mrs. Carrol invited the class to her home.

The children seemed pleased and together we began to make plans for the trip.

First of all we talked about different kinds of houses, wood, brick, stucco.

Next we talked about ways of entering a house. The things we should remember to do and learn to do nicely were: To enter a house quietly, wipe feet, ring bell, be courteous, girls first, walk slowly, choose a chair, and sit down quietly.

I have been reading a book to the children called "My Health Book." From it we have learned many health habits and we talked about various foods. We made fruit charts, vegetable charts, and cereal charts.

We made up our menu for lunch and learned how to prepare the things.

The children were divided into committees and each one given a duty to do.

"The Menu"

Tomato soup

Cut up lettuce

Buttered rolls
Vanilla junket with cream
Cookies
Candies
Glass of milk

The next thing discussed was setting the table. We learned how to do this correctly.

When we finished the preparation for the trip, the trip was taken. We left school at nine o'clock in cars and went to Mrs. Carrol's house in Tenafly, arriving at nine-thirty.

The children entered the house very nicely and they were shown where they should put their coats.

The ones chosen to prepare the lunch went into the kitchen and started work. Two children counted cans of soup and measured out water for it, others counted out dessert cups and rolls. There was opportunity for counting and measuring many different things.

Some of the children set the table Others looked at books and cut-out things in the living-room

As a kitchen job was finished they returned to the living-room to amuse themselves.

The lunch was ready to serve at twelve and everything tasted very good. The children talked and enjoyed it all very much.

After lunch we drove them to my home a few miles away at Demarest. They seemed to enjoy looking around the garden. The first snow drops were just out. In the house the different things seemed to interest them. Soon we all sat down in a circle on the rug in front of the fireplace. I lighted a log fire for them. Different ones told stories. Some of them lay back and rested.

Soon after the fire died down and the children were rested, we drove them back home.

The next day in school we had an interesting discussion of the homes the children visited and also the homes in which the children live.

We talked first about the materials of which the houses are built. Next the make-up of a house, doors, windows, steps, lights, heat, furniture, etc. On another day we discussed home life, the occupation

of the parents, the number of children in a family, things children can do to make mother's work easier.

The children made booklets of home life. They cut different kinds of houses out of magazines and I pasted them up on the blackboard. Some pictures of city houses were brought in. I asked where we could see city houses.

Robert said, "Walk over to the Cliffs and you can see lots of them." The New York skyline is visible across the Hudson River from our Palisades.

I asked if they would like to make a large picture of the buildings they could see from the cliffs. They said they would like to. I got a large roll of paper and city buildings, sky, and aeroplanes were painted on this. We tacked it up on the wall. Below it we painted a green and brown strip for a road, and two wide blue strips for the Hudson River.

When it was finished little autos, trucks, and fire engines were brought from home and put on the road.

Many boats were made in every color, size, and shape. They made thirty-eight boats. A tunnel was made under the road and a bridge over the river. Several apartment houses were made out of boxes and set up along the river.

On a section of the board I wrote the title "What Belongs in a City." The children told me various things and I wrote them.

"What Belongs in a City"

Stores	People
Apartment houses	Buildings
Fire engines	Trucks
Theatres	Busses

Tony said he would like to make an apartment house. We talked about the possibilities of doing this. Finally, furring strips were gotten and a framework was made. To this we tacked gray paper for walls.

Some of the children made two chairs and a table and decorated the walls with their own drawings.

When it was finished we called it a room in an apartment house.

For two weeks the children played house in the new room.

It was not a very sturdy building so one day a child said, "I think

we should take this down now because part of it has been torn." The other children agreed that it should also. It was taken down.

New York buildings continue to be built of blocks.

One day Robert said, "Miss Cowan, I am going to take my auto trucks home." This remark started the others to think they would take their things home too.

This was sign enough that it was time to take this work down and start something new.

This unit lasted two months. The goals gained by this unit were as follows:

I. Ability to—

a. Set table.
b. Cook simple foods.
c Make boats.
d. Make aeroplanes.
e. Paint pictures of city houses.
f. Build a room of an apartment house.
g. Collect pictures of different kinds of houses.
h. Enter a house wisely.
i. Make soup, junket, salad, butter rolls.
j. Count cans, measure out equal quantity of water.
k. Read common words used in connection with city life as automobile, apartment house, theatre, street cars, etc.
l. Sing a song they wrote the words to.

The City

Can you see our City
With its buildings tall?
Then the river with its boats
In many colors, big and small?

II. Have appreciation of the worth or value of--

a. Comfortable, well-run, and artistic homes.
b. Different kinds of houses.
c. Boats.
d. Tall buildings of New York.
e. Good food nicely prepared.
f. Good charts of fruit cereal and vegetables.

III. Have a knowledge of—

a. Boats.
b. Tall buildings.
c. Words used in connection with a city.
d. Houses, country.
e. Fruits, cereals, vegetables, the best foods for boys and girls to eat.
f. Setting table.
g. Proper behavior while visiting in a nice home.

IV. Have an understanding of—

a. Houses, boats.
b City buildings as to height and materials built of.
c. Houses are different according to various designs and materials they are made of.

I feel this was a satisfactory unit of activity. The children were interested in their work and many worthwhile goals were reached by it.

FIELD TRIPS

Robert came to school one morning the early part of April and said, "Miss Cowan, I saw a robin redbreast this morning."

I said, "What was he doing?"

Robert said, "He was hopping on the ground looking for a worm, I guess."

Later in the morning I read the children some nature poems about robins and flowers. After I had finished I asked Robert if he could make a poem about the robin he saw this morning.

This is what he told the class:

THE ROBIN

Little, little robin
Hopping on the ground,
What is it you are looking for
When you come to town?

THEN ALYN

All the little birdies
In and out they go
In and out the bird house
All the day they go.

I wrote these original poems on the board. The children read them and enjoyed them. I showed them a picture of a robin and told them that in April the robin is most plentiful and busy with his "cheerily, cheerily, cheer-up!"

I knew that it was time for a Field Trip and a visit to the woods. We arranged to take a trip to the woods to see what we could find. First I brought in a few examples of tree flowers and talked about them to the children.

I told them that I expected them to find many tree flowers. We should see maple tree flowers, oak, willow, and birch flowers.

Then we should see the first flower which is that of the skunk cabbage. Maybe a few Spring beauties, then some robins.

Next I told them we might find some surprises if we watched very carefully and used our eyes and walked slowly and quietly.

We had a pair of field glasses with us and found they added greatly to our pleasure. The first thing one child saw was a large crow's nest. We took turns in looking at it through the field glasses. We could see it very well. Next one of the boys saw a flicker and some good flicker holes in several dead trees. These holes showed up very plainly through the glasses Other things we saw were a rabbit, turtle, oak galls, and a praying mantis cocoon We brought some of the things we found back to school and made a large chart containing the things of "Our First Field Trip."

One morning, just one month from the day we brought in the cocoons of the praying mantis, several of these insects came out of their cocoons.

It was very interesting to watch them The children caught them as they came out and put them in a glass jar.

While the children were watching this happen I got a book that showed a picture of the adult insects and told about their habits. One thing that we found was that it is the only insect that can look over its shoulder. We also learned that it is very beneficial and eats many harmful insects. Together we decided that if they were so useful that we had better let them go outdoors where they could do some good.

If we kept them in the room they would only die because we couldn't find out what to feed them. So Mary let them fly away out-doors.

One month from the first trip we took another trip. The purpose of this trip was to see changes since our last trip and to enjoy the beauty of the woods in May. In May the spirit of Spring reaches its high tide. Even the hard-wood trees, the oaks, and ashes are at last fully out and blossoming. The other trees are masses of fresh green. Everywhere was green, the ground, the trees, and the shrubs. The woods were full of flowers. The children gathered violets, yellow, white and blue ones, wild geraniums, buttercups, ginseng, dogwood, chokeberry, wood bettony, anemones and Jack-in-the-Pulpits. We were interested to see how many different kinds of flowers we could find so that each child took only two or three of each kind. When we got into school we counted them and put them in water and learned their names. We found sixteen different kinds. Many of the children learned the names of them all. Some did not. We heard and saw many birds, catbirds, fly catchers, redstarts, chickadees, and heard a wood pewee.

We saw several butterflies. The prettiest one was the black swallow-tail and the meadow fritillary.

These trips were interesting experiences and the children enjoyed them very much. I hope I have started a feeling and awakened a desire in the children to go to the woods and fields and enjoy the treasures found there.

The goals reached by these trips were:

I. Ability to—

a. Make up Nature poems.
b. To read poems made by other children.
c. Find tree flowers in the woods.
d. To recognize skunk cabbage.
e. To go to woods with open eyes to find things.
f. Use field glasses.
g. To find oak galls.
h. Tell about the praying mantis.
i. Gather wild flowers.
j. Say names of common wild flowers.
k. Know robins, catbirds, sparrows.
l. To help make flower chart.
m. To help make bird calendar.

II. Have appreciation of the worth or value of—
   a. Nature poems.
   b. Wild flowers, to gather and appreciate them where they grow.
   c. Field glasses as an aid in seeing birds and their nests.
   d. Oak galls.
   e. Praying mantis.
   f. Tree flowers.

III. Have knowledge of—
   a. Tree flowers.
   b. Praying mantis.
   c. Common wild flowers.
   d. Oak galls.
   e. Nature poems.
   f. Birds and their calls.

IV. Have an understanding of—
   a. Rules to observe while in the woods.
   b. How to gather wild flowers
   c. How oak galls are made and where to find them.

I feel that field trips are very worthwhile. First of all, children are extremely interested while on a trip to the woods, therefore they learn about different things quickly and easily.

It broadens their sympathy and increases their pleasure and interest in Nature Study.

The chart here appended gives a graphic analysis of the term's work just described. A thoughtful examination of this chart will indicate the way in which school life may develop in a naturally expanding series of experiences. Indications of the approximate amount of time used for the various parts of the work are worthy of attention. Many other units occurred during the year which, branching off from the large units or rising independently, were carried to conclusion. It is impossible to indicate everything on the chart. Teachers who study it must imagine the many units, individual and group, which could not be recorded.

In addition to those larger units discussed under the title of organic units there are many additional units which occur day by day and hour by hour which are too small to be noted or recorded. Just as

the structure is revealed in the tree, but not so basically evident in the leaf, so the main structure of a year's program is revealed by the larger trunk units. Many minor units are continually occurring. These, while they are equally organic, cannot on account of their number and frequency be always recorded. For instance, while the class looks on:—1. Jane draws her Christmas card idea on the board. 2. George criticizes it. 3. Mary copies it. Again on another occasion: 1. a broken pencil is sharpened, 2. the window is opened; 3. a picture is placed on the bulletin board. Once more, 1. a story is told of Billy Goat Gruff, 2. a question is asked concerning it by William; 3. and is answered by Anne. Each of these is a true organic unit rising, having its brief existence and passing from memory but never passing from the learning personalities of the children who participated in it.

The difference between the longer and shorter organic units is merely relative. The distinction is made merely for the sake of convenience in discussion.

CHAPTER VI

IMITATIONS OF ORGANIC SCHOOL LIFE

1. *The Long Unit*

A close imitation of the organic plan of developing school life is coming into common use. This may be referred to as the Long Unit plan. This scheme is in current use in one of the best known American experimental schools. An account of some of the work of this school gives the description of a series of teaching patterns, each of which describes the development of one of these long units. The series is as follows:

Grade 1. Animal Life on the Farm
A Study of Community Life with the Building of a Play Village.
Grade 2. A Study of City Life.
A Wheat Study
A Study of Milk.
Grade 3. China.
Indian-Life Unit.
Grade 4. A Food Study.
A Curtain Unit.
Grade 5. Water Transportation.
The School Bank.
Grade 6. How Man has Made Records.
How Man has Told and Recorded Time.[1]

It is to be noted that each of these units has three definite characteristics. The first of these is that it is, to a large extent, usually pre-determined by the teacher. Second, it is of considerable length, forming the background for practically a whole term's work. Third, much of the subject-matter of the curriculum is worked out and learned in its relation to the fundamental unit.

[1] Lincoln School Staff, *Curriculum Making in an Elementary School*, Ginn & Co., N. Y., 1927.

The study of an example of the way in which such a long unit is sometimes worked out may illustrate how far this long type of unit may diverge from true organic growth.

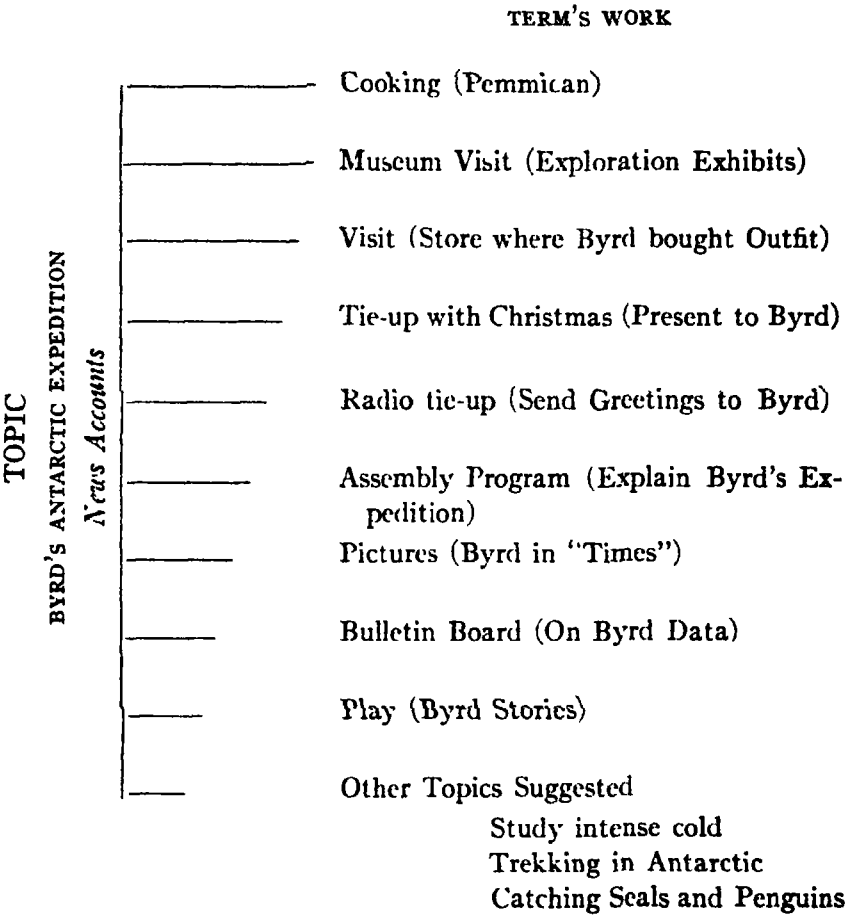
TEACHING PATTERN DEALING WITH THE BYRD ANTARCTIC EXPEDITION

Grade Four

Estimate of time, one term

It is to be observed that the unit is largely teacher selected. There is little reason to believe that fourth grade children would be particularly interested in a lengthy study of Byrd's Expedition to the Pole. A clever teacher of good personality could, however, interest a group in such a topic and make it a going unit if she decided to do so. The unit is very definitely a topic rather than an activity in its beginnings. It is a theme to which one may commit one's self and then develop into many logical sub-headings. It starts with the reading of accounts of the Byrd Expedition in the newspapers. This leads to interest in the low temperatures of the Antarctic, running in the 40 and 60's below zero. Later on the children reading about pemmican were encouraged to make some. This they did, cooking, serving and eating it themselves. At another time they made a trip to the Museum of Natural History where they saw the polar sledges of Peary and Amundsen, and much material on polar lands. On another occasion they visited a polar outfitting store and saw the equipment of the type sold to Byrd. When a radio station was sending messages to Byrd on his birthday at Little America, the school wrote a letter requesting that it be read over the radio. At another time, Christmas was duly celebrated by sending a present of a black handkerchief through the mails to Byrd, in the hope that it might be acknowledged. An assembly program consisted of telling the rest of the school a large number of facts about the Byrd Expedition, with the aid of charts and maps. Photographs from the newspapers of the Expedition were shown in school. A bulletin board with charts on the subject was arranged. Finally a play was given outdoors written by the children and set in Little America.

It is hard to see how such a mere logical working out of a topic, involving the mere use of the topic as a filler for such orthodox affairs as a museum trip, an assembly program, a bulletin board and a play can be regarded as organic education. The unit concerned an interest


TERM'S WORK
TOPIC
BYRD'S ANTARCTIC EXPEDITION
News Accounts
Cooking (Pemmican)
Museum Visit (Exploration Exhibits)
Visit (Store where Byrd bought Outfit)
Tie-up with Christmas (Present to Byrd)
Radio tie-up (Send Greetings to Byrd)
Assembly Program (Explain Byrd's Expedition)
Pictures (Byrd in "Times")
Bulletin Board (On Byrd Data)
Play (Byrd Stories)
Other Topics Suggested
Study intense cold
Trekking in Antarctic
Catching Seals and Penguins

which is somewhat superficial. It involves the spending of too large a time on the study of the arctic, more than it repays in terms of what could be done with the time. It is a subject too far away geographically and naturally for the interests of a fourth grade. It seems difficult to imagine what useful goals this unit would be particularly suitable to reach. It seems impossible that such a piece of work should be born of natural children's interests, as it seems to have taken its rise from vicarious appreciation of things done by others via the symbol rather than from real experiences of the children themselves. For these reasons it seems that such a long cumbrous unit, largely planned by the teacher and heavily directed, will scarcely be regarded as true organic school development. A study of the accompanying chart will enable the reader to make a contrast between units which are mechanically and logically developed by the teacher, and those which develop from the spontaneous interests and needs of children.

The way in which a topic may be twisted into a so-called "unit" in the most unwarranted fashion is illustrated by the following satirical outline of a piece of work:

OUTLINE FOR TEACHING VAN DYKE'S "FISHERMAN'S LUCK"[1]

Purposes: 1. To enjoy the experience of reading the essay
2. To share this enjoyment with a social group
3. To enjoy vicariously the experience of fishing
4. To share this enjoyment with a social group
5. To create something which shall express these satisfactions.

Aims: 1. To learn about trout-fishing
2. To learn about other kinds of fishing
3. To learn about the value of fish as food
4. To learn about the economic importance of fish
5. To learn the place of fish in secular and religious history
6. To learn the effect of fish and fishing upon language
7. To learn to manipulate fish,- living, dead, and cooked.

Objectives: 1. Vocational; opportunities and needs in fishing; is it a blind alley vocation?
2. Wise Use of Leisure: what wise men have fished?

[1] From an unidentified source

3. Health: food value of fish; vitamins in cod liver oil
4. Home Making: preparation and cooking of fish
5. Social-civic: fisheries in colonial days; in the Revolution; in connection with arbitration. How we always won.
6. Religious and ethical: Jonah; miraculous draught of fishes; the fish as a religious symbol; keeping Lent. Kindness to fish.

Activities (leading to further activity):

Unit I (fusion with Science) Make and care for an aquarium

Unit II (fusion with Home Economics) Prepare and serve: Creamed codfish boiled salmon fish chowder

Unit III (fusion with Commercial Education) Study the mail-order ads. of Frank E. Davis, and make better ones.

Unit IV (fusion with Language) Make a list of such expressions as "poor fish," "gudgeon" (*obs*.), "sucker"

Unit V (fusion with Library Work) Cut out all the pictures of fish from books in the library, and paste them in a notebook.

Unit VI (fusion with Handwork) Make a seine of all the string in all your homes (Creative group-project for the entire class through the term)

Unit VII (fusion with Composition) Write a letter to Dr. Van Dyke, presenting to him the seine, scrap-books, chowder, aquarium, etc., and inviting him to address the school.

Big Objective: To realize the place of fish in the modern world.
Goal: *The Fish-Centered School.*

Such a travesty on school work reveals the absurdity of seizing on a topic and then straining it to fit every school situation and every curriculum subject. Another writer has given an amusing account which throws still further light on the way in which teachers may seize on some haphazard occurrence and twist it out of all semblance of order and balance. "A child attending a European progressive school arrived one day with a button missing from his coat. In this incident the teacher saw a great opportunity for the application of the principle of correlation and so for six weeks she kept her pupils busy upon tasks which. . . . . touched nearly every aspect of life and letters." "First

of all, she replaced the missing button, that being the action immediately called for by the practical demands of the situation. But even this action did not stand by itself. It was made to serve as an illustration of the social and esthetic value of neatness. There were also moral implications, such as that expressed in the proverb, 'A stitch in time saves nine.'

"By the following week the children were well along in an exhaustive study of the sources of button materials, which afforded glorious opportunities for doses of geography, botany and zoölogy. They were learning about the making of clothes. They were themselves making paper cutouts and pasting them up. They delved into the mysteries of patterns and visited clothing factories. These activities led them to an investigation of fabrics, of sewing and of the proper care of clothes. The exercises in reading and writing dealt with the general theme and the entire garment industry was scoured for materials for spelling drill. . . . . Correlation, like everything else, needs to be correlated to common sense."[1]

2. *The Project Method*

The project may be best thought of as a unit of creation or construction which arises directly from the matrix of school life or branches off organically from a large unit of conduct. An example of the first of these developments would be evident if at the beginning of the year in preliminary discussion pupils suggest the making of a house outdoors in which to play, or to keep Boy Scout materials. An example of the second would be discovered if during the school year pupils engaged in decorating their room should make curtains or a screen.

It is to be observed that projects may be either large or small in their sweep, individual or group in their organization. Thus a group may build a schoolhouse, a shop or a kiln for pottery, or be engaged upon some more restricted activity such as the making of a small rock garden, or a composite poster. An individual may embark on an elaborate undertaking such as making a model boat or engine, or take up some simple activity such as making a fly swatter or a candle-stick. It is not the shape or size which is significant, nor is it the individual

[1] New York Evening Post, October 18, 1931—from an account in *Progressive Education*.

or group character of its origin. The criterion in determining the true project is its organic origin and its constructive material nature.

The attempt to exalt the project from this comparatively minor rôle to the status of the project method is to be deplored. To do so would be to claim that all of school life should be a series of projects, related in one way or another. This error was due to the accidents of growth which beset the fundamental theory of education as living. Education was life, and projects were activities which compose life. But there are other types of activities unlike projects in their nature. Thus the project as a fundamental basis for developing a concept of the activity program is inadequate. Projects are activities, and activities are the materials of the activity program. But all activities are not projects. Thus the "project method" is no method at all.

3. *The Mechanical or Formal Unit. The False Project*

Large and formal school systems eager to copy activity programs without understanding them, have evolved a type of school work which is imitative, formal and mechanical. Examples of such attempts may be found in the practice described by a writer telling of certain innovations in a large school system. "One recent project," he relates, "was the Alpine village." He continues to describe the way in which the children first read about an Alpine village. They were then shown pictures of such a village which they discussed fully. Next a miniature Alpine village was constructed on a table in the classroom. When it was finished the children wrote compositions on the subject. Other similar "projects" reported by the same author described a study of Eskimo life, while another dealt with the Oregon Trail. The last was described as a "Covered Wagon Project." Each of these essays into the new involved the routine of: (1) Reading on a topic, (2) Discussing it; (3) Making some object related to it (False Project); (4) Writing compositions on the topic. So the old formalization of subject matter appears in yet a new guise and this routine of 1–2–3–4 is endowed with a modern sanction in the guise of "progressive education"! Out of such false, mechanical or formal "units" may come false projects, projects which arise from no realized need but the simple necessity of obeying teacher dictation according to a new schedule.

Such teacher-stimulated, and manipulated work, tends to waste a great deal of time by pushing children into this, that or the other affair. If the plan of pushing and over-directing is to be used, it may as well be used in profitable reading and study rather than in petty activities of little significance which waste much group time.

4. *The Spasmodic Unit*

It frequently happens that teachers in classes which do not carry on a full activity program, nevertheless, devote occasional time to certain activities. For example, in a classroom which has not greatly modeled its program in the direction of activities the children asked the teacher one day if they might not make a medieval castle. This privilege was granted and a very genuine piece of work followed. Frequently trips are suggested, or plans offered by the children. A newspaper is issued, a party is planned, a play is given. Such units may spring up singly or in groups in a class which is committed to more traditional ways of work. Teachers who wish to experiment with the development of activities may well make use of such a partial plan of approach. Developments of this type are not merely desirable but practicable in almost any classroom.

CHAPTER VII

THE REORGANIZATION OF SCHOOL LIFE IN TERMS OF ACTIVITIES

IN SCHOOLS which have attempted to sponsor in practice an organic theory of learning a veritable revolution has been in progress. The attempt to develop school life into the aspect of an activity program has thrown into temporary confusion the old familiar materials of education. Whereas the teacher of an earlier régime approached the children armed with a book and the rod of authority, determined to lead them along a well blazed and definite trail, today she comes as an explorer seeking the way she shall go. For definiteness of content we have exchanged a degree of indefiniteness. For a complete régime of previously organized subject-matter we have, in a measure, exchanged a discrete world of ideas and experiences which we encourage children to organize for themselves.

In the older finality there was security to which some of us would cling. The curriculum was definite. It was composed of an indisputable group of subjects. The teacher was the sanctified apostle of the canon—reading, writing, arithmetic, spelling, geography and history. Each of these subjects was meticulously divided into its parts. Such was the organization of the geography book which I used when a boy at school.

SCHOOL GEOGRAPHY

1. Astronomical Geography or the Earth as a Planet
   Outline of the Solar System
   The Terrestrial Globe
2. Physical Geography
   The Land
   The Sea
   The Atmosphere
   Winds, Dew Clouds and Rain, Climate
   The Organic World—Plants, Animals, Man
3. North America

The Dominion of Canada
The United States
Mexico
Central America
West Indies

4. South America
   Colombia, Ecuador, Venezuela, etc.
5. Europe
   British Isles, Norway and Sweden, Denmark, etc.
6. Asia
   Russia, Turkestan, etc
7. Africa
   Barbary States, Algeria, etc.
   Egypt
8. Oceania
   Malaysia
   Sumatra, Java, Borneo, etc.
   Australasia, New Zealand, etc.

Here was the full panoply set forth with unerring precision as the things all children were to know about geography. Examine the expansion of one small part, the section on Ceylon.

"CEYLON

216. Ceylon is an important island on the south-west of Hindustan, from which it is separated by the Gulf of Manaar and Palk's Strait. The distance from the mainlands about 60 miles.
217. *Ceylon* was ceded to Great Britain in 1802, by the Dutch, who had about one hundred and fifty years previously taken it from the Portuguese.
218. The island has an area of 24,664 square miles. The surface consists chiefly of undulating plains of great fertility, varied with mountains from 6000 to 8000 feet high.
219. The *Climate* is more agreeable than on the mainland, the heat being less intense. The *soil* is very fertile.
220. The *vegetation* of Ceylon is very luxuriant. There are several species of palm, including the cocoa-palm. Satin-wood and many other kinds of timber trees abound in the forests. The underwood includes many kinds of flowering shrubs, and the trees are richly festooned with climbing plants and epiphytes.

221. The *agricultural products* include coffee, rice, tobacco, and fine fruit.
222. Ceylon has long been celebrated for its *rich gems*, among which are sapphires, rubies, garnets, and amethysts. The pearl-fishery in the Gulf of Manaar has also yielded great wealth.
223. The *wild animals* include the elephant, deer, humped ox, and wild boar. There are many kinds of birds, some of which are noted for their beautiful plumage, others for the richness of their song. Crocodiles are numerous.
224. The *inhabitants* are of various races. The greatest number are called Singhalese. Some of the natives of the interior are very degraded, living in the jungles, and sleeping in caves and hollow trees. The total population is about 2,755,000.
225. *Colombo* (100,000) is the capital. *Trincomalee*, on the east coast, has a superior harbor. *Kandy*, in the interior, is the ancient capital."

Small wonder that when the ship on which I was travelling to the orient paused a few days at that crossroads of the world, Colombo, I was astonished to find a great city, the sun gleaming on its massive breakwater, a garden spot of which I had never even heard the name. A cultured young Singhalese from Kandy on his way to a boarding school in Hong Kong gave me a new picture of pride in race and culture. The beach at Lavinia, with its outcroppings of palm trees, its perfect swimming, and its outrigger boats drawn up across the sand, leaves an indelible memory I can see the native stores hung with king cocoanuts, and the dignified sweep of the high yellow gown of a passing Buddhist priest—"yellow canaries" we call them' said a passing school boy. This was life and this was geography and Ceylon truly called "Pearl of the Orient" one of the most beautiful spots on earth, I do not even recognize it in that battery of facts in my old geography.

How very much in contrast to that textbook approach to an exotic isle was that made by a class guided by Mrs Grace McGill in the summer demonstration school of the State Teachers College at Buffalo. The children determined upon a study of the South Sea Islands in which they became interested through a story of Teiki, a South Sea Island boy. They painted a great backdrop, and several screens, all in tropical foliage, made two palm trees, wrote a play, made South Sea-Island musical instruments, and models of tropical dishes. This work was accompanied with wide reading and study of the life of the people of

the South Seas, of pearl fishing, tropical flora and fauna, relations of the people there to ourselves, and many an interesting phase of the colorful drama of life in the South Seas. In doing this work the children read many real books, talked over their content, organized their materials and in the course of events became really sensitive to the life and land of a far away people.

But through all this work there was a total lack of any such exclusively definite content for learning as that represented by the outline above on Ceylon. The materials of school life were not simply organized in a logical compendium to be devoured in meaningless fashion. The definiteness had disappeared from the curriculum but it had appeared in the lives of the children. It became the end rather than the beginning. It meant a complete reorganization of the older material of education.

We are today in the midst of the arduous problem of reorganizing the materials of education from nursery school to college. In the schools of a generation ago the subject-matter of education was so digested and classified that it could be presented compactly, in orderly fashion by a show of a dozen smug textbooks. Today, this is no longer so. In many a school we discover a series of filing cases organized according to one scheme or another which attempt to keep track of the vast seas of material which must be placed in order for quick reference by pupils and teachers. But the headings in these filing cabinets are different from the headings in the textbooks. They are not subject-matter headings, such as geography and history. They are life headings, such as Home Life, and Transportation. They cut and crosscut the old familiar subjects with abandon and indifference. They attempt to organize themselves about natural realms and significant activities. So is the process of integration, reorganization, reclassification, and reorientation in progress. It involves endless work. It needs careful guidance. Unfortunately such guidance has not been generally given. Much of this attempted reorganization has been carried on by those who have had an inadequate knowledge of their work. It is important that the whole process be fundamentally related to the philosophy of organic education. If this reorganization is to contribute soundly to the building of a genuine activity program, we must clearly delineate the inter-relationships of curriculum and activity programs.

CHAPTER VIII

A CURRICULUM ORIENTED TO THE ACTIVITY PROGRAM

THE PROBLEMS of curriculum are among the last to be faced and seriously considered in the newer schools. It might almost be said that the teacher in the newer school who understands the meaning and administration of the curriculum has attained a grasp of the problem of school teaching. One does not attain this grasp without thinking through to the end in the problems of teaching. For teachers have believed that education begins with the child, and the most remotely distant point from the child is in modern philosophy the curriculum. Thus the teacher who has attained a grasp of the meaning of curriculum has progressed in her thinking right through from the learning efforts of the children to their fulfillment in curriculum completed. Our "child-centered" education has tended to obscure the meaning and understanding of the curriculum. But the time has come for a fuller and more careful realization and analysis. Having begun with the child we have too often forgotten to end with the child's fulfillment or attainment of curriculum.

In a certain sense, for the teacher, the curriculum proceeds from the child. In the practical problems of teaching, the teacher must usually first face the curriculum, and only later on does she encounter the children. We must not, in our enthusiasm for child development, and child-centeredness withhold from the teacher the privilege of thinking first about curriculum and its content and waiting for the children until she meets them. To the teacher who looks forward to a term's teaching the children are still in the future. They are abstract children. Yet she must consider and make plans. These plans must be in terms of curriculum, not the old formal curriculum, but curriculum nevertheless. There must be in the mind of the teacher who is to teach a fifth grade next term something more than hope and enthusiasm. Faith in children and in organic education does not mean

THE POSTMAN

GRADE 2

WE HAD been studying about the postman and the various ways in which the mail is carried.

Our discussions carried us not only through the modern methods of transporting mail, but those of the past. We found some interesting pictures showing how mail was delivered in other countries.

The children developed a natural interest in the stamps of many of these foreign countries so that we made stamp books. A few children from the upper grades came to our rescue in the problems of identification.

The children made a picture, shown in the background of the illustration, showing the processes involved from the mailing of a letter to its delivery.

Toward the end of the term the children wished to write letters to each other. This necessitated the building of a mail box and the choosing of a postman. Our next step was that of writing letters to a relative and actually mailing them. These were very simple but effective as a means to written expression, increased spelling ability, and more legible writing

ELEANOR MCMANUS.

pure ignorant opportunism. There must be in the teacher's mind a realm, a standard, a dream which seeks its fulfillment as she lives together with the children. It is in order that the teacher may fulfill this dream, and that the children may realize their own fulfillment of it, that the teacher must pre-consider curriculum.

Consequently, in the discussions which follow we must assume that the philosophy of the teacher is the best. That she has thrown her sop to the child-centered group of philosophers. That she is imbued with the meaning of activities; that she has grasped the "education is life" shibboleths. In short, we must grant her skill in method and understanding of children and their desires for and modes of learning. The reader should not, because this discussion has not been preceded with a lengthy development of method and a disquisition on the almighty child, assume that his potent shadow is not in the background. Nor should she expect, since these initial discussions center so frankly around curriculum, an academic, formal or traditional treatment of the subject. Rather should she hope for a fulfillment of that trend of thought with which she is familiar, for its orientation with those age-old problems which have ever involved curriculum. Perhaps the approach to teaching problems from this angle may serve to clarify many confused matters of method, and contribute to the nuances of even the most brilliant artist-teacher.

CURRICULUM IS WHAT THE LEARNER WANTS

We all seek value. Never for an instant do we cease striving for some value, for something we seek because we desire it. This seeking for value is the beginning of learning. The attainment of such value is the end of it. We must picture curriculum as a treasure of countless wealth. "Happy is the man that findeth wisdom, and the man that getteth understanding. For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies: and all the things thou can'st desire are not to be compared to her. Length of days is in her right hand; and in her left hand riches and honour. Her ways are ways of pleasantness and all her paths are peace." So must we think of curriculum. To the learner it must appear as visions ahead. Only as the teacher glimpses such visions can she reveal them to children. Thus the teacher actually

imbues the curriculum with the values of her own personality. The teacher herself sets the attitudes and the atmosphere of learning and endows the curriculum with values. What values the teacher accepts by authority or consent or imagination must ever determine the life of the school. For according to the value which she accepts is she able to reveal, and accordingly as her purpose and her dream are high, so will be the learning of the children. For the teacher must reveal value (curriculum) to children in such a way that they covet it.

This fundamental principle must underlie all use of the curriculum. Whether the curriculum be written or mental, whether it be printed, spoken, thought of, or still more vague and tenuous, it must involve a revelation of value to the learner before he covets and consequently learns it. It is therefore best thought of or written down in the form in which the learner may best recognize it as a thing which he covets. The fulfillment of this principle in the writing of curriculum will carry us far in a fresh approach to the treatment of the matter.

It might be a profitable exercise for any one thoughtful concerning curriculum to spend a few moments writing down the things which he desires or covets. This procedure might result in some such brief list as the following:

To compose music.
Improve ability in sight-reading of music.
An automobile.
A set of golf clubs.
A good companion.
A happy disposition.
A new stock of water color paper.
A gun.

Suppose now, that by waving some magic wand the individual could be free for a year to pursue these and other similar goals, that he should, in other words, receive a generous inheritance of leisure. Such an individual would be exactly in the position in which children find themselves. They have received a grant of leisure in which to pursue a series of goals If they could pause in cooperation with the teacher to set for themselves some such desirable set of goals the learning process would be well started to its fulfillment in school.

Those who are concerned with writing curriculum should do all in their power to see that it appears in the form of some set of goals, each

of which appears intrinsically worthwhile to the learner beholding it. If the curriculum is ever to appear in a form which is in accord with the learning process of children it must be so constructed, no matter what the sacrifice in other directions, in the form of goals which appear to be worthwhile to children. The curriculum must list values which appear as things which children of the age for which they are intended actually want.

The attempt to rewrite the curriculum into a set of such obviously and intrinsically desirable goals is beset with many difficulties. It is an enormously lengthy and intricate task. It demands years of thought and experimentation. It might result in the appearance of most unorthodox forms upon the curriculum. The current patterns may suffer considerable destruction and the new elements may be diverse in form and irregular and discrete in appearance. For this reason *it is not possible to present here a curriculum which is regarded as satisfactory or complete.* On the other hand, teachers who have worked with me for some years following out some such train of thought as that here developed and working under my direction have reached a certain degree of definiteness in stating a curriculum which they are at present able to use in elementary schools. It is here presented as a composite of the work of teachers actually engaged in teaching today. Its deficiencies in the light of the previous discussion will be obvious. Its occasional attainment of the ideals set forth will also be observable. It is suggested that it be used merely as a tentative guide in understanding the meaning of curriculum as *it is sponsored today*, that it be used as a point of departure for the building of a more flexible and more desirable curriculum, one expressed in terms of the things children need and consequently want to learn.

CONDUCT GOALS FOR KINDERGARTEN[1]

Ability to:

1. Understand simple directions.
2. Speak courteously to others.
3. Give attention to others and not interrupt while anyone is talking.
4. Recite poems such as Mother Goose Rhymes to others.

[1] For the curriculum theory upon which this material is based see Melvin, A Gordon, *The Technique of Progressive Teaching*, The John Day Co , Chapters XII and XIII

5. Handle books with care.
6. Observe materials at hand
7. Care for materials used
8. Count to 10.
9. Recognize and write numbers to 10.
10. Wait for turns with fairness.
11. Count children in a circle.
12. Cross streets correctly.
13. Read and fill in calendar made by children.
14. Care for and use personal belongings.
15. Tie sneakers.
16. Untie knots from sneakers
17. Keep their hands and face, teeth and general appearance clean and tidy
18. Care for their classroom
19. Name and recognize circus animals.
20. Name and recognize farm animals
21. Name and recognize fruits and vegetables.
22. Print own name.
23. Recognize services of each member of the family.
24. Use simple tools.
25. Create with materials such as paper, clay, paint, crayons, and wood.
26. Recognize some simple words in their environment.
27. Respond to rhythm walk, run, skip, and jump.
28. Take part in band.
29. Sing some little song
30. Take part in dramatization of story.
31. To speak plainly and distinctly
32. Recognize and name all colors.

Have a knowledge of:

1. His own name.
2. His own street and house number.
3. What to do if lost.
4. School regulations.
5. Proper washing of hands, face and teeth.
6. How to behave in groups.

7. Manners.
8. How to keep himself and school clean.
9. Need for promptness.
10. Need for fairness.
11. Correct use of books.
12. His own age and birthday.

Understanding of:

1. Speaking so other children will enjoy and understand what is said.
2. Cooperation and responsibility to friends in groups.
3. Keeping the regulations of the school.
4. Numbers in relation to counting to find out number of children.
5. Numbers to be used on calendar.
6. Use of paints, clay, crayons, wood, etc.

Have an appreciation of the worth and value of:

1. Familiar class songs and stories.
2. Pictures in the room and in books
3. Books as friends we know and enjoy.
4. Courteous behavior and conversation.
5. Speaking so as to make one's self heard and understood.
6. Listening to others when they speak.
7. Milk and vegetables the foods that make us grow.
8. Rest periods during the day and proper amount of sleep at night.
9. Rhythm and music as supplied by piano, victrola, or rhythm band.
10. Promptness, neatness and fairness.
11. Cooperating with the group.
12. Materials belonging to others.

CONDUCT GOALS FOR FIRST GRADE

Ability to:

1. Recognize, read, print and write own name.
2. Read labels under pictures.
3. Recognize simple words.
4. Match words to pictures.
5. Read experience charts.
6. Read simple directions from the blackboard.

7. Read simple notices from the bulletin board.
8. Read simple signs such as—Stop, Go, Caution, Danger, Hands Off, Keep off the grass, etc.
9. Read and enjoy stories in primers and first grade books.
10. Recognize, read and say all letters of the alphabet.
11. Read silently with as few lip movements as possible.
12. Read aloud clearly so that a simple thought may be understood and enjoyed by others.
13. Use the library table or corner quietly and orderly.
14. Retell a primer story orally.
15. Read independently asking for help when needed.
16. Tell stories to the group.
17. Recite poems for entertainment of group.
18. Recognize a question as a group of words asking something.
19. Contribute to group conversation.
20. Recognize a written statement as a group of words beginning with a capital and ending with a period.
21. Carry a simple message.
22. Recognize a period, a question mark and a capital letter.
23. Follow simple oral directions.
24. State thoughts clearly.
25. To be courteous at all times.
26. Speak in a pleasing voice to the group of individuals.
27. Listen attentively.
28. Take care of personal belongings and materials.
29. Take part in dramatizations.
30. Copy a few sentences.
31. Properly wash face and hands and clean teeth.
32. Feed and care for classroom pets, plants and flowers.
33. Name and know meaning of four seasons.
34. Tell where the sun rises and sets.
35. Name and recognize a few wild flowers and trees growing in vicinity.
36. Name and recognize common birds, circus and farm animals.
37. Count to 100 by 2's, 5's, and 10's.
38. Count by 2's to 50.
39. To measure dozens, half dozens, pounds, and bunches for selling.

40. Recognize rainy, cloudy, foggy, sunny and snowy weather.
41. Name and recognize common fruits and vegetables.
42. Name and recognize a few insects, tadpoles, fish, turtles, and cocoons.
43. Name and recognize the services of each member of the family.
44. Use materials as paper, crayons, clay, paint, pencils, sand, etc.
45. Recognize and use simple tools.
46. Chew food thoroughly.
47. Use handkerchiefs properly.
48. Feel rhythm of poetry.
49. Cross streets correctly.

Have a knowledge of:

1. The fact that desirable information may be found in books.
2. Many words by sight.
3. Stories suitable to the grade.
4. The correct and careful use of books.
5. The difference between a statement and a question.
6. That I is written with a capital.
7. A penny, nickel, dime, quarter, half dollar and dollar.
8. Home address and telephone number.
9. What to do if lost.
10. School regulations.
11. The danger of eating unripe or decayed fruit.
12. Proper washing of fruits.
13. How to behave in groups.
14. Activities in the home and community.
15. What happens to animal and plant life when seasons change.
16. The things that make children, plants and animals grow.
17. How seeds travel from one place to another.
18. The source of heat and light.
19. Effects of lack of rain and snow.
20. Avoiding contagion from drinking cups and other devices.
21. Personal cleanliness and neatness.
22. How to handle sharp and pointed objects
23. Some uses of water.
24. The fact that a question begins with a capital and ends with a question mark.

25. The fact that keeping well helps others to keep well.
26. Care of small cut on self or playmate.
27. His or her father's name.

Understanding of:

1. The fact that reading tells a story and gives pleasure and information.
2. Good written and oral English.
3. The uses of numbers as related to working, playing and life in general.
4. The observance of safety rules to prevent accidents.
5. The responsibility to neighbors and friends.
6. Why birds migrate.
7. The fact that some things fly and some things float.
8. The fact that ice, snow, and rain depend upon temperature.

Have an appreciation of the worth and value of:

1. Familiar class stories, songs and poems.
2. Incidents, stories and poems presented to the class by others.
3. The opinions and judgments of class members.
4. Reading for pleasure and information.
5. Books as friends.
6. Good music.
7. Courteous behavior and conversation
8. Speaking so as to be heard and understood.
9. Trees and wild flowers.
10. Beauty in nature such as sunshine, sky, sunsets, rainbows and clouds.
11. Good health.
12. Cleanliness, fairness, promptness, thoroughness, accuracy, perseverance and happiness.
13. Making others happy.
14. The fact that there is pleasure in giving as well as in receiving.

CONDUCT GOALS FOR SECOND GRADE

Ability to:

1. Read simple stories independently.
2. Recognize old words in new places
3. Read for information as well as pleasure.

4. Recognize and name common plants.
5. Recognize and name common trees.
6. Recognize and name common animals.
7. Recognize and name common flowers.
8. Recognize and name common fish.
9. Recognize and name common insects.
10. Recognize and name common seeds, etc.
11. Keep a simple weather record.
12. See what is going on around you.
13. Compose and write simple sentences.
14. Converse intelligently with others.
15. Compose short rhymes.
16. Assist class in composing simple plays.
17. Dramatize simple plays and stories.
18. Read and write numbers from 1 to 100.
19. Add columns.
20. Subtract with carrying.
21. Recognize 1 2, 1/4 of a circle or square.
22. Follow clear, concise directions.
23. Apply numbers to life.
24. Make change
25. To express one's self creatively in art.
26. To express one's self creatively in music and rhythms.
27. To express one's self creatively in literature.
28. Make good use of school library.
29. Make rules for classroom conduct.
30. Conform to these rules.
31. Be considerate of others.
32. Use school equipment economically.
33. Replace equipment after using.
34. Recognize and solve classroom difficulties.
35. Spell simple words used in experiences
36. Tell time.
37. Recognize and name a few musical instruments.
38. Sing simple songs.
39. Read simple music.
40. Plan work for the day.

41. Live harmoniously with others.
42. Work harmoniously with others.
43. Contribute to each days work.
44. Keep one's self clean and neat.
45. Keep room and home clean and neat.
46. Arrange simple objects in a pleasing manner.
47 Measure floor space, size of desks, height of room.

Knowledge of:

1. A growing reading, speaking, writing vocabulary.
2. How to write a simple letter.
3. How children in other lands live.
4. How primitive man lives.
5. How we are clothed, sheltered, and fed.
6. Parts of the body and their care.
7. How to behave in school and home.
8. Required arithmetical combinations.
9. Some community institutions such as library, post office, etc.
10. How to retell simple stories.
11. How to use books.
12. How to read notices.
13. How to apply number to life.
14. Numerical terms—subtract, add, larger, heavier.
15. Simple information about self and family.
16. Traffic regulations.
17. Foods which are good and bad.
18. Why it rains, snows, etc.
19. Simple gardening.
20. How to improve habits of neatness, accuracy, courtesy.
21. Simple rules of: drawing, painting, health and work.
22. How to live harmoniously with others.

Understanding of:

1. Reading for knowledge and pleasure.
2. Value of correct speech.
3. Coöperation and courtesy in school and home.
4. Simple natural phenomena.
5. Adaptation of people to different environments.
6. Need for rules and regulations.

7. Sharing pleasure with others.
8. Conforming with rules and regulations.
9. Value of good habits of work, behavior and speech.
10. The fact that we learn the things we want to know.
11. Number in relation to life.

Appreciation of the worth and value of:

1. Reading both for information and pleasure.
2. Materials brought in by class for study.
3. Work done by self and others.
4. Oral presentation of stories, poems, etc.
5. Courteous behavior.
6. Neat, accurate work.
7. The environment and its possibilities.
8. Good children's literature.
9. Individual privileges and rights.
10. Good clean bodies and clothing.
11. The opinions of others.
12. Nature.
13. Good habits.
14. Music, art, etc.
15. Good health.
16. Holidays and special days.
17. Classroom bulletins.

CONDUCT GOALS FOR THIRD GRADE

I. Have the ability to:

1. Make change. (i)[2]
2. Divide things into parts so that they may be divided equally.
3. Apply numbers in daily life problems. (i)
   a. Read and write numbers, dollars and cents, Roman numbers.
   b. Four fundamental processes.

[2] Throughout grade three distinction has been made between individual and group goals. It might be profitably made for each grade by the teacher Group goals are those which may be learned through the general activities of the group. Individual goals must be mastered by each separate individual and individually checked Goals marked with an (i) are individual goals.

4. Develop motor coördination and sense judgments through games.
5. Give and take constructive criticisms.
6. Use initiative and creative power.
7. Use freedom of expression and large arm movements in easel painting.
8. Compare present with former work. (i)
9. Put forth maximum effort.
10. Evaluate work, own and in group.
11. Sing simple songs by rote and sight.
12. Respond physically to music.
13. Find directions by the North Star, sun, Dipper, compass.
14. Spell words needed in their written expression. (i)
15. Dramatize for class enjoyment.
16. Converse with the group freely and well on experiences.
17. Increase vocabulary. (i)
18. Write a friendly letter, an invitation, a "Thank You" note, in legible writing (i)
    a. Capital letters.
    b. Punctuation
    c. Abbreviations.
    d Sentence structure.
19. Address an envelope (i)
20. Prepare an original play, story, poem or riddle
21. Read and understand stories within the child's experiences.
22. Locate home on the map in relation to other people's in child's experience. (i)
23. Retell a story or parts of it to the group.
24. Read a story with expression to the group.
25. Use books to widen experience.
26. Use library keeping in mind a regard for others (i)
27. Choose varied and interesting beginning and ending sentences.
28. Cooperate with the class, the teacher and members of the family.
29. Construct booklets for gifts, own use.
30. Tell stories from point of view of the character.
31. Improve use of crayons, pencils and paint for self-expression.

32. Improve use of language in conversation. (i)
33. Care for personal property.

II. Have a knowledge of:

1. Weights and measures that come within the experience of the child. (i)
2. Of Roman numerals as the activities of the child demand.
3. The life, including appearance, food, shelter, occupation of peoples the child becomes interested in through suggested realms.
4. The accepted sequence of letters. (i)
5. The meaning of all the words the child uses and the use of the dictionary as an aid in securing meanings. (i)
6. The mechanics of music for grade standards.
7. Interesting facts in the lives of a few composers, artists and poets and their writings.
8. Primary and secondary colors.
9. Proper arrangement of written work. (i)
10. Grade standards for spelling and writing (i)
11. Meaning of a mile learned through actual travel.
12. How people travel
13. Direction of streets, location of important buildings in the child's own town
14. Use of the thermometer to keep a chart of room temperature.
15. Simple process in formation of sand, gravel, pebbles, streams, valleys and hills.
16. Rocks and minerals near child's environment.
17. A number of birds, trees, flowers and animals common to the child's environment.
18. Appearance of the moon at different times of the month.
19. The relation of the sun to day and night.

III. Have an understanding of:

1. Constant need for arithmetic in their everyday life. (i)
2. How the use of the multiplication tables makes our addition easier. (i)
3. The value of checking and criticizing one's own work.
4. Why children should sit and stand correctly.
5. Value of checking good health habits. (i)

6. How people learned to write as a means of communication.
7. Value of reading and speaking clearly to the class. (i)
8. Need of correct spelling in all written communication.
9. How we came to measure time as we do in years, months, days, etc.
10. The fact that the place where we live influences the kind of—
    a. Work we do.
    b. Clothes we wear.
    c. Houses we live in.
    d. Food we eat.
    e. Ways we travel.
    f. Language we speak.
11. The fact that people depend on each other in order to live.
12. Simple explanations of the change of seasons.
13. Need of good citizenship.
14. How—
    a. Tools,
    b. Ways of transportation,
    c. Ways of communication,
    have developed from very crude beginnings.
15. Need of thinking before acting or doing a problem. (i)

IV. Have a personal appreciation of the worth or value of:

1. Reading for pleasure.
2. Folk songs and other types of musical compositions.
3. Honesty in work and play. (i)
4. Acting courteously toward others. (i)
5. Good or poor pictures, paintings and sculpture.
6. Things made by man.
7. Good social habits of working together.
8. Improvement of character or conduct. (i)
9. Home, parents' and teachers' care and guidance.
10. Relics and experiences of past generations of people.
11. Stories and poems.
12. Trips taken to a factory, farm, etc.
13. Correct use of the English language. (i)
14. Opinions and judgments of the class and teacher.
15. Great leaders.

16. Beauty in—
    a. Nature.
    b. Gardens.
    c. Homes and yards.
    d. Buildings of the community.
17. Work well done.

CONDUCT GOALS FOR FOURTH GRADE

Have the ability to:

1. Observe keenly, independently, patiently, correctly.
2. Exercise and control one's imagination.
3. Live intelligently amid present-day surroundings as telegraph, telephone, radio.
4. Express accurately one's observation both orally and in writing.
5. Read and interpret items of information to, gain added knowledge.
6. Use simple tools and utensils. (i)[3]
7. Criticize one another's work constructively.
8. Read and use effectively the globe, maps and time charts. (i)
9. Spell correctly the names of continents, oceans, countries which child uses in this grade. (i)
10. Use reference books for any subject. (i)
11. Discriminate between the true and false for instance myths and legends used by early peoples to explain happenings in nature—as against the true stories of history.
12. Recognize a complete thought and express one in a sentence. (i)
13. Use correctly question-marks, periods, contractions, commas, capitals and language forms. (i)
14. Correctly address an envelope. (i)
15. Use dictionary, index, glossary, table of contents, etc., to find definite information. (i)
16. Use geographical, historical and scientific terms correctly.
17. Write a friendly letter, using correct letter form. (i)
18. Plan and dramatize English and history stories.

[3] Throughout grades three and four individual and group goals are distinguished by marking individual goals (i). See footnote at beginning of grade three goals for fuller explanation.

19. To defend opinions and help solve problems.
20. Utilize leisure time wisely.
21. Speak so as to hold attention of others and listen courteously. (i)
22. Give oral and written reproductions of stories.
23. Read and write numbers to 1,000,000, and dollars and cents to $10.000. (i)
24. To make change, using United States money. (i)
25. To read and write Roman numerals from I to C. (i)
26. Add accurately and rapidly column addition of five columns and six rows. (i)
27. Subtract with three and four figures in the subtrahend (i)
28. Multiply with three figure multipliers. (i)
29 Divide; short division; long division, two figure and three figure divisors including all difficulties (i)
30. Use measures of length, weight, time, liquid and dry and United States money. (i)
31. Solve problems within child's experience including those which involve simple fractions common to business usage.
32. Read suitable stories and selections to an audience (i)
33. Recognize native fall and spring wild flowers.
34. Carry a simple tune and to read syllables (i)
35. Recognize certain well-chosen popular and classical musical selections.
36. Ability to recite and put into practice the golden rule.

Have a knowledge of:

1 An increased vocabulary.
2. Correct spelling of words commonly used in this grade.
3 Commodities such as wool, wheat, corn, rice, etc., and the conditions under which they grow.
4. The early story of mankind including prehistoric man and peoples who have left written records.
5. A knowledge of the lives of people in other countries—compared with each other and with our own.
6. Some of the Greek, Roman and Norse myths.
7. Where and how the first communities grew that left written records.

8. The contributions to our civilization of people who lived before us.
9. The environment in which we live through direct observation and through study of language and literature.
10. Our relationship to all living things and our dependence upon the forces of nature.
11. The methods of communication and transportation (i)
12. The elementary facts of physics and chemistry which intimately concern the child's everyday life.
13. The importance of the conservation of natural resources.
14. Of the common plants and animals and their life histories and habits. (i)
15. The conservation of useful organisms and the control of the injurious.

Have an understanding of·

1. Arithmetical terms
2. Latitude and longitude as related to where we live
3. Surface features of our country and their effects on the occupation of the people
4. Various kinds of desirable reading materials and how to secure them from highly organized libraries
5. Relation and interdependence of the home community with the outside world.
6. Man's upward struggle to overcome his environment.
7. Practical health habits which they will use in everyday life.
8. Of the principle that man's life differs with his distance from the equator.

Have a personal appreciation of the worth and value of:

1. Beauty of expression in poems, pictures and prose.
2. Critical attitude towards one's own work and that of classmates.
3. Neatness and order in all work. (i)
4. Greater pleasure in living derived from intimate contact with nature.
5. Clean wholesome interests.
6. Satisfaction and self-reliance established by checking work.
7. Songs and dances of the people of different countries.

CONDUCT GOALS FOR FIFTH GRADE

Have the ability to:

1. Conduct and participate in class meetings.
2. Write a simple business letter. (i)
3. Address business envelopes. (i)
4. Evaluate and judge own work and others. (i)
5. Discuss and make plans intelligently.
6. Make book reviews.
7. Write and tell stories.
8. Solve two step problems concerning everyday needs. (i)
9. Use simple tools with skill. (i)
10. Listen to others. (i)
11. Use reference materials efficiently. (i)
12. Use fractions in daily life (rewriting recipes, planning costumes, etc.) (i) This will involve
    a. Addition of fractions
    b. Subtraction of fractions
    c. Multiplication of fractions
    d. Division of fractions
13. Keep healthy. This involves all good health habits, correct foods and rules. (i)
14. Participate in plays including
    a. Making costumes
    b. Writing simple plays
    c. Acting
    d. Making properties and background.
15. Spell words needed in written work for grade. (i)
16. Write legibly. (i)
17. Be accurate. (i)
18. Draw sketch, color, paint with a good sense of values
19. Be able to use square and linear measures in daily life.

Have a knowledge of:

1. Our own state and city. (i)
2. The surface divisions of our country.
3. The natural resources of our country.
4. Everyday food needs and sources. (i)
5. Effect of environment on occupations in different localities.

6. Important waterways of our country.
7. Modes of transportation in our country.
8. Dependencies of our country. (i)
9. Inventions which have played an important part in our country's growth.
10. Famous men who played an important part in building our country.
11. Sentence structure and paragraph structure.
12. Punctuation of sentences and paragraphs. (i)
13. Direct and indirect quotations. (i)

Have an understanding of:

1. Interdependence of nations and sections of the country.
2. Time belts in the United States. (i)
3. Weather charts and maps. (i)
4. Conservation of natural resources.
5. Value of trees (i)
6. Proper use of libraries. (i)
7. Kind treatment of others. (i)
8. Our dependence on nature.
9. Current events of the day in simple forms.
10. How to use a dictionary and an encyclopedia. (i)
11. The lives of important persons who have influenced our lives.
12. European history from Age of Barbarians through English Settlements in America and the effect and relation it had to our own people.

Have appreciation of worth and value of:

1. Good music on a fifth grade level.
2. Good books. (i)
3. Social responsibilities. (i)
4. Books and poetry suitable to grade.
5. Attractive surrounding.
6. Wonder of nature. (i)
7. Pictures suitable to grade.

CONDUCT GOALS FOR SIXTH GRADE

Have ability to:

1. Read aloud a selection in such a way that the reader assists the listeners to understand and appreciate the passage.

2. Read silently with comprehension and speed.
3. Use books as source of information and pleasure.
4. Use effectively the different parts of the book such as index, table of contents, etc.
5. Write a paragraph correctly as to grammar and sentence structure.
6. Proof read written work.
7. Outline material as an aid to study.
8. Give an oral report.
9. Make use of helpful criticism in improvement of self.
10. Judge the work of others in a fair manner.
11. Write a friendly letter.
12. Write a business letter.
13. Accept responsibility.
14. Improve calculation ability.
15. Read any decimal in usual experience of the individual.
16. Read automatically without enumeration any decimal of ten thousandths
17. Add and subtract decimals and mixed decimals.
18. Ability to use cancellation method of multiplying as economical way to solve a problem.
19. Use the short method of multiplying and dividing by the powers of ten.
20. Apply the frequently used aliquot parts of 100 and $1.00 in solving natural problems
21. Substitute per cents for fractions and fractions for per cents in natural situations without calculating the results implied.
22. Master the interchangeable forms of common business per cents.
23. Find what per cent one number is of another in actual experience.
24. Solve problems involving the reduction of measures to measures of both higher and lower order.
25. Compute all four common operations with compound denominate numbers.
26. Recognize squares, rectangles, and triangles.
27. Calculate the area of squares, rectangles, and triangles.
28. Calculate the volume of rectangular containers.
29. Draw to scale the school playground in planning a garden or track meet.

30. Make and read bar and line graphs.
31. Set down in well organized form any natural account memorandum.
32. Keep a clean, neat, and well arranged personal account of his own financial affairs and to strike a balance at regular intervals.
33. Open a personal school account and to make and balance it.
34. Dramatize plays for class or assembly programs.
35. Use map symbols.
36. Use maps, graphs, pictures, and newspaper articles as an aid to the study of geography, history, arithmetic, and English.
37. Locate countries of Europe, Asia, Australia, Africa, and South America.
38. Locate cities, mountains, bodies of water, and important railroads of South America and the Old World.
39. Recognize the architecture of previous periods when seen on modern buildings in this locality and elsewhere.
40. Recognize and collect articles which come from South America and the Old World
41. Recognize music of different countries when heard.
42. Observe patiently and accurately in order to be able to learn facts about animals and plants.
43. Keep abreast of inventions, discoveries, and developments.
44. Live intelligently amid radio, wireless, telephone, telegraph, etc.
45. Interpret items of information and discriminate between true and false.
46. Participate in matters of public opinion requiring knowledge of science.
47. Use simple tools.
48. Sing for enjoyment songs by rote
49. Sing for enjoyment two and three part songs.

Have a knowledge of:

1. Names of books which may be used to attain information.
2. A list of good books for leisure.
3. The fact that the use of parts of the book such as the index, table of contents, and so on, are valuable aids in finding information easily and quickly.

4. The fact that parts of the letter are essentials of a good letter.
5. The names of books that may be used to obtain information.
6. The fact that a sentence contains a subject and predicate.
7. Suitable poems.
8. Parts of speech in relation to good sentence structure.
9. The countries of South America and the Old World as compared to our country.
10. The contributions of the countries of Europe and Asia to our civilization.
11. The influence of environment upon man's activities
12. The life and habits of man from primitive times to the settlement of America.
13. The fact that decimal fractions are written to the right of the decimal point, and whole numbers to the left.
14. Fact that every number which is a part of a system based on ten is a decimal.
15. Fact that zeros may be prefixed in the product to give the correct number of decimal places.
16. The fractional and decimal equivalents of common business per cents.
17. Measures of linear, advoirdupois, liquid, dry, time, square, and cubic.
18. The fact that the distance around a plain surface is perimeter.
19. A few folk dances.
20. Music written in five and six beat measure.
21. Technical music necessary for appreciation of songs for grades.
22. Elementary facts of physics and chemistry which intimately concern the child's everyday life.
23. Methods of transportation and communication.
24. Life habits of common animals.
25. Life histories of common plants.
26. Some contributions which medical science has given to our lives.
27. How to keep physically fit.

Have an appreciation of the worth and value of:

1. Books as companions of leisure time.
2. Books as a key to fields of information and culture.
3. Oral reading as means of imparting information or giving pleasure to listeners.

4. Ability to interpret material read.
5. Habit of good listening.
6. Large vocabulary which contains many vivid words as a means of making oral and written work more interesting and varied.
7. The museum as an excellent means of supplementing class studies.
8. Europe as a leading continent in the progress of civilization.
9. The interdependence of countries of the world.
10. Our present day civilization as a result of development of ages.
11. Works of art of ancient people—their literature, paintings, drawings, carving, sculpture, and architecture.
12. Picture shows which portray Greek, Roman, and Egyptian life.
13. Struggle which people had in establishing our present civilization.
14. Using short methods of dividing and multiplying by power of ten, hundred, and thousand.
15. Per cent in business and shopping.
16. Material furnished by state and federal departments of weights and measures
17. Value of truth particularly as related to science in the observation of phenomena.
18. All living things.
19. Companionship and love for nature.
20. Modes and means of expressing feeling or emotion in music.

Have an understanding of:

1. The fact that the library contains a plentiful supply of books suitable for the taste of each child.
2. Fact that books provide an excellent means of recreation.
3. Way to find wanted or needed books at the library.
4. Effects of climate on living conditions.
5. Effects of surface of a country on the occupation of the people.
6. How mountain barriers affect countries.
7. Effects of coastline on a country.
8. Effects of wind and rainfall on countries.
9. The fact that necessities and luxuries of people are causes of trade.
10. Simpler devices of polyphony.

11. Need of conservation of natural beauty.
12. One's relationship to all living things.
13. Needs for conservation of useful organisms and control of injurious organisms.
14. Laws of Nature which one is expected to obey.
15. The advantages of using decimal equivalents of fractions in certain situations and vice versa.
16. Social use of per cent.
17. Area means surface and is measured in square units.
18. Volume is measured in cubic units.
19. Usefulness of accounts and memorandum.
20. Simplest banking procedure.
21. Present day society and its needs. Its successes, failures, and needed changes
22. The use of the mother tongue.

CONDUCT GOALS FOR THE SEVENTH GRADE

Geography[4]

Have the ability to·

1. See that geography is the study of man in relation to his environment.
2. Visualize clearly the world in which the child lives.
3. See that the child is affected by his environment and how he changes that environment to suit his needs
4. Interpret geographic facts and relationships.
5. Formulate geographic principles.
6. Use and interpret graphs, maps, globes, and statistics.
7. Use card index, index of books, folders and pamphlets.
8. Make outlines, charts and graphs relating to his work.
9. Collect facts, organize his ideas, and reach conclusions by solving problems.
10. See relative positions and approximate distances in connection with parallels and meridians through map sketching.

[4] For the seventh and eighth grades subject organization has been maintained because of the undesirable departmental system in current use Although goals for all subjects are not available it has been deemed wise to present this partial account

11. Pronounce and spell geographic terms and names relative to his study.
12. Find and interpret pictures and to observe and interpret screen pictures.
13. Express ideas in a clear and concise language, both oral and written form.
14. *Use geographic phenomena—climate, land, and water forms,* erosion, etc.— by direct observation and for thoughtful consideration.

Have a knowledge of:

1. Where the leading occupations are carried on.
2. How these industries affect the lives of the people.
   a. Agriculture.
   b. Mining.
   c. Lumbering.
   d. Manufacturing.
   e. Fishing.
3. Our adaptation to:
   a. Winds.
   b. Rainfall—distribution, type, amount.
   c. Zones— latitudes.
   d. Altitude.
   e. Water bodies and ocean currents.
   f. Sunshine and cloudiness.
   g. Mists.
   h. Ranges of temperature -annual and diurnal.
4. The development of transportation and communication since primitive man.
5. To know why the world cities have gained and maintained their prominence as centers of trade and manufacture.
6. To have a knowledge of New York State:
   a. Our locality
   b. Resources.
   c. Large cities.
   d. Industries.
   e. Transportation facilities.
   f. Surface.

g. Drainage.
h. How to draw map.
i. Early history and settlement.
j. Manufacturing.

Have an appreciation for:

1. The abilities and customs of the peoples of other nations.
   a. Manufactures.
   b. Dress.
   c. Food.
   d. Homes.
2. The worth of:
   a. Mineral deposits.
   b. Good harbors.
   c. Mountains.
   d. Productive hinterland.
   e. Navigable rivers.
   f. Competition for manufactured products and reasonable costs.
   g. Stimulating climate.
   h. Canals.

Have an understanding of:

1. Interdependence in the modern world.
2. Our relations with other countries of the world.
3. Beginnings of civilization
4. The progress and development of machinery.
   a. Agricultural.
   b. Manufacturing.
   c. Mining.
5. The place United States takes in world trade.

History

Have the ability to:

1. Know how the colonies were established.
2. Make unbiased judgments of Colonial leaders and explorers.
3. Why English colonies succeeded and others failed.
4. Know the cause of the Revolution—pro and con.
5. State advantages and disadvantages of each.

6. Trace the foundations and beginnings of our constitution.
7. State the meaning of Federation of States.
8. How the new constitution was put into operation.
9. Prove that Jefferson's election was a triumph for democratic ideals.
10. Show by graph or diagram how the United States won its independence.
11. Explain the expansion of the United States.
12. Explain all about the slaves--origin, how it divided the country, how the Union was preserved.

Have a knowledge of:

1. Nations taking part in colonization and exploration.
2. Important dates.
3. Rivalry of trade.
4. Religion in the early part of our history.
5. Social life in colonial times
6. Lives of important men—Washington, Franklin, etc.
7. Causes and results of wars.
8. The form of the constitution.
9. Progress of invention.
10. Progress of transportation.
11. Results of expansion.
12. Growth of political parties.
13. Important treaties.
14. Events concerning slavery.

Have an understanding of:

1. Causes of migration.
2. Growth of the colonies.
3. How nations depend upon one another.
4. Coöperation of nations and individuals.
5. Principles of government.
6. Present historical situations.
7. How past history helps to make the present
8. How our future may be affected by our present.

Have an appreciation of the worth and value of.

1. History as a background for other studies.
2. Historical events which make travel more interesting.

3. Reading which is more enjoyable with a knowledge of nations.
4. What others have done and establish these as ideals.
5. Finding out for one's self the most valuable facts and developments.
6. Governing our future actions by taking past mistakes as bad examples to follow.

Activities:[6]

1. Make tents using Indian style and furnishings
2. Play Indian where bows and arrows are needed and how they are used may also be brought up
3. Which was more useful the buffalo or the horse. Debate.
4. Compare different Indian tribes as to homes, habits, etc.
5. Know Indian superstitions Who they worship—Totempole.
6. Why Columbus was successful Luck or pluck.
7. Dramatize the voyage of Columbus
8. Make a booklet on early explorers and their exploits.
9. Take an imaginary trip with one of the explorers.
10. Listen to history stories over the radio and have reports made to the class.
11. Organize a colonial society and choose an important name.
12. Describe a colonial picture.
13. Have an exhibit on colonial material pictures, dress, guns, etc.
14. Construct a colonial log house
15. Have carvings of colonial home furnishings.
16. Make a booklet on colonial times including pictures of colonial costumes, house, animals, tools, etc.
17. Make a movie showing different dates and different pictures to show the constant changes and relationships.
18. Have a photograph album of colonial men.
19. Write a letter to a friend in another colony telling him of your home life and have him answer telling of his.
20. Have a play bringing in slavery as much as possible -their duties, their life off the fields, etc.

[6] This section is not coördinate with the material at this place It is related to the seventh grade activity programs in Chapter XIV (See p 225) It is allowed to remain here because it is so full of concrete suggestions

21. Make a drawing about slaves.
22. Write a story about the building of a ship in New England. Have a colonial ship built by pupils who want to.
23. Impersonate some historical character and have the class members guess who it is.
24. Make maps showing the location of different nationalities—French, Spanish, English, Dutch.
25. Show the meaning of frontier by a well thought out plan.
26. Write poems on colonial life.
27. Take an imaginary trip to the colonies.
28. Have pictures of stage coaches and passenger boats.
29. Dramatize the Boston Tea Party.
30. Prepare speeches on taxation causes of Revolution.
31. Find out why England was blamed for so much.
32. Why charges were made against kings instead of parliament.
33. Dramatize the signing of the Declaration of Independence.
34. Write a story of the happenings at Valley Forge.
35. Collect pictures of the Revolution.
36. Take a trip to Washington's home.
37. Show by paintings the evolution of the flag.
38. Pick out several outstanding characteristics of the Revolutionary War and write about the part they played.
39. Outline the map of North America before the Revolution.
40. Outline the map of North America after the Revolution.
41. Hold an election in class.
42. Pass a bill.
43 Hold a discussion meeting.
44 Dramatize the Constitutional Convention
45. Try a student for violating the Sedition Act.
46. Write a diary of Lewis and Clark.
47. Make a movie on transportation showing its evolution.
48. Chart on U. S. expansion.
49. Describe a day on a plantation.
50. Describe a day on the frontier.
51. Dramatize parts of Lincoln's life.
52. Learn and discuss the meaning of the Gettysburg Address.

Arithmetic

Have ability to:

1. Add, subtract, multiply, and divide with integers, common and decimal fractions, and denominate numbers all being real positive numbers.
2. Write a check and deposit slips.
3. Write a promissory note.
   a Negotiable.
   b. Non-negotiable.
4. To compute interest.
   a. Simple.
   b Compound.
5. To compute bank discount.
6. To work problems in percentage.
   a Profit and loss.
   b. Commission.
   c. Commercial discount.
   d. Insurance.
   e. Taxes.
   f. Stocks and bonds
7. To construct graphs.
   a. Bar.
   b. Circle.
   c. Broken line.
8. To read meters.
   a. Gas.
   b Electric.
   c. Water.
9. Translate equations into word statements and vice versa.
10. Solve formulas by substituting numbers for letters.
11. Apply square root to problems.
12. To read and use scales map scales.

Have a knowledge of:

1. Banking.
   a. Kinds of banks.
   b. How banks make money.
   c. Banking practices.

2. Mortgages.
3. Different types of investments.
4. The meaning and significance of credit in the business world.
5. Meanings of addition, subtraction, multiplication, and division.
6. The meaning of the system of decimal notation.
7. Words, symbols, diagrams and the like as required by life's simpler arithmetical demands or by economical preparation.
8. Square root.
9. Kinds of insurance.
   a. Life.
   b. Fire
   c. Property.
   d. Automobile.
   e. Accident.
   f. Theft.
10. Formulas dealing with volume and surface.
11. Building and loan associations.

Have an understanding of:

1. Good and poor investments.
2. Need for all types of insurance.
3. Various kinds of bonds
4. The necessity of raising taxes.
5. Ratio and proportion.
6. Money orders and telegrams.
7. The value of thrift
8. Money centers of the world.
9. Organization of banks
10. Relation of banks to every day life.
11. Different kinds of business organizations.

Have an appreciation of:

1. The value of arithmetic in our occupations and every day life.
2. The arithmetic situations which make for honesty and good citizenship.
3. Of whole and concrete numbers as they may be applied in practical situations.
4. Some of the history of mathematics.

Literature, Composition, Grammar

Have the ability to:

1. Perceive humorous situations in stories and poems.
2. Select parts or passages in literature which make a particular appeal.
3. See the similarity between life situations and those portrayed in various pieces of literature.
4. Report from memory at least 3 poems one narrative, one lyric, one patriotic three proverbs or maxims and two short prose selections
5. Give oral book reports, and express to classmates why they were liked.
6. Dramatize stories.
7. Paint or sketch scenes and characters from literature.
8. Impersonate characters in literature.
9. Recite to the group poems which one enjoys.
10. Tell stories to the group
11. Illustrate poems.
12. Write book reports
13. Write a fictitious story.
14. Choose, organize and present to the class material, both oral and written from various fields of interest, both actual and imaginary, and to put feelings and opinions into it.
15. Speak with care and confidence and hold the attention of the audience.
16. Make subject matter attractive to the class.
17. Speak in concrete sentences without the use of words "and," and, "so."
18. Criticize oral compositions.
19. Speak with clear enunciation and correct pronunciation.
20. Give directions and explanations clearly.
21. Write or talk from outline of own making
22. Write or give orally narrative, expositions and descriptions, as the ability of the class warrants.
23. Take dictation correctly.
24. Write legibly and neatly.

25. Detect and correct errors.
26. Write a friendly letter and address envelope.
27. Write a simple business letter.
28. Tell or write of personal experience.
29. Recognize a complete sentence.
30. Write simple poems - original.
31. Write a biography in book form with illustrations.
32. Contribute to group conversation.
33. Use knowledge of grammar in speaking and writing.
34. Apply knowledge of grammar to own errors.
35. Analyze simple sentences.
36. Diagram simple sentences.

Have an understanding of:

1. What constitutes a good written composition.
2. What constitutes a good oral composition.
3. Use of rules of punctuation and capitalization.
4. Grammatical usage
5. Application of grammar to composition and life.

Have an appreciation of the worth or value of:

1. Reading at home or in free time
2. The background which reading good literature gives one.
3. A growing standard of selection in choosing books and poems to read
4. School library.
5. Owning a worthwhile book shelf.
6. Giving oral book reports in class
7. Looking up new words in the dictionary and using them in speaking or writing
8. Criticisms by the teacher and classmates
9. Certain pictures which are adaptable to the group.
10. Good books, stories, poems.
11. Courteous behavior and speech.
12. Listening to others while they speak.
13. Holding attention of audience while speaking
14. Help which knowledge of rules of grammar gives in enabling a person to speak and write correctly.

Have a knowledge of:

1. Several standard selections of literature.
2. Various types of literature; such as narratives, lyrics, patriotic selections, biographies, etc.
3. Names and authors of collection of interesting and worthwhile books for home reading.
4. Several poems that can be remembered with pleasure, and various passages from well known masterpieces.
5. Many new words thus enlarging the vocabulary.
6. Sentence classification.
7. Sentence structure.
8. Paragraph unity and coherence.
9. Outline writing.
10. Manuscript forms.
11. Technicalities
12. Grammatical forms.
13. Special letter writing forms
14. Correct spelling.
15. Definition and use of eight parts of speech
16. Properties of each part of speech.
17. Order of sentences- natural and inverted
18. Expansion of various parts of sentence through modifiers.

Hygiene—Seventh and Eighth Grades

Have a knowledge of.

1. Organs of digestion.
   a. Location.
   b. Function.
2. Process of digestion and absorption.
3. Constipation.
4. Organs of circulation.
5. Make up and uses of blood.
6. Organs of respiration.
7. Need of moisture in air.
8. Character, nature, and dangers of impurities as dust in air.
9. Structure of teeth.

10. Teeth decay.
    a. Causes.
    b. Prevention.
11. Food.
    a. Purpose.
    b. Preparation.
12. Organs of nervous system.
    a. Location.
    b. Structure.
    c. Functions.
13. Effect of exercise on the development of the body.
14. Diseases.
    a. Infections.
    b. Contagious.
15. Food adulterations.
16. Drugs.
17. Effects of tobacco and alcohol on the body.
18. Patent medicines.
19. Deformities due to nasal obstructions.

Have an understanding of:

1. Conditions which make for good blood and good circulation.
2. Importance of hindrance to nose breathing.
3. Effect of posture and clothing on deep breathing.
4. Need of proper elimination of wastes from the body.
5. Use of bookwork, handwork and physical training in educating the brain, spinal cord and nerves.
6. Value of work, rest and recreation.
7. Relation of heat and fresh air, day and night to health.
8. Fatigue.
    a. Indications.
    b. Remedies.
9. Methods of economy in purchase of foods.
10. Effect of warm feet and warm baths on health.

Have the ability to:

1. To live up to specific health habits, to develop sound mind and body.

2. To exercise self control.
3. To exercise good manners.
4. To give "First Aid" in case of necessity.
5. To plan a balanced meal.
6. To care properly for
   a. Eyes.
   b. Ears.
   c. Teeth
7. Stand, sit and walk correctly and gracefully.
8. To live up to specific health habits.

Have an appreciation for·

1. Men who have given lives in order that the health of the many may be safeguarded.
2. Fresh air, sunlight, sleep and food as safeguards against harmful germs
3. A sound clean mind.
4. Forming good health habits.
5. Board of Health and Pure Food Laws
6. Good school and home health conditions.
7. Medical inspection and work of school nurse.
8. Responsibility of individual in contagious and infectious disease.
9. Individual responsibility in public and community hygiene.
10. Protecting food and water supplies.
11. A sound healthy body.
12. Exercise and water for health habits
13. Athletic games and contests

CONDUCT GOALS IN EIGHTH GRADE LITERATURE COMPOSITION AND GRAMMAR

Have ability to:

1. Use the guides to reading found in Literature.
2. Use the dictionary and encyclopedia.
3. Select worthwhile types of recreational reading.
4. Take brief, meaningful notes from literary readings.
5. Read aloud certain types of poetry and drama for one's own pleasure and the pleasure of a circle of listeners.

6. Take part in a play or other literary program.
7. Plan and present literary programs.
8. Discriminate between superior and mediocre in literature.
9. Rewrite stories and poems in play form.
10. Make poster designs on books or reading.
11. Originate slogans for book posters.
12. Make posters to suggest care of books.
13. Collect book quotations of value.
14. Write essays on favorite readings or on characters in the readings.
15. Repeat from memory favorite poems or passages from poems.
16. Reproduce in own words stories read.
17. Reproduce on a miniature stage scenes from stories read.
18. Make posters illustrating books read as an incentive to classmates.
19. Announce an assembly program
20. Conduct a meeting with elementary parliamentary procedure.
21. Address a group in a clear, courteous, concise manner.
22. Hold a conversation using easy-flowing, grammatically correct English.
23. Relate experiences, actual and from reading in a manner interesting to classmates.
24. Describe experiences, scenery, people, etc., in composition or poetry form.
25. Write a brief form or review of a book telling plot, names of outstanding characters and theme
26. Distinguish between theme and plot
27. Increase power of organization of material.
28. Speak with ease and confidence and to hold the attention of an audience.
29. Criticize intelligently and impartially oral and written compositions.
30. Speak with clear enunciation and correct pronunciation.
31. Write compositions of more than one paragraph (if ability of class warrants)
32. Write or talk from outline of own construction.
33. Write or give orally narrations, expositions and descriptions.
34. Write a friendly letter and address envelope.

35. Write a business letter and address envelope.
36. Write invitations—formal and informal.
37. Write a letter of application.
38. Write an order letter.
39. Write letters of acceptance.
40. Distinguish between acceptable and unacceptable modes of expression and to know reason for distinction.
41. Examine critically a sentence with a view of diagnosing its imperfections or appreciating its worth.
42. To analyze sentences.
43. Construct a plot for an original short story.
44. Analyze a story, play, or poem for plot and theme.
45. Write an original short story with correct:
    a. Punctuation.
    b. Capitalization.
    c. Spelling.
    d. Sentence structure.
    e. Paragraph structure.
46. Add new words to vocabulary and use them correctly.

Have a knowledge of:

1. A few books and poems listed for class study.
2. A large number of books, magazines, and poems of considerable variation in type.
3. A few modern authors, their works, style of writing.
4. How to find books that minister to practical needs and interests.
5. Main characteristics of books and poems by authors read thus far.
6. Lives of three or four authors.
7. Poems that have been set to music.
8. Names and authors of interesting and worthwhile books for home reading.
9. Several poems that can be remembered with pleasure and various passages from well known masterpieces.
10. Authors of recognized literary masterpieces.
11. Classification and structure of sentences.
12. Verbs and verb phrases.
13. Grammatical correctness.

14. Agreement of subject and verb.
15. Tense form of verbs.
16. Correct usage of adjectives and adverbs.
17. Conjunction, as connecting words.
18. Paragraph unity and coherence.
19. Outline writing and notetaking.
20. A few simple figures of speech.

Have an understanding of:

1. Various types of literature
2. Values derived from good literature.
3. Self-criticism is both oral and written composition.
4. Grammar as a help in all aspects of communication.
5. The social obligation and necessity of conforming to accepted standards in communication.
6. Nouns as the bone of sentence structure.
7. Importance of prepositions and their usage.
8. Use of clauses in sentences, their powers and weaknesses.
9. Voice and mode of verbs.
10. What constitutes a good oral composition.
11. What constitutes a well written composition.

Have an appreciation of the worth and value of:

1. Use of books as a leisure activity.
2. The older classics and the better modern authors
3. Literature as a source of information of people, their experiences and customs.
4. Enlarging one's vocabulary.
5. Use of the dictionary as an indispensable source of information.
6. Wide and valuable reading as a means of broadening one's education.
7. Consult sections of the newspapers as a means of broadening one's views.
8. Bringing in poems, books or magazines one has enjoyed.
9. Making a collection of poems
10. Collecting quotations from famous authors.
11. Owning a worthwhile book-shelf.
12. Criticism by pupils and teacher.
13. Certain works of art.

14. Drama as a combination of all the arts.
15. Courteous behavior and speech.
16. Being a good listener.
17. Holding attention of an audience.
18. Being a clever conversationalist.
19. Help which knowledge of rules of grammar gives in enabling one to speak and write correctly.
20. The presentation of a play for amusement and as a means to acquiring technique in this field.

CONDUCT GOALS IN ORAL ENGLISH FOR NINTH GRADE—ORAL ENGLISH CURRICULUM FOR FIRST YEAR ENGLISH IN TERMS OF CONDUCT GOALS

Ability to do or make:

1. To stand well poised when speaking to a group.
2. To speak directly with ease and confidence and hold the attention of the audience.
3. To speak in a clear, courteous, and brief manner with the voice properly modulated
4. To speak in clear, concise sentences without the use of "and," "and-so," "but-er," "then," "when," etc.
5. To concentrate on unit of thought, the sentence, and enable listeners to do likewise.
6. To use correct grammar in speaking (and writing).
7. To speak with a clear enunciation and correct pronunciation.
8. To talk from an outline of own construction.
9. To distinguish between acceptable and unacceptable modes of expression and to know reason for distinction.
10. To read aloud some literary material requiring some degree of interpretation as in drama, reading conversational anecdotes, reading exciting or otherwise audience-appealing excerpts from books.
11. To read narrative and epic poems, and drama, for one's own pleasure and that of a listener.
12. To repeat from memory passages of poems which make a special appeal to the student.
13. To interpret poetry read aloud and give circumstantial background

14. To give a paragraph talk on one phase only of a large topic starting in such a way that audience will know for what to listen.
15. To clinch point of a paragraph talk, and end it effectively in a definite amount of time.
16. To persuade others to buy tickets or otherwise support a school function.
17. To make a campaign speech in connection with school government organizations, inducing others to join one of the school clubs or activities.
18. To give oral reports and reasons why books were liked.
19. To tell personal experiences, observations, and anecdotes.
20. To conduct a meeting according to parliamentary procedure.
21. To organize a club, draft a constitution, elect officers, appoint committees and other familiar activities.
22. To give orally narration, description, and exposition.
23. To contribute to informal, unstudied group conversation.
24. To take part in play or other literary program and to impersonate characters in literature.
25. To reproduce conversations and short stories.
26. To announce assembly programs and give typical, characteristic, announcements.

Have a knowledge of:

1. Several poems that can be recalled with pleasure such as various passages from well-known masterpieces.
2. New vocabulary words
3. Structure of sentences, topic sentence, grammatical usage, paragraph unity, coherence, and emphasis.
4. Topical and sentence outlines.
5. Debating.
6. How to interpret poetry.

Have an understanding of:

1. Self-criticism in oral composition.
2. Grammar is a help in all aspects of communication.
3. Use of clauses in sentences.
4. What constitutes a good talk.

5. The social obligation to conform in communication to accepted standards.
6. Debating.
7. What poise and persuasion do in oral composition.

Have an appreciation of the worth and value of:

1. Pleasant and well modulated voice.
2. Enlarging one's vocabulary as a means for expression.
3. Speaking clearly and making meaning definite.
4. Bringing for class literary material enjoyed.
5 Criticisms of audience and teacher.
6. Courteous behavior and speech.
7. Listening to others when they speak and carrying out instructions definitely.
8. Holding attention of audience.
9. Help which knowledge of rules of grammar gives in enabling one to speak and write correctly.
10. Fluent English and a cultured voice.

Several comments should be made in order to indicate to the reader certain characteristics of the curricular material just set forth. Otherwise it may appear to the casual observer nothing further than a representation of curriculum which is in no way different from that with which he is familiar. For it is not in the outward aspects that this material differs from much that has been presented elsewhere. One list appears much like another on the printed page. It is in inner structure that these materials may be discovered to be different from certain other catalogings with which the teacher is probably familiar. The attempt has here been made to set forth certain elements of learning which are essential from the teacher's point of view but also desirable from the point of view of the learner. To this end the attempt, not always a successful one, has been made to cast the elements into modes of conduct rather than to set them forth as abstracts or as generalized procedures or subject matters; to cast them into the active mood rather then to display them as the inert wares of a salesman teacher.

Teachers are urged not to accept these goals as they are here set forth. Rather should each teacher make herself master of the ideals and principles involved in their construction and prepare for her own

class its own individual list of goals. Taking the list as here set forth for the grade which she teaches the teacher may make use of it as a basis. Revising it she may improve it in many ways.[6] In the first place she may revise it in terms of the curriculum which is given her by the school system in which she teaches. She may remove elements which are assigned to other grades than hers in the particular school system to which she belongs. She may also add new goals which may be suggested by her official curriculum or by her own experience with groups of children. Furthermore she may take any of the elements which seem to be unduly artificial in the mode in which they are here cast and re-write them. They may be cast in a form which would involve the same essential learnings, but which would be more genuinely in the mode of life and conduct, and more obviously a goal toward which children of the age she teaches would be willing to strive Thus with the written form of the curriculum the teacher would be mingling not merely her own experience but the tendencies of children as she has known them She may then rely on the developing activity program to determine new forms in which the goals may appear, and new settings in which they may be learned. Thus in the actual teaching event curriculum will be influenced by the guidance of experts, the experience of the teacher and the learning child himself.

UNDIFFERENTIATED CURRICULUM

It has generally been customary in the printed forms of curriculum to set forth the various courses of study according to subjects. Thus a piecemeal conception of the work of a grade was given the teachers. Writing, spelling, reading and arithmetic were portioned forth separately with the implied intention that they should be so separated and taught. In the issue they actually appeared on the time table in separate blocks or compartments. Thus the simple ability to write a friendly letter, a conduct goal in itself, was burst asunder and taught in bits, the handwriting in the handwriting period, the punctuation in the composition period, the spelling in the spelling period and the unity of the whole as an act of friendship in no period at all. In the simple curriculum goal *ability to write a friendly letter* the curriculum

[6] Classes of teachers studying from this book may profitably cooperate in committees for the improvement of local curricula for current use

goal as it is written down preserves the unity of the human conduct involved. In it spelling, writing and punctuation are undifferentiated. So throughout this whole curriculum it is to be observed that division into subject matter categories has been disregarded in the interests of conduct organization. The goals for each grade are presented independent of any notion of classifying them in abstract terms of subjects. Let there be no mistake about it, subject-matter is involved in both the curriculum goals and in the learning of the children. It is not allowed to dominate the organized curriculum in expressed categories. Thus the curriculum is adapted to a type of teaching organized in accordance with units of life rather than in terms of units of subject matter

In the section of curriculum which is presented for use in the junior high school this undifferentiated form has been abandoned. This is not because the principle does not hold on this level as firmly as it does on the elementary school level. Rather is it because the exigencies of the actual situation in departmental schools make it unavoidable as long as school work is apportioned to teachers in terms of certain specific subjects. In such cases it becomes necessary to apply the conduct principle within a narrower limit. Consequently an attempt is made to formulate goals which, while they are expressed in terms of conduct, are nevertheless forms of conduct in which the subject concerned functions with special prominence. This is compromise, but in any specific teaching situation compromise is practically always the only *modus vivendi*.

THE USE OF THE CONDUCT CURRICULUM IN CHECKING LEARNING

The teacher will find it convenient to have her terms curriculum expressed in conduct goals in typed form on her desk as well as in fluent form in her mind. It is only as she holds it in her thoughts that she will be able to plan intelligently with the children as they embark on the various activities of the term. It is only as she keeps it typed on her desk that she will be able to check with a pencil the goals which have received attention and may be regarded as having been covered for the term. The teacher under an older régime was puritanical in her devotion to the necessity of "covering" her curriculum. To cover the curriculum was to see that before the attention of the class must

come every jot and tittle of subject-matter prescribed for the term. Just as the moving pictures portray the full drama photograph by photograph upon the screen so the teacher was to run off the subject matter in sequence and speed Day by day and week by week until at the last trump of the year she could sigh with relief that the whole had been "covered." But of what use is the moving drama if the audience looks away from the screen. Too often the covering of the curriculum meant a mere presentation of a sequence in comparative indifference to the individual learning of individual children. Some learned this, and some learned that, but none learned all. It was not the children as individuals who covered the curriculum but the teacher. The curriculum was "covered" at the tip of the teacher's tongue. The covering of the curriculum was, from the point of view of the children's learning an illusion or a pretense. This pretense we must abandon. We must not merely realize that children will not each and every one learn each and every thing We must not even attempt to have them do so. Rather must we work that each child learn some few essentials and that each has an opportunity to learn many other things. At the conclusion of any group activity such as the presentation of a play which the class has written portraying the story of Evangeline the teacher may with her pencil check on the typed goal-list those goals which such a complex activity may be reasonably expected to have accomplished. In the selection of succeeding activities she should guide the class to activities which will provide adequate opportunity for the learning of those goals which have not been checked. Thus by a sophisticated choice of activities in accordance with unchecked goals the teacher may "cover" her curriculum with as good a conscience as any teacher ever may.

Such a general checking will be adequate for the covering of general goals. There are, however, certain goals which are of such special individual significance that they should be checked specially for each individual. In the curriculum goals as presented here on pages 85 and 89 for grades three and four individual goals as contrasted with group goals have been marked with an (i). Teachers are advised to keep not only a typed list of all the goals for their grade but to prepare mimeographed sheets, one for each pupil, on which are listed those goals which the teacher feels are of sufficient importance to be indi-

vidually checked for each child. As these goals are satisfactorily reached each child may have an individual check mark for each goal achieved. It is not possible here to suggest the ideal way of using these individual checking sheets. Teachers are better left to determine these matters for themselves and to find their own methods of handling such details. It is to be hoped that in such cases supervisors will not dictate special schemes and plans for teachers to follow in rigid detail. If teachers are provided with such mimeographed sheets or cards, and an understanding of their signifigance and use, they may be safely left to themselves to find ways of using them. Some teachers will like to show the cards to the children. Others will not. In some cases the teacher may hold them, in others the children, in others they may be posted on a common bulletin board. Some teachers may like to use them as report cards for return to the parents, others may not. It is of little importance just how teachers use these individual goals for checking, and each teacher should make her own list of individual goals from the grade list. The important thing is that the principle of individual checking of individual goals be used in order to keep an orderly and systematic check on individual and group improvement. Thus may teaching proceed with solidity and assurance.

The curriculum as here set forth shows, without a doubt, too much of the influence of the teacher's point of view with respect to what children should learn. The most wholesome purging which it could suffer would be the rigid scrutiny of children themselves. Teachers might do well to present the curriculum here outlined to the children and write it with their help into a list of "things we want to do this year."

The situation is, however, complicated by the fact that the curriculum as written for the teacher may not always be the curriculum as it appears to the children. Certain of the values written therein may be obvious to the teacher at any given time, but may be coveted by the children only at certain times and under certain circumstances. It might therefore be advisable for the teacher to prepare the curriculum in special form for presentation to the children in an experimental way. It may prove that what should be set before the children as a set of goals should be sometimes curriculum, sometimes realm backgrounds, and sometimes the name of an activity. Each may be easily

separated from the other on paper. In actual life they may be so involved as to be almost indistinguishable.

THE DEVELOPMENT OF THE UNITS OF CONDUCT OR UNITS OF ACTIVITY

Some general consideration of the way in which units of conduct arise and the way in which they develop may be of assistance in clarifying the nature of the activity of both teacher and pupil during the progress of learning. It is necessary to thoroughly understand the way in which a unit of conduct develops under the overruling judgment. There are three general phases of a unit of conduct which may be conveniently distinguished—the initiation, progress and completion of the activity. It is useful to consider each of these in relation to its experience by the pupil and its direction by the teacher.

THE CONDUCT UNIT PROCEEDS UNDER OVERRULING JUDGMENT

In all the phases of its progress, from the awakening of the need, through the purposing, planning, carrying out and evaluating, all activity must continue under the ever watchful critical judgment of the pupil engaged in it. It has been said that we are on earth to "grow souls." If that be so our souls grow in accordance with our choices. What do we recognize as our needs? Do we seek the gross things only? Or do we acknowledge needs for the less material things of the spirit? We choose units of conduct which supply what we recognize as our needs. As a man "thinketh in his heart, so is he." Children should learn to choose from among their needs according to values which the teacher may reveal. It is similarly true through the purposing, planning, executing and judging that the personality of the pupil develops according to the way in which he judges. All the way through the overruling judgment should be as much as possible that of the pupil. When the pupil's judgment is adequate the teacher's judgment need not be issued except in the form of approval at the completion of a task. When, however, the pupil's judgment is inadequate it should be supplemented by that of the teacher. The teacher should reveal to children under her charge good standards of judgment. It is but poor service to the child to let him go wrong in what pretends to be his own interests.

LIFE ON A CATTLE RANCH

GRADE 3

THIS picture illustrates motivated addition. The realm in which the children were working was "Life on a Cattle Ranch" in the dry western plains of North America.

The children called the games shown in the picture their round-up games. They made most of the apparatus used out of old boxes. There was no doubt as to the enthusiasm of the class. Six different games with four children to each game were in progress at one time. Some kept scores at the blackboard. Others kept scores at the tables with paper and pencils. An important item to the teacher was that all talking was done either with chalk or pencil. As the games progressed quietly a group of children in another part of the room was being coached on addition facts so that they might join the games later. To have the most cattle or "dogies" or yearlings in the round-up was the goal of the arithmetic period.

ESTELLE DALY.



THE INITIATION OF A UNIT OF CONDUCT

It is in the initiation of activities, if anywhere, that the teacher should keep hands off. Here more than anywhere else the teacher should wait for the children's responses. But is the teacher a passive agent even here? Far from it. She has already been active in preparing an environment which abounds with various stimuli to activity. She is active in awakening needs. Furthermore, she arranges situations for discussion during which needs may be brought forward, recognized and evaluated, and in the progress of which they may issue into purposes. Yet through it all, though she may not have to wait long, the teacher is ever on the watch for the children's self-initiated activities. These are the beginning points of sound learning. These are the materials which lend themselves to teaching. It is thus that learning begins with the child.

THE PROGRESS OF A UNIT OF CONDUCT

The greater part of the time involved in the carrying out of a conduct unit is usually consumed by the activities of planning and in the carrying out of the purpose. During these activities as much of the burden of the operation should be assumed by the pupil as is possible. If pupils are trained throughout their school life to plan and carry out on their own initiative they will be very capable in such matters in their later school life. On the other hand it should be remembered that children need assistance in planning a great deal of their work. The sailboat which a boy produces unaided will not be so good a product as one which the teacher provides directions for, and in the planning of which she gives occasional assistance. It is necessary to obtain expert assistance in planning certain activities. So the average business man consults an architect in the planning of his house. On the other hand, if the pupil is unable to carry on unassisted most of the activities involved in the execution of his purpose, the unit of conduct is probably too difficult for him. The assistance which the teacher gives in the actual execution of a unit of conduct should be at a minimum and should be in the nature of the help that one comrade would give another, in this case a stronger and wiser comrade. So during the step of executing the teacher should encourage children to carry on by themselves and only to ask for help when absolutely necessary.

THE EVALUATION OF A UNIT OF CONDUCT

An individual should be his own strictest judge. While judgment goes on during the whole progress of a unit of conduct there is a special time at the conclusion of the activity when it is useful to evaluate what has been accomplished. Has the standard been reached? Does the finished product fulfill the need which it was made to fulfill? Has one's conduct been well mannered, sensible or honest? It is difficult for the teacher to know whether or not the pupil is evaluating his efforts properly. It is easier to judge of this fact from the general activities of the child in the school than from some specific case. The slovenly child has careless habits of evaluation and needs special attention. By providing standards for comparison at the conclusion of a unit of activity, children's opportunities to evaluate their own work are increased. Again, time and attention should be given to the matter of evaluation, both for individual work and for work which the class has been engaged in as a group. The question should be asked—"Have we carried on from beginning to end satisfactorily, and have we attained our purpose?" The traditional examination has been an attempt to evaluate the work of individuals and of groups. Its greatest failure has been in the fact that it is entirely a teacher's judgment and not the pupil's judgment of his own activity. Pupils seldom recognize in the results of examinations any judgment of their own activities. They say to the teacher, "That was a low mark *you gave me.*" They seldom see validity in the answer, "I didn't give it to you, you gave it to yourself." Traditional examinations are attempts to find out what teachers should know without them. They are opportunities for children to persuade the teacher that they are better pupils than they really are. Children should judge their own activities. The pupil who plays in the school orchestra should hear the work of professionals. The child letter-writer should compare his accomplishment in handwriting with standard writing scales. The pupil who paints a portrait should compare it with the work of others. It is when the child is not applying standards accurately, or when he fails to respond to failure by renewed effort, that the teacher must assist him in evaluating his work.

CHAPTER IX

REALMS OF LEARNING

TEACHING in modern schools has suffered enormously from the confusion which has been current regarding *curriculum*, the *realms of of learning*, and *activities*. Failure to distinguish between these various aspects of the teaching situation has been widespread Lists have been published purporting to be lists of activities. They have proved to be a jumbled mixture of activities, topics and themes constructed with no unifying philosophy behind them, but haphazardly as teaching befell and naming happened. The lists contain such diverse matters as transportation, building a rabbit hutch, Egypt, fractions, a trip to Alaska, giving a circus and holding a Christmas party. The confusion has been further confused by attempts to brand such a list of indistinguishable affairs as a curriculum. Accounts have been issued of work carried on by teachers and children with full analyses of approach, method and goals attained, and the whole has been branded curriculum.

In order to free ourselves from this confusion it is necessary to distinguish clearly between curriculums, realms of learning, activities, and activity programs. Since reference has already been made to curriculums and learning values so delineated that they may become desirable goals to learners who have matured to them, attention will now be given to the meaning and nature of realms of learning.

Despite the contentions of certain thinkers to the contrary there is a certain degree of maturing necessary in the sequence of curriculum from the lower to the higher grades. The elementary school curriculum may not be regarded as entirely discrete and its sequence of goals entirely neglected. There is a sense in which the goals of the fifth grade represent the needs of fifth grade children in a way which the goals for the second grade do not. Anxious as we may be to retreat from a formal program which would set a definite time and place for specific learnings, still we must not retreat so far that we fail to recog-

nize that the goals of succeeding grades are the goals of maturing children. Thus while it may be, to a certain extent, a matter of indifference whether children become acquainted with the Corinthian Pillar in grade two or grade five, yet no one would wish to delay Little Red Riding Hood to the Fifth Grade, nor to take up Dr. Jekyll and Mr. Hyde in the second. Consequently, astute teachers, by a study of their curriculum, will descry a certain pattern inherent therein, a basic pattern distinctive for the level of the children's living, yet so elemental that it may appear in many modes of living. The pattern itself will vary from school to school, from school system to school system, from curriculum to curriculum. But pattern there must be and pattern the teacher should detect by an examination and study of the curriculum goals which she has set. One fifth grade teacher might discover in a curriculum a pattern which seemed in some way to involve the middle ages, scientific life in the modern era, European countries, and considerable American literature. Another fifth grade teacher in another school system might discover in her curriculum modern American social life, Roman history, measurement of areas, distances and heights, Continental literature. These various realms might appear after a thoughtful consideration of the goals of redirected curriculum. These, and of course, many others might be profitably listed for the teacher's convenience in planning. The thoughtful consideration of realms indicated by the curriculum would thus provide the teacher with some notion of the field in which activities might be profitably and simply developed with the children. If the teacher could possess a perfect curriculum the realms would become particularly obvious and correct. Lacking such a perfect curriculum the teacher must use what she has and overcome its deficiencies by whatever astuteness of method she may devise. Actually the deficiencies of the curriculum will be reflected in the realms outlined and to a certain extent later on in the activities which the children develop.

THE MEANING OF "REALMS"

The concept of realms of learning is a very loose and flexible one. It is primarily a mediating concept between the *curriculum* and the *activities* which lead to its fulfillment. Granted that the curriculum is

a set of essential goals, and that children engage in a series of adventitious activities in the course of which they reach those goals, then, so that some order may come out of chaos, realms of learning may be planned. Realms of learning may mediate between the inflexibility of curriculum and the flexibility and opportunism of organically developed activities. Thus by inspecting her curriculum the teacher may discover a series of realms in which she may develop activities, such as transportation, communication, French history, electricity, primitive life, and so on, indefinitely. A realm of learning is merely some field or recognizable division or area which seems to be a homogeneous unity with respect to opportunities for experience and accomplishment.

The flexibility of the term realm of learning makes it advisable to present a series of terms and classifications which are related to it, with accompanying examples. A realm of learning liberally interpreted may be either a theme, a topic, a culture group, a geographical area, a historic period, a specialized field of thought, or even a subject or any specially delineated area. Classes frequently agree to study some such theme as the Settlement of the West, or How Men have Kept Time. They sometimes consider what has from time immemorial been regarded as a topic for school life, the stars, the tide, water power, or any of a hundred and one matters which may be so simply named. Culture groups, such as the Dutch or Primitive groups are frequently used as the background of activities. Geographical areas such as Russia or Turkey or Tasmania may become centers of interest, or historic periods such as Medieval or Renaissance life. A specialized field of thought or study such as electricity, or light and color may provide desirable materials for activity, while even a subject such as nature study or life science may delineate an area sufficiently definite for investigation and organization. In a certain sense a problem, too, may be regarded as a realm of learning. The children who are anxious to know how a mechanical refrigerator works, or where clouds come from, or whether Wilson was as great a man as Lincoln are really approaching a topic via a question. The difficulty with such realms is the impossibility of accurately forecasting them. In all probability realms of learning are best expressed as themes, culture groups, specialized fields of thought, intrinsically interesting topics or prob-

lems. These types of realms, because of their active significance and involvement with life itself, lend themselves to expression and development through an activity program.

The following list of examples may help to make clear the various types of learning realms which are in frequent use in current discussions:

A Special Field of Thought
- General Safety
- Books—their Purchase, Use and Care
- Unification of People through Communication
- Freedom

A Division of Subject-Matter
- English
- Electricity
- Astronomy

A *Specially Delimited Area*
- Cooking
- The Police Department
- Great Leaders in France
- Current Reorganization of Government

A Theme
- How the Settlers came to move across the Continent
- The Development of a World Port: Hampton Roads
- How Man made Power

A Topic
- The Weather
- Paper
- Control of Infection
- Heat and Light

A Culture Group
- Japanese Life: A Visit to Japan
- Life in Italy
- Primitive Man

A Geographical Area
- Countries of Central Europe
- The Far North
- The West Indies

An Historic Period
The Age of Chivalry
Study of the Reformation
Colonial Period

REALM BACKGROUNDS FOR THE ELEMENTARY SCHOOL

The organization of the life of the whole school in terms of realms of learning has been one of the most pressing and confused problems of current elementary schools There is a need for the planning of the life of an individual elementary school in terms of realm backgrounds which correspond with the school curriculum. Cases are on record of individual children who have passed up through the elementary school encountering the same realm background in nearly every class. One child was found to have studied Indians in five out of the six elementary school grades. In certain systems the making of books has extended right through the elementary school, being carried on in every grade. The custom of writing a class newspaper has been so overworked that children have become tired of it long before it was pressed upon them in the fifth or sixth grade. Such an overlapping of realms and activities is reminding teachers of the necessity of planning the school tentatively in terms of realms and activities.

This eagerness for a planned school should not blind teachers to certain undesirable aspects of any such scheme of planning. The death of the good education is over-systematization, over-uniformity of procedure and content, inflexibility, and stereotyped method and organization. Probably the greatest danger to modern school teaching is that analysis will be followed by slavish and mechanical imitation. Consequently, we must carefully weigh any arguments which might be advanced against the apportioning of tentative realm backgrounds throughout the school. In the first place, in a well organized school with highly equipped and distinguished teachers it might not be necessary. It is possible to conceive of a well regulated public school in which the children pass through an orderly progress in the growth of desirable experiences from the lower to the upper grades, but in which the governing of the realms of background is left entirely to the teachers and the children. In such a school, however, a set of conditions should prevail which are seldom approximated in public schools today.

In the first place, each teacher must, of necessity, be such a highly developed and trained personality that she is virtually an expert in life experiences, real values and child life. She must be travelled, trained and cultured, and have a grasp of the whole problem of child life and child guidance which is beyond that of many of the best elementary school teachers in our school systems today. In the second place, the school should have a well developed system of "child accounting," built not for the gratification and self-importance of steel filing cases and school principals, but for children and teachers. Such a system of child accounting would provide a personal record of the elementary school life and personal characteristics and history of each child, and would be passed up through the elementary school from teacher to teacher, together with the children. A study of such a record of the school life of each child, including, as it should, an account of the realms and the main activities in which he has been interested, would solve to a very large extent any undesirable overlapping which might occur. Frequently teachers meetings in which the whole staff planned in concert the work of the school, and reported the concerns and activities of each group of children, would provide a working knowledge of the whole school to all the teachers. Thus by becoming acquainted with the life of the whole school the life of each group might be correctly oriented to it. Breadth of experience on the part of the teachers and reasonable care in planning would be sufficient to avoid the neglect of any important phase of experience. Unfortunately, in certain schools where such care has been entrusted to the teacher, an inadequate philosophy of education, faith in the haphazard, and insufficient analysis and planning have actually resulted in serious neglect. Such careless work is to a large degree responsible for the desire of teachers and administrators for a more definitely planned and clear concept of realm backgrounds throughout the grades.

This desire for a planned series of realms has perhaps also been stimulated by an inadequate and poorly considered concept of the undesirableness of overlapping of realms from grade to grade. On the surface it may appear to one mastered by the subject-matter concept of learning that the repetition of a realm in successive grades is extremely undesirable. Consequently, it is worthwhile to consider what would be the educational accompaniments of such a repetition.

Suppose, for example, that a group of children who encountered the American Indian culture groups in grade two should again meet them in grade five. To what extent would it be undesirable and to what extent desirable that the fifth grade should again concern itself with American Indian Life?

The origin of the activities concerned might be very different. In the second grade the interest of the children might arise from their imaginative interest in Indian legends. The treatment which they gave to it would in all probability be merely a play approach to the subject, telling and reading of stories of Indians, the interest spreading to Indian costumes, picturesque customs and possibly to the giving of a play. It might very well be the vehicle of certain third grade curriculum goals and become the medium via which the children improved in reading, oral expression, manual and artistic expression and social harmony. If later on these same children encountered Indians in the fifth grade, the subject might arise out of a background of serious history, or possibly from the discovery of certain Indian relics or a visit to an Indian exhibit at the museum. The interest developed in the earlier grades might revive and support a more serious study of Indian life which would again become the vehicle of the curriculum, this time the curriculum of the fifth grade, with its developed historic and geographic social interests. Thus the same realm might become the vehicle of different activities, and because of its nature as an outcropping interest might be more valid as a fifth grade interest than if it had not been previously treated in the second grade. On the other hand, frequent, yearly, unremitting dinning upon the life of the Indian throughout the whole elementary school might become extremely tiring and useless.

The fear of repeated use of a realm may arise largely from the fear of the unsophisticated that because the realm is the same the subject-matter dealt with would be the same in both second and fifth grades. This is the result of carrying over from the older pedagogy a concept which is not valid with the new. In terms of life in the subject-matter school, to repeat a topic such as Indians would be to repeat the same subject-matter, a sin which the self-satisfied, subject-matter school can, nevertheless, not be absolved from. Such subject-matter as American history has been repeated and repeated in certain school

systems of the subject-matter type until children have become nauseated thereby. Certainly, repetition in the newer school is not *more* dangerous and wasteful than in the old. It is less so, for the repetition of a realm is not necessarily the repetition of subject-matter. The activities evolved in the same realm on a higher level differ not merely from the second to the fifth grades, but from one fifth grade to another dealing with the same realm. Consequently, repetition and overlapping, if correctly dealt with, are not to be regarded as anathema. To repeat a realm on a different level of difficulty, arising in a different fashion, developed by a different series of activities for a different purpose, as long as it does not assume too large a part of the school life so that it pushes other desirable activities aside, may be a most satisfactory procedure.

In spite of the fact that a good school might be organized without the planning of realm backgrounds, and in spite of the dangers of over systematization, nevertheless, there seems a present definite need for a consideration of planned realms. Many public schools which are reorganizing their work have not yet developed the ideal state of affairs which has been outlined above. Teachers are not ideal teachers, systems and procedures are not always perfect ones. In our attempts to meet actual, practical situations we must modify our visions and ideals. While it would do no harm if we should ever keep in our mind's eye the dream of the ideal school in which children and teachers are full determiners and masters of their own realms of learning, yet for the more definite present, planning is surely helpful.

EXAMPLES OF PLANNED REALMS

Several school systems have already been attempting to evolve a series of planned realms for the whole elementary school. At this point it seems desirable to present these plans which are already in operation. They may then be used as a concrete basis for discussion and criticism in order that those who are engaged in realm planning may improve on the experience of others.

The first good example of planned realms which came to my attention was that of the Windward School, a private elementary school in White Plains, New York. Its evolution was natural. That is to say, it was not set up by a study and modification of other school plans. It

was the result of the reorganization of the materials of the elementary school in concordance with the activity program. The school is one which is free from the fads and fancies of organization and administration which mar so many of our better known demonstration schools. The plan was worked out by competent teachers in harmony with the repose of a natural background of healthy American life in which superior and wholesome culture backgrounds support intelligent sympathetic work with children. It is for these reasons well worth careful consideration.

THE WINDWARD SCHOOL, WHITE PLAINS, N. Y., REALM BACKGROUNDS

A. (3 year olds) Nursery.
B. (4 year olds) Animals.
C. (5 years) Transportation—Boats, airplanes, trains.
D. (6 years) Food—Rich experience of number in real form.
E. (7 years) Shelter.
Other human needs as:
a. Man-made things.
b. Aids to living.
F. (8 years) Primitive Life.
Eight year olds are a specially dynamic group.
Breaking loose from parents at this age, this is of all ages, the age of thunder, blood and murder.
Ancient Near East—Religon and cult of death. Knives and guns.
G. (9 years) Orient, China, Japan, India. Far East Project.
H. (10 years) Greece.
Rome.
I. (11 years) Medieval Life.
European Expansion.
J. (12 years) Renaissance.
England.
Europe.
K. (13 years) America. Emphasis on Current events.
Foreign Countries. Emphasis on Current events.
Special Subjects Arts Crafts, and social and life sciences.

Here we witness an orderly well-developed attempt to plan realms of learning. Its strength lies in the fact that the realms are obviously suited to the age level of the children for whom they are planned. They are evidently arranged to carry the child from his own environment gradually farther afield in time and space. A note provides for the arts, crafts, social and life sciences as special subjects. No reference is made to the complex integrated skills—reading, writing, arithmetic and spelling, nor to certain other familiar fields of subject-matter. It may be that later development of the concept of planned realms may indicate a richer and more full decision of realms including these other parts of school life indicated here as special subjects. For the present it is obvious that any full picture of the life of such a school would demand a knowledge of the curriculum, the realm backgrounds and also the activity program.

REALM BACKGROUNDS IN THE PASADENA PUBLIC SCHOOLS

Very recently certain public school systems have been concerning themselves with the allocation of certain grade realms. The following list worked out in the public schools of Pasadena, California, is worthy of consideration:

Grade 1. The Home.
Grade 2. Community Life.
Grade 3. Children of Other Lands.
Grade 4. Our State.
Grade 5. Transportation.
Grade 6. Early Civilizations.

This list of suggestions has the merit of allowing considerable flexibility. On the other hand, the prospect of successive years in a first grade in which the teacher deals, year after year, with such a theme as the home does not promise well for freshness, variation and spontaneity. The excessively geographical character of the general plan is perhaps not ideal, while the tendency of the whole seems to lend itself very easily to over-emphasis upon American life. Only experience with such a program, carried on with the definite intention of liberalizing rather than restricting the plan, will enable teachers to evaluate such a scheme.

REALM BACKGROUNDS IN NEW JERSEY PUBLIC SCHOOLS

A similar allocation of realms has been worked out for the use of the teachers of New Jersey as follows:

Kindergarten.	Home, Family, Community.
Grade 1.	Neighborhood Community.
Grade 2.	Primitive Peoples.
Grade 3.	Primitive Peoples.
Grade 4.	Our State.
Grade 5.	The Nation and Colonies.
Grade 6.	Nation as a World Community, World Development up to American Colonies.
Grade 7.	The Nation as a World Community—American Colonies to the Civil War.
Grade 8.	The Nation as a World Community—Civil War to the Present.

This plan, while it is superior in its wider suggestion for the lower grades, seems to be enormously overweighted with leads into American History and Geography. In its administration it would seem that it should be carefully guarded against narrowness and localism.

The following expansion of this plan was worked out in the Edgewater public schools under the direction of William F. Conway.

REALM BACKGROUNDS IN EDGEWATER PUBLIC SCHOOLS, EDGEWATER, NEW JERSEY

New Jersey State Monographs (Social Studies and English Literature)

Kind. (Age 5) The Home and Family Community.
(Mother, father, sisters and brothers, pets. How they all help.)

Grade 1. (6 years) Neighborhood Community.
(Grocer, milkman, policeman, postman, church, school. The weather: rain, snow, summer, winter, winds, clouds.)

Grade 2. (7 years) Early Communities, Primitive Peoples.
(Indians of the Plains, of Pueblos, Eskimos, Cave Dwellers. Fairy tales and Cinderella.)

Grade 3. (8 years) Early Communities, Primitive Peoples.
(Indians of the Northwest before the coming

of the White Man. *Robinson Crusoe*, Cave Dwellers, etc.)

Grade 4. (9 years) The Community of New Jersey (Our State).
(Coming of the White Man. Early Settlements. Colonial Life among the Dutch, Puritans, Swedes, Quakers, etc. Pioneer Stories.)

Grade 5. (10 years) The Community of the Nation.
(Development of the Colonies into one Nation, Independence; Constitution; Developments due to Transportation, Stories of real persons: Washington, Lincoln, Davy Crockett, etc.)

Grade 6. (11 years) Our Nation as Part of World Community.
(What we owe to other people of earlier times. Beginnings of Development of European Civilization. Greeks, Romans, Middle Ages up to Colonization of America. Stories of Group Loyalty—Robin Hood.)

Grade 7. (12 years) Our Nation as Part of a World Community.
(Period of Colonies to Civil War—Birth of a Nation, Causes of Revolution. How to Study; how to use Reference Books; Studies of Occupations, "Miles Standish.")

Grade 8. (13 years) Our Nation as Part of a World Community.
(Civil War Period to the present day. Gains in conservation of life, Conservation of natural resources.)

Unfortunately, this list is made up on what seems to be a confusion between the general field of social studies and the activity background of the school. To regard the activity program and the social studies as one field is an unfortunate point of view, for the activity program should be the warp and woof of the school in all subjects and fields at every level. Such an over-emphasis on social studies leads to a corresponding over-emphasis here upon history and geography, especially American history and geography, and leads to an undesirable tenuity in the study of the comparatively brief period of American history. The suggestions for the kindergarten and the first grade are particularly useful and offer many alternative interests and approaches leading to many possible diverse activities.

CHAPTER X

GENERAL ORGANIZATION OF THE ELEMENTARY SCHOOL AS A BACKGROUND FOR ACTIVITIES

IN AN attempt to improve the work which has already been done in the allocation of realm backgrounds it is advisable to formulate ideas as to the general nature of the various levels of elementary school life. In the *lower grades* is the maximum amount of freedom in organization. The children's interest in play, and their willingness and power to turn almost anything at hand into the materials of play allow the teacher the greatest freedom in the development of content. Rigid prescriptions of realms for these grades should not be made. Still greater freedom is allowed the teacher because of the emancipation from any large amount of definite subject-matter which will be involved in the activities of the group. Children in the lower grades are not concerned primarily with ideas. Their life is the exploration of materials. They are much concerned with exploring the physical world of their actual objective environment. The group needs, therefore, the widest opportunity for experiences in manipulation of materials and objects, and of short neighborhood trips and excursions. These activities become the basis of the development of conversational and social powers, subject-matter being to a very large extent incidental, and even accidental. Consequently, rigid prescription of realms for these grades is undesirable. Realm backgrounds should be but mildly suggestive, numerous and flexible interpretations should be stressed.

These general characteristics become gradually modified as the children pass into the *middle grades*. Children who have hitherto been content to play with any materials at hand now become more intensely dramatic. It is not enough to objectify play. It must be subjectified. They must themselves become the be-ers and doers. They do not want to play with imaginary, or toy lions, they want to be lions. They are proceeding from the realm of physical to the realm of emotional investigation. They want to act and to feel. They are

exploring attitudes and social relationship. They are an unusually dynamic group. They are breaking loose from the childhood ties that bind them to parents and to an objective world. They are taking their own experiences in hand and beginning to direct their own lives for the first time. It is the age of blood, thunder, and murder. We recall the vicious outburst of Alice in Wonderland; "Nurse! Do let's pretend that I'm a hungry hyæna, and you're a bone!" Now is the time for their primitive emotions to find catharsis by expression and sublimation in action. They should live wild lives and get it over with. Let their knives and guns be wooden while they may. It is the time for the sowing of wild oats while it may still be done with discretion. Consequently, the realms of activity should open up the lives of the wild and strong—cowboys, explorers, savage or primitive groups, far Eastern tales, and fantastic realms of story and action. The realms should be natural, active and dramatic, and should lend themselves to the fast and furious living of eight-year olds.

Again the scene changes, not rapidly but in a fade-out. In the *upper grades* the coarseness of emotion dies away and the critical faculties seem to awaken. Now that the physical and the emotional worlds have been partially mastered, the realm of ideas and ideals is upon them. They begin for the first time to have "a mind." The crude drama of the middle grades becomes subject to criticism and the play must express ideas as well as actions. The critical faculties arise and what is said and done must be said and done with at least the beginnings of discretion. The span of interest and attention becomes wider. Staying powers increase, so that more ambitious tasks may be undertaken. Some understanding of abstract ideas arises and lends meaning to the idea of study and the intellectual life. In the meanwhile the mastery of the tools of learning, of the symbols which form a substitute for first-hand experiences, has been basically accomplished. Therefore, the realms of learning for such children may be more intellectual, concerned more with subject-matter and ideas, deal more with the communication of ideas through books and stories read and written. Experience may now become more rich and varied.

PRINCIPLES OF SCHOOL ORGANIZATION

In addition to considering these varying characteristics of different age levels, it is necessary to develop certain principles or criteria

which govern the general changes which accompany the growing learning powers of children through the grades. To this end it is useful to consider the findings of Dr. Willard W. Beatty, Superintendent of the Bronxville Public Schools, after a wide study of school practice in some of the best educational centers of the country. On his return he made a useful analysis of certain schemes of organization which he found in operation in various school systems. The quotations throughout the remainder of this chapter are from Dr. Beatty's[1] article.

FOUR MAJOR THEORIES OF ELEMENTARY SCHOOL ORGANIZATION

Theory One

"Four major theories appear to have guided experimentation: First, the basic philosophy of the progressive experimental school which relates all learning to experience. Such schools emphasize local history and geography, and children inspect waterworks, fire departments, public markets, natural geographic formations, and other phenomena of their immediate or adjacent environment, and base their class work upon these experiences."

"The City and Country School, New York City, is reputed to exemplify most successfully the application of the first theory. The children are brought into first-hand contact with the life of the city as a basis for their work."

In such schools extensive use has been made of one of the most widely recognized principles for the organization of elementary school life, namely the principle of widening environment. It is assumed that children are interested in things which are near to them in time and space. The small children, knowing their own home environment, find a beginning point there for their widening interests. It is further assumed that children are always interested in that which is just beyond their own experience, and that school life should pick them up where they are and carry them just beyond. Such a procedure, it is hoped, will develop for them an integrated experience. It is in harmony with the Herbartian doctrine of apperception, which teaches that the new is approached in terms of the old. Proponents of this view feel that

[1] For the Social Education of Children, Willard W. Beatty, in *Progressive Education*, Washington, D. C., February, 1933.

young children should develop their activities and interests from home life, widening into the neighborhood. In Public School 78, New York City, under the principalship of Mrs. Regina Robson, the children are taken out into the neighborhood and they widen their knowledge of the city by trips on the bus lines. In Public School 41, children were taken first to the subway and to shops in the community. As they grew older, trips were taken to more distant points in the city and later the children were taken out of the city to nearby points. Contact with the shipping in the port made an easy transition stage to the consideration of other countries to which liners and freighters sailed with their burdens of men and things. Thus geography is developed in widening circles. At the same time progress is made from the present into the past, for it is believed that the younger children are first concerned with their present experiences, but as they become master of those they may be carried farther afield into the more distant past. This theory of the widening environment is obviously not without its merits and it seems likely that a rough approximation to such a developmental plan would be a useful guide in organizing school experience. It should not be adhered to strictly, as its very contrary is also partially true. Young children are definitely interested in the life and customs of children of far away climes, and find great delight in the faery realm of imagination, a clime beyond even the ken of mature grown-ups themselves. Conversely for the older children a thorough mastery of current events and changing social life is quite as essential as historical knowledge and perspective. Historic sequences seem to be of little significance to the learning personality so that it does not seem particularly important whether we learn the history of Egypt, for example, before or after the history of the United States. In the use of any such principle as that of the expanding environment teachers should never forget that children's current needs and interests are a far better indication of the time and topics for learning than any foreordained theory or plan of school organization. Under varying circumstances children are interested in both the here and now, and the far away and long ago.

This plan of emphasizing local environment has special validity in the primary grades. When it is made basic to the work of the middle or upper grades, however, it becomes unduly monotonous and waste-

ful. One little girl brought up in such a school soon complained to her parents—"Oh, we have to have another trip! It is always trips, trips, trips. Why do we have trips." Such is likely to be the reaction of a child carried too far into the grades on a pabulum of local environment.

It is in schools of this type that one is likely to discover certain specific theories of method. In such schools it frequently happens that "the activities of each class are allowed to center around any topic or interest which appears to be dominant as the work is begun. No rigid sequence of topics is followed in any grade or throughout the schools. Successive groups of children passing through the school may take part in wholly different activities." Such informal procedures are of great value in the attainment of spontaneity. There is no particular reason why they should be restricted to schools of any specific type of organization. They are particularly useful in the beginnings of group activity, either at the beginning of the year, or at the initiating of new large areas of experience. To restrict school procedure to work of this type is to limit the teacher with a harness of informality, to make a formalism of informality itself. In schools in which the spontaneous is overstressed children learn, it is true, but the children themselves seem to develop certain characteristics which cannot be regarded as entirely desirable The spontaneous mood is the mood of the poet, of the creative artist. While it may become a dominating mood in the life of certain especially creative personalities, including teachers of strong creative bent who are found in experimental schools, it is not the dominating mood of the average child. Under such an informal régime children of stable temperament are not well provided for. They tend to imitate the careless ease of the artist but the result becomes more careless than artistic. Lack of system, order, routine, definiteness, even prescription are not relished by most children. Most children and all children at times crave a certain pabulum of regularity and definiteness. They like to lean upon it until they can develop sufficient inner control to carry on by themselves. Thrown into a régime of enforced "freedom," they rebel with the attitude which goes with that ancient story of the child in the modern school who asks—"Do I have to do what I want to do?" Under such circumstances many children become untidy in their dress, loose in the manners, noisy, selfish, and unduly familiar. Unable to distinguish life's peaks and

valleys they gambol on an indifferent plane of existence. Experience becomes monotonous, life goal-less, and apathy toward every day experiences follows. Children learn to drift through life. They become the slaves of their own spontaneity.

Consequently this method of spontaneity should be highly valued in its place, at the beginnings of things, and especially so in the creative realms of literature, art and music. It must be mingled with other healthy approaches to learning if it is to provide a sufficiently varied and strengthening pabulum for the consumption of groups of children.

Theory Two

The second theory which has been responsible for developments in a number of schools throughout the country has been called "the unit project approach which, growing out of the same philosophy, accepts broader interests not necessarily related to the immediate environment. Such topics as land transportation, or boats, or primitive housing, or paper making, or some similar study about which an immediate pupil interest exists or becomes aroused, are used as the bases for rich experiences in related fields."

"The Lincoln School of Teachers College affords an excellent example of the second theory." "The social studies work is taught entirely through unit projects based upon the interests of the class group. These interests may vary from year to year and children following each other through the grades may enjoy entirely different experiences. Last spring, a fifth-grade group was concluding its study of land transportation, which had begun in the autumn. Research had been carried on in the evolution of land transportation, the adaptability of different types of various forms of terrain, and many allied subjects. Rather elaborate notebooks were kept, groups dramatized some of their discoveries and a large number of children used the afternoon activity periods to build model stage coaches, carriages, and various types of trains. Other groups have studied boats, bees, or aeroplanes. This plan of work has been criticized on the ground that too much is left to chance. It has also been urged that while children may thus enjoy a series of interesting and valuable experiences, the failure to assign topics to definite grades makes it possible for a class to miss certain important topics simply because their interests through the

six grades had never happened to touch upon them. The best answer to this last criticism is that, in the study of any unit project, the number of associated interests which are introduced is usually so great that little of value could possibly be omitted. The geography of the United States, for instance, can be studied effectively under the heading of land transportation, which would introduce the periods of *the covered wagon, the stage coach, the pony express, and the railroad* train. A study of the westward movement of the frontier would serve the same purpose, and a study of the development of air transportation or the air mail could be easily made to do the same.

"No evidence was found either at Lincoln or any other school following a similar procedure, to prove that pupil interests were any more truly served, or attitudes and understandings more effectively influenced by such an unsystematized dependence upon environment or similar interests, than was the case in the schools where a definite order of procedure has been accepted.

"At the Francis Parker School, unit projects take the place of a history course in the more generally understood sense. In one grade, the history of Chicago is the project, at another time, the history of Greece. The original grade placement of each topic was determined some years ago as the result of study of pupil interests. An excellent activity program grows rapidly about these predetermined topics, and the very fact that they are predetermined, conditions the children to a readiness for such activities which represents *a gain in time. But again no evidence was found to prove that the* order of topics followed at the Francis Parker School is any more logical or psychological or suited to children's interests than the chronological approach to world history followed in some other schools.

"The present social studies course in the Winnetka and Bronxville elementary schools is the result of twelve years of research and laboratory teaching, in several American communities.

"In each semester, some unit of the social studies course is used for greater enrichment and more vital living. Contributory material of all types is introduced, museum trips arranged, typical incidents dramatized, and construction projects undertaken involving coöperation with the departments of art, music, or manual training. No attempt is made to deal with all units in the same manner. From year

to year the emphasis may change, but all topics are covered in consecutive order.

"The majority of the modern schools are more interested in the development of attitudes and understanding than factual learnings, and they have accumulated little evidence with regard to the latter. The work at the Lincoln and Francis Parker schools is primarily of this character, with acquisition of factual knowledge greatly subordinated, while the Winnetka approach places more emphasis upon the acquisition of factual information. The outcome of social studies teaching is always difficult to measure, and as yet there are no adequate tests of attitudes which could be applied."

It is this second type which tends, with both its weakness and strength, to dominate with local variations the best American Public School practice in such places as Winnetka, Bronxville, Los Angeles, Pasadena and numerous other centers Its present state is somewhat incoherent and unrealized. Up to the present it has failed to produce a fully developed program in which clear articulation between system and flexibility has been worked out in detail Dominated by this ideal of a minimum of routine and system, and a maximum of freedom it has not yet clearly delineated in all its practices the margins of the restricted and the free. If in the years to come it can maintain programs of free organic development within the functional bones of desirable structure it will emerge with a new definiteness but preserve its freshness and genuineness. Toward such an end public education should strive unceasingly.

In the meanwhile the various "unit-project" schemes have been too inclined to opportunisms. In many schools the plans have already become arbitrary, formal, and accidentally arranged. At times they have not been soundly related to curriculum goals, adventitious and spasmodic. Consequently they have been accompanied by disorganized learning and haphazard results. If properly related to curriculum goals, organically developed in terms of true units of activity rather than in projects or subject-matter portions, and finally, if guided into systematic learnings such plans may be vivified into a scheme in harmony with the ideals set forth in this book.

Theory Three

The third theory which has been used as a basis for school organization is "the supposed parallelism between the development of children and primitive peoples. The study of cave dwellers, Eskimos, Indians, and other similar peoples, occupies the earlier years of schools which accept this theory. Most schools in all three groups appear to find the contributions of Greek life too significant to ignore, and therefore the study of Greece usually appears somewhere in the intermediate grades."

At the basis of the parallelism referred to is the notion of evolutionary development from simple to complex cultures. It is assumed that young children are suitably inclined toward the study of simple cultures such as those of primitive peoples, while older children develop into an interest in and appreciation of more complex culture groups such as those of Greece, Europe, or modern America.

It is hard to be enthusiatic about this evidence of Herbartian influence in a belated application of the Culture Epoch theory. The Culture Epoch theory has been so thoroughly exploded[2] that we marvel to find those who cling to it with an almost religious faith. There seems considerable reason to believe that simple cultures are neither younger nor older than complex ones, but the two have existed side by side through practically the whole of recorded history up to the present. In practice it seems to be a matter of comparative unimportance at which level a specific culture is studied. Primitive peoples, the Greeks, and modern society are encountered in the normal experience of children, youth, and grown-ups. They find their way into elementary schools, high schools and colleges. It seems obvious, therefore, that it is not the simplicity nor complexity of the culture itself that matters. It is the simplicity or complexity of the treatment of any specific culture which is important. The life of primitive peoples and that of the more developed Greeks may be suitably treated for small children if it be simply treated in the forms of stories, legends and imaginative tales. Children of an older age with a more thorough knowledge of these groups are able to identify themselves with the people they are interested in, and dramatize their life. Older children

[2] See Klapper, Paul, *Contemporary Education* D Appleton & Co

are interested in their ideas and their literature. Consequently, we may give our allegiance to the principle of simple treatment of the simpler aspects of the life of various culture groups for small children, and increasing complexity and depth for higher levels of elementary school life.

Furthermore, schools might even do well to beware of the introduction of much of the semi-scientific vaporings of many writers for the elementary school on aspects of primitive life. There is little recorded history which is over five thousand years old, and none that is six thousand. The teaching of stories of the poorly reconstructed earlier past to small children as if they were documented and authentic history develops attitudes which may seriously confuse their later social thinking. If primitive cultures we must, then let us confine ourselves to those which exist today concerning which we have authentic information such as the cultures of the African Pygmies or the Australian Bushmen. We will thus be much less likely to mix children's minds by mistaking fact for fancy.

Theory Four

The fourth theory governing the structure of the elementary school makes "the assumption that the elementary school should accomplish primarily a mastery of the tool subjects of education. This has led to the development of chronological courses in world history accompanied by a program of socialized activities."

This is the program of the slightly liberalized public school carrying on the old tradition in comparative indifference to current social change. It has the outstanding merit of organization and thoroughness which no good plan of education can safely lack. It has distinct possibilities for a satisfactory revision into the form of an ideal school by the uniting of the various parts of the program into an organic activity plan. Although this old school is rapidly passing, it still remains with us in many places as an historic left-over. It is entrenched in practice. It is elaborated in hundreds of textbooks on education which are rapidly passing into the discard. It is, most serious of all, still dominating the demonstration schools of some of our leading teachers colleges, where due to the conservatism of those in charge or to temporary political considerations, the older methods are protected.

Students of education should realize that for the most part the teachers in our teachers colleges are to a large extent committed to older ways of thinking. Unfortunately there seems to be a tendency for American teachers colleges to fall considerably behind the best practices of the public school systems which they serve. Thus students will avoid much confusion of issues if they will realize that differing points of view among their teachers are due more to historic and political accident than to real educational issues. Teacher training in modern activity school practices is only in its beginnings as this book is being written. It is sponsored only by those institutions and teachers of education who keep in the forefront of constructive change. But the older ways are rapidly passing, and the great struggle just ahead is to avoid the formalization of newer practice which comes as an almost inevitable result of wider current understanding of any way of teaching.

A survey of these plans and theories does not leave one with the comfortable feeling of having discovered the solution to the pressing problem of elementary school organization. It can be said with comparative surety that the plans referred to do not provide the ideal organization for which so many are watching. We do not do well, however, to seek for any simple or any mechanical solution to this problem. From its very nature it should remain complex, as all problems of human nature and human personality are ever complex. Thus we can do little more than follow the principles of organic origin and organic development of the learning of individuals and groups.[3] To the exposition of this principle and its corollaries this book is devoted.

One further principle is, in the light of the situation itself, a corollary. That principle is the suitability of structure to function. It dictates a certain internal suitability between the learning pursued by the child and the learning act through which he pursues it. Thus some learnings may be teacher-stimulated, some come voluntarily from the child, some gains are pursued by projects, some are secured by simple meditation. Some things are best learned by the individual working

[3] Since writing the above, the author has made an analysis of the organic reorganization of knowledge which he believes may become a satisfactory basis for the organization of the background of the elementary school Since it is too late for inclusion here it will appear in a forthcoming volume dealing with the philosophy of education.

alone, some are best learned in the group. We are thus faced with a third principle, that of variety.

Teachers should guard against the limiting of the realms of learning within their group to any special subject emphasis or any special emphasis upon past or present. A class which has become absorbed in Greek life should not be allowed to spend all its time in the past. A healthy consideration of current events, or the working out of some activity dealing with the present, such as the St. Lawrence Waterway, or the Boulder Dam, should be concurrently developed. If the class emphasizes some part of the social studies such as the Gold Rush, or Pioneer Life in America, this should not cloud the whole horizon to the exclusion of other subject-matter. A satisfactory balance should be secured by the development of some activity concerned with inventions, electricity, or some process of technical manufacture. Careful adherence to this principle of variety is absolutely necessary if the children are to be led into a program which is not stereotyped and narrow but spontaneous and balanced.

One of the evidences of increasing formalization of newer school practice, or of its artificial promotion, is the forcing of the environment as a source of stimulus The environment, being the source of experience, is naturally the origin of much that is spontaneous, and of much which, in the best school practice, develops into desirable learning. Thus the best teachers allow the current life of the school to influence the development of school activities. Several years ago the newly developing interest in the keeping of home aquaria, which is only now reaching the adult population, spread through the Lincoln School of New York and found its culmination in an elaborately organized and excellent assembly program centered around the school's new interest in all sorts of fishes for the aquarium. The whole thing arose from a developing interest among the children. It was organized by them and presented with great freshness and color. Sometimes teachers build upon developing interest in such a topic as transportation by placing pictures and books dealing with the topic in the schoolroom. At other times classes are taken on trips to such places as an old mill, a farm, or a factory. At other times summer experiences are made use of. But there is a tendency in certain school systems to overwork the environment and to use it as a pedagogical stunt. This

unfortunate development is likely to occur in those schools in which the principal or some other supervisor presents to the school a rigid list of topics systematically and chronologically pre-assigned to certain grade levels. If this scheme of crystallizing out a set of elements in a newly prescribed elementary school program prevails, teachers will have no recourse but to go to absurd extremes in setting their environment with this, that and the other hastily collected materials. If the subject be stars, gold stars will be pinned to the curtains. If it be bears, photographs of bears will be strewn around in profusion. The schoolroom will become a veritable penny arcade in its attempt to keep up with curriculum prescriptions and modern notions. Such school practice is absurd. It is little if any better than the simple introduction of the topic by the announcement of the teacher in front of the class, or by the reading of a paragraph in the text. Organic teaching is not a simple matter for the trickster who can juggle with a freshly stocked environment. It is a far more genuine thing—the blending of the psychological elements of a group of learning children so that in current actions the children find their fulfillment as learning personalities.

The discussions of this chapter may lead us to some fairly concrete conclusions which may be stated. In the first place it seems obvious that we should not attempt, even in the lowest grades, to educe all learning from current concrete experiences of a gross outward nature. Basic as experience is to true learning, yet we may be unduly carried away by our attempts to fulfill one characteristic of true learning at the expense of others. Children learn not merely from first hand experiences, such as trips to the waterfront, but also by stories told by the teacher of her summer visits to the farm; not merely by seeing giraffes, but also by seeing pictures of them. They learn fairly early from the printed page, they learn from their conversations with one another, they learn from their own quiet dreaming, and from their own telling of marvellous tales. It is doubtless true that much of concrete reality goes into the learning of children. Without it they are starved at the school feast. But the school should also lead these learners on to experiences which are abstract and remote from current reality and give them increasing mastery of an inner world.

Another lesson which we may by now have learned is that we should

avoid the two undesirable extremes of no suggested elementary school program and on the other hand of an elaborately prescribed one. Without any suggested program teachers and children are left without the guidance of many teachers and children who have lived through many almost identical situations. Some sort of social coördination and order is not merely necessary for desirable progress, but it is the very matrix in which we learn the meaning and the structure of social coöperation. On the other hand, teachers should be given the greatest freedom to wander with their class into realms which are unsuggested and unprescribed. The suggestions of the activity program should be like a ticket to some far away clime. The ticket might be marked China, but it should be exchangeable at the railway station for another to Brazil. Thus children should be free to accept a definite program or to choose another which is to them more definite and valid.

Perhaps our fifty years of experience with the Culture Epoch theory may serve to make us more conscious of Pestalozzi's excellent principle from the simple to the complex. If the Culture Epoch plan has any validity it is here As the growing life of the school passes from the simple stages of the primary grades up to its fulfillment in the upper ones, the whole should have increasing complexity as a tree has increasing complexity. It should have fuller realization of pattern as this same tree which finds its fulfillment in flower and fruit. To preserve this increasing complexity, definiteness and beauty of pattern in the lives of groups and of individual children is perhaps the only guiding principle sufficiently complex for the teacher's dreams.

To be more concrete, the plan suggested here involves the use of a planned and ordered curriculum, a thoughtful forecast of suitable, activities, an organic beginning of units of activity by individual children and groups of children from activities already in progress, a systematic series of outcomes in the form of much organized knowledge, considerable learning of subject-matter, the mastery of skills and an orderly sequence of individual learnings throughout the grades.

CHAPTER XI

THE NATURE OF TRUE ACTIVITIES

PROBABLY no aspect of modern school life has been more widely misunderstood, incoherently written about, and actually misused in the public school program than the activities which make up school life. Lacking any thorough understanding of the meaning of organic living and learning teachers have allowed wide deviations from good method to masquerade under the banner of the activity program.

Numerous articles encumber magazines and books which relate discursively a series of doings, actings and makings, inchoate in origin, progress and outcome. One would gather from reading the reports that the teachers who were directing the activities reported had little real understanding of what they were desirous of securing by the activities they sponsored. They seem to have had small realization of the meaning of the activities themselves and their natural functional relationships to other activities and to life itself. They lack realization of the difference on the one hand between topics, themes, ideas, and subject-matter. On the other they do not understand the relationships of concrete physical acts, study, drill, and activity.

ACTIVITIES ARE NOT PHYSICAL

The confusion existing in current thought with respect to the relations of so-called "mind" and so-called "body" have led to an undesirable divorce in the elements of our thinking. We have been taught that some activities, for instance, the making of a sled, or the building of a log cabin, are physical in nature, while others such as the writing of an essay or group discussion of a social problem are mental. In reality every activity is an activity of the whole personality. In the making of a sled the mental aspects of our being, as well as the physical aspects, are in active relationship to the sled, the object of the act. Similarly the most "mental" act involves physical action. Unfortunately the development of the "manual" or "creative" activities in

schools which have been stimulated by recent school reform has tended to emphasize the "physical" act at the expense of the "mental" one. In reality the two go together. Usually, however, only those acts which challenge the mental aspects of personality, as well as the physical, are from the point of view of the school desirably educative activities. Activity should never be thought of as mere physical activity, but activity of the total personality.

ACTIVITIES ARE NOT SUBJECT-MATTER

A very common misunderstanding of the meaning of activity confuses school activities with school subject-matter. The confusion is obvious in the work of teachers who profess to be carrying on an activity which they call *Astronomy*, or *Growth of the Thirteen Colonies*. Such a misconception leads to undesirable practices in the outcome. Confusing the meaning of subject-matter and activity the teacher teaches to secure mastery of the subject-matter concerned, rather than to secure mastery of a kind of living which involves such subject-matter. In dealing with the Growth of the Thirteen Colonies, for example, she might be vastly concerned with the children's mastery of the organized subject-matter dealing with this theme in a text. This, she might consider primary and her chief goal Proceeding with this in mind, she might encourage activities branching from the subject-matter. The pupils might be led to make a growth map or chart, or to write a play dealing with the sanctioned theme. Thus activities would be made subsidiary to and servants of subject-matter. They would be regarded as a subterfuge to enforce the subject-matter, a device to make it more palatable and interesting. Fortunately, they do so operate, and upon this depends much of the speciousness of work carried on according to this plan. Children do find a relief from mere study of organized subject-matter in activities developed from it and based upon it. It is true, nevertheless, that programs of activity such as the giving of a Pageant on American Life for a school festival, or building of a pioneer home, should be primary, and the involvement of subject-matter should come as a supplement to and buttress for the development of the primary activities. Activities do not exist to facilitate the mastery of subject-matter. They stand alone as a part of life. Because we cannot live

adequately without subject-matter, we pursue it as a necessity for the activities we are engaged upon.

FALSE UNITS ARE CONFUSED WITH TRUE ONES

The widespread careless use of the word "unit" is very much to be deplored. The term *unit of work*, with its brief life of but a few years, has already been so bandied about in pedagogical discussions that it has reached a stage of vacuous insignificance. Arising as a desirable philosophic concept to indicate a series of organic and harmoniously integrated activities, it has come to mean anything at all. It is now frequently used to indicate a confused mass of subject-matter and activities with no clear philosophy or purpose in their development. We are left but two alternatives: never to use the word except in its organic meaning to refer to activities not subject-matter; the second is to discard the word entirely. It has already been so seriously misused by teachers of education and their satellites that it seems to be lost beyond redemption.

ACTIVITIES ARE NOT REALMS

Reference has already been made to the confusion of realms and activities. It has been so widespread and so pernicious in its results that it needs further emphasis. It is deplorable to find lists of activities which include such widespread inaccuracies as the mention of Freezing Mixtures, Lighting, "The Golden Legend" and the Pueblos. These are not activities, neither are they units. They are realms and, should be so thought of.

ACTIVITIES ARE NOT GRATUITOUS

There are those who seem to believe that an activity program is a tangle of gratuitous opportunisms. That just anything anyone wants to do at any time evolves into joyous school life. We may be no more careless in learning than in living. What is done must be done in orderly and thoughtful fashion. There is no resource of thought, emotion, personality, learning, culture and tact that the teacher will not be called upon to use in developing the complexities of an activity program with a group of normal children. We must become the masters of our opportunisms.

RANCH LIFE

GRADE 4

SPANISH pioneers of the southwest, not unlike other pioneers, used material at hand to build their homes. Clay from a near-by hill was brought to school in large buckets. Bricks were made and placed in the sun to dry. When the walls were built high enough they were made gleaming white, inside and outside, with two coats of lime white-wash. A roof was made of sticks and clay and then covered with handmade tiles. The tiles were made of clay. They were painted red. A suitable cactus garden was planted.

Before the children began this building they read much about adobe homes. They read how and where tiles were first made and used for roofs in California.

Spelling and language naturally grew from the work and were a vital part of the unit. In their improvised drama the house became important stage property.

The little house helped to make more real the home life of the early pioneers. In our class room there was a feeling that, though adobe days had passed away, we had called them back awhile in our little house of white-washed walls with roof of gay red tile.

SARA LITTLE.

ACTIVITIES ARE ACTS

Activities are always acts, and they should be so named. This correct naming of activities will do much to preserve their actual integrity in development. Activities are in reality units of conduct. They should be organic in their origin and dynamic in their structure. They should be, as it were, in the active mood. Their verbal nature makes it almost inevitable that there shall be an *-ing* somewhere in the spelling of them when they are referred to in the abstract sense as current. Referred to as past or future they may be expressed by any form of the verb. Thus we find that there are activities as diverse as variable human conduct, picking apples, making cakes building houses, driving spikes, raising monuments and tearing them down, singing, eating, cheering, buying, selling, reading, thinking and fighting. It is only when the school life is organized into such an active mood, developed into such a tidal wave of movement forward that an activity program is genuinely in progress.

THE ANALYSIS OF ACTIVITIES

The confusion which has existed between subject-matter, units, activities, realms and curriculum is reflected in the unsatisfactory type of analysis which students have been encouraged to make in the guise of unit planning. The following example of a so-called unit plan exhibits this confusion:

UNIT ON CATTLE RANCHING IN THE WEST

Planned for the Third Grade

Preview

1. Survey of Environment.
   a. Trip to Museum—to see cowboy outfits; buffalo herds; typical ranches.
   b. Trip to Art Gallery to see pictures of Western life and ranches.
   c. Trip to Historical Building.
   d. Trip to Ed. T. Danahy Packing Co., 604 Babcock Street.
   e. Trip to Jacob Dold Packing Co., 745 William Street.
   f. Trip to Lake Shore Railroad Terminal—to see cattle coming in from West.

2. Source Material.
   a. People.
      1. Thomas Clarke.
      2. Dorothy Bergstrom's Aunt
   b. Things.
      1. Chamber of Commerce.
         a. Albuquerque, New Mexico.
         b. Phoenix, Arizona.
         c. Denver, Colorado.
         d. Cheyenne, Wyoming.
         e. Butte, Montana.
         f. El Paso, Texas.
         g. Kansas City, Kansas
         h. Omaha, Nebraska.
         i. Pierre, South Dakota.
         j. Chicago, Illinois.
      2. U. S. Dept. of Agriculture.
      3. Dept. of Agriculture, Cornell University.
      4. Dept. of Agriculture, Chicago University.
      5. University of Texas.
      6. University of Illinois.
      7. U. S. Dept. of Husbandry of Animals.
3. Larger Objectives.

Theme—The main theme in this unit is interdependence. The people of the East are not more independent than the people on the ranches in the West. We of the East depend on the ranches for much of our cattle. The cattle that is shipped here provides business for many men in the meat-packing industry. Some of our large cities have grown up around this industry. We also get hides for leather.

The ranches of the West depend on the manufacturers of the East to supply them with many of their manufactured products and the comforts provided them in their homes. Many of their implements used to raise food are made in the East.

A. Larger Concepts in Regard to Geography.
   1. Range Area.

The range area is that portion of the western states in which

cattle, sheep and goats are produced largely by the utilization of the native grasses, browse, and other forages growing on large areas of land which cannot at this time be economically cultivated. The one-hundredth meridian is ordinarily considered the dividing line, but no single line can be drawn to mark the division between the range and farming areas, as the change is not abrupt. A strip of territory varying in width from 25 to 150 miles extends irreguarly in a north and south direction along the one-hundredth meridian, within which there is a general tendency from the east to the west to devote an increasing percentage of the land to pastures and a smaller percentage to crop production. This strip may be considered the practical division between the farming area of the eastern and the range area of the western states.

The range area constitutes approximately 45 per cent of the total land area of the United States.

2. Divisions of the Range Area.
   a. The Great Plains region constitutes the eastern portion of the range area, and its western boundary is formed by the foothills of the Rocky Mountains. It may be termed the "pasture region" because a high percentage of all grazing lands is under fence. On the whole, this region is one of yearlong grazing, but from the Panhandle of Texas northward, heavy snows cover some of the ranges for limited periods, which interrupt winter grazing and necessitate feeding to prevent or reduce losses. The southern portion of the region is more nearly yearlong for grazing, owing to a lack of snowfall.
   b. The Rocky Mountain region comprises the principal ranges of mountains that make up the Rocky Mountain system, their adjacent spurs, and the intervening areas of farming and grazing land of lower altitude than the mountains proper. In many instances the foothills are smooth and rolling and support growths of sagebrush or other shrubs, while in the higher elevations timber abounds except in the extremely high altitudes.

      The national forest range of this region, with the exception of areas in New Mexico and Arizona that are utilized for winter

grazing, is used for summer grazing only. The foothills and open ranges are grazed during the winter as climate and forage conditions permit, but much dependence is placed on privately owned pasture and farming lands for wintering purposes.

The winters are often severe and accompanied by heavy snowfall in the central and northern portions of this region. During seasons of severe winter storms, heavy feeding is the means used to prevent excessive losses.

c. The Intermountain region comprises the vast area of range lands lying between the Rocky Mountain and Pacific Coast regions. The topography varies from mesas or gently inclining plains of variable area that occur throughout the region, but notably in Arizona, to the broken and rolling areas common in Nevada and southwestern Oregon. The characteristic range is semi-arid or arid and more or less covered with sagebrush. A very large proportion of the open range or the "unappropriated and unreserved" public domain lies within this region.

The national forest range in this region is used for summer grazing. Most of the open range is grazed throughout the year.

d. The Pacific Coast region comprises the western and northern three-fifths of Washington, the western third of Oregon, and practically all California except those portions in the northeastern and southeastern parts included in the Intermountain region. The topography varies from almost level valleys to the rougher sections within the mountain areas. Areas of foothills more or less rolling in nature furnish a large percentage of the yearlong range.

A large part of the grazing land is national forest and is utilized for summer grazing. In addition there are areas of open range which are of some value for grazing where it occurs in tracts large enough for extensive use. Because of climatic conditions this region probably offers a wider variety of feed production than any other of the regions of the West

The opening up of irrigation projects is increasing feed supplies for both wintering and fattening cattle and sheep. Silos have not come into general use throughout the range area, but are confined more to the communities of higher-priced

farming land and to farms where purebred beef cattle are produced or to dairy farms.

3. Location of some important cities of the West.
   a. Albuquerque—Central part of New Mexico.
   b. Phoenix—South central part of Arizona.
   c. Denver—Northeastern part of Colorado.
   d. Cheyenne—Southeastern part of Wyoming.
   e. Butte—Southwestern part of Montana.
   f. El Paso—Northwestern part of Texas.
   g. Kansas City—Northeastern part of Kansas.
4. Location of some important rivers of the West.
   a. Colorado—Rises in the central part of Colorado, flows southwest and empties into the Gulf of California.
   b. Rio Grande Rises in the central part of Colorado, flows southeast and empties into the Gulf of Mexico.
   c. Arkansas- Rises in the Appalachian Mountains, flows northwest and empties into the Mississippi River.
   d. Missouri—Rises in Rocky Mountains, flows southeast and empties into the Mississippi River.
5. Early Ranching.
   a. Choosing the land.

      Scouts were first sent to look for a spot that would provide grazing for cattle in winter and summer. They picked a place distant from the neighbors where the cattle could roam. These lookouts looked for a grazing place early in the spring so cattle could rest and gain flesh before the winter set in. The next thing to be done was build the ranch.

   b. Building the Ranch.
      1. House was usually built in the partly wooded bottom of a creek or river, sheltered by usual background of brown hills.
      2. Cluster of log buildings were usually erected of unhewn logs, chinked with moss and mud. Roofs were of branches covered with dirt. Spades and axes were about the only tools needed.
         a. Separate cabin for ranchman.
         b. One to cook and eat in.
         c. Long house for men to sleep in.
         d. Stables.

e. Sheds.
f. Blacksmith shop.
g. Corrals.

Ranches of today have much the same buildings as older ranches, but they are well-built and have modern conveniences and luxuries.

6. Roads around the ranches.

Wheels of heavy wagons, driven always over the same course from one ranch to another, or to town to get their goods wore ruts in the soil and roads were formed. The buffalo trails probably preceded this. These roads lead down the river bottoms or along the crests of the divides or else strike out fairly across the prairie.

7. a. Types of people that might be seen in the ranch country.
   1. Ranch owners.
   2. Cowboys.
   3. Hunters.
   4. Teamsters.
   5. Stage drivers.
   6. Indians.
   7. Lumbermen.
   8. Miners.

b. Possible description of some of these people.

The ranch owners are typically American and frequently belong to the English, Irish or German nationality. One ranch owner differs only slightly from another in appearance.

Cowboys resemble each other quite a bit. The life of a cowboy is indeed a hard as well as an important one. They are smaller and less muscular than the miners and lumbermen of the district, but they are hardy and self-reliant. Many of them have bronzed, set faces and keen eyes that look the world straight in the face out from under their broad-rimmed, hats. Generally they are quiet, rather self-contained men, perfectly frank and simple and very hospitable. Although prompt to resent an injury, they are not at all apt to be rude to outsiders.

Their appearance is striking and picturesque, with their jingling spurs, the big revolvers stuck in their belts, and bright

silk handkerchiefs knotted loosely round their necks over the open collars of their flannel shirts.

Hunters come in from the plains and mountains clad in buckskin shirts and fur caps, greasy and unkempt, but with resolute faces and sullen watchful eyes, that are ever on the alert.

The teamsters, surly and self-contained, wear slouch hats and cowhide boots.

8. Some activities on the ranch.

If a ranchman has cattle, he must take his flock out at daybreak. He stands or lies still, watching them while they feed. He drives them back to the ranch at night, cooks his supper, washes the dishes, goes to bed at nine o'clock, too tired to keep awake longer.

Cattlemen for the great part of the year have little to do except to keep buildings in order and attend to the few animals they keep with them. When the cattle are to be gathered together, branded or counted, or driven from one range to another, then the cattlemen ride day after day.

For a ranch sixty, seventy or one hundred miles distant from its center of supplies, purchases must be made by wholesale two or three times a year and the ranchmen have no intercourse with the world except at these times, or when chance travelers pass by their place.

9. Food of cattle.
   1. Hay.
   2. Dry grasses.
   3. Grains.
   4. Snow in the winter.
   5. Alfalfa.
   6. Straw.
   7. Timothy and clover.

10. Branding.

From Mexico came the custom of branding and ear-notching by which the owner identified his property. The first branding iron had no regular stamp. It was a straight iron bar of iron, whose end was heated red hot in the fire and then used as a glowing pencil with which to inscribe on living flesh the agreed

emblem or title. Initials of the owners even at first were not commonly used. Such symbols as crests, the cross, sword, lance, circle, square, triangle or bar, were used. All brands are registered by the government, and thus are protected against imitation; any man tampering with them being punished as severely as possible. Unbranded animals are called "mavericks" and when found on the round-up are either branded by the owner of the range on which they are found, or for the benefit of the Ranchers' Association.

11. Water supply on the ranches.

Hundreds of thousands of acres of grazing land could be utilized more advantageously if sufficient water could be obtained. While it is detrimental to cattle to force them to travel long distances to water, in many of the poorer range sections it is questionable whether the use of the range would justify the cost of developing a water supply.

Stock do not always go to water every day. The cooler or wetter it is, the less likely they are to go to water more often than every second or third day. Watering places should not be more than five miles apart in level country for best interests of the range and stock.

Reservoirs, springs, wells, and streams are the usual sources of supply. Windmills are used extensively in the southern portion of the Grain Plains and intermountain regions, and when kept in repair they are ordinarily the cheapest source of power. In some instances gasoline engines are installed in addition to windmills as an extra source of power. Tanks may be built to conserve rainfall, melting snow, or water from springs.

12. Stampede.

If a single leader took fright and with tail raised dashed across the grasslands, nearby animals caught the contagion and joined in a mad rush of insensate terror. Stampede was on. A cowpuncher tried to get them in U-formation. Then he forced the ends together so the cattle began going in a great circle. After a time the exhausted stock came to a halt and began to graze.

13. Round-up.

At the round-up the cows were cut-out of the mass of cattle, each with a calf clinging to its heels. The calf was roped and

dragged to the fire and branded with the mark its mother bore. Unmarked cattle are called "mavericks" and divided among ranchmen participating in the round-up.

14. Wind-break.

This is a form of protection for the cattle in the winter time. These are sheds built to protect the cattle from the wind, snow and blizzard.

15. Shipping cattle.

a. Much of the cattle raised in the West is shipped East. Marketing livestock through coöperative shipping associations has become well established in the United States.

Simplicity of organization and the fact that no capital is required makes the cooperative shipping of livestock peculiarly adapted to communities in which more complex forms of coöperation would be impracticable.

Principal requisites to the success of these associations are a competent manager, good business methods, and loyalty on the part of members.

b. First meat packer started in Massachusetts in 1640.

c. Important meat packing cities: Buffalo, Cincinnati, Chicago, Kansas City, St. Louis, New York.

Knowledge and Concepts in regard to History.

1. West has become more settled since Pioneer Days.
2. Hardships of pioneers.
   a. Wild animals.
   b. Indians.
   c. Difficulty in carrying enough tools and food.
   d. Poor means of transportation.
3. Origin of ranch.

We get our ideas of ranching from Spaniards in Mexico. The word "ranch" is a contraction of the Spanish word "Rancho," which means a hut covered with a thatch for herdsmen, or a farming establishment for the raising of horses and cattle.

The cruel curb-bit and heavy stock-saddle, broad hat, blunt spurs and corral in which stocks are penned, all alike show Spanish ancestry.

4. Bisons were to be seen in great herds in the western part of our country. After the Civil War, railroads were built and the bison

began to disappear. People hunted bison just for pleasure. The railroad that wiped out the bison made possible the cattle business.

5. Ranching became popular after the introduction of the railroad into the West because cattle could then be shipped to the East.

Knowledge and Concepts in Regard to Science.

A. How science has helped the rancher by:
   1. Weather reports.
   2. New ideas for prevention and cure of diseases of cattle.
   3. Better and safer means for shipping cattle.
      a. Invention of refrigerator car.
      b. Machine for making ice.
   4. Easier to build homes.
   5. Farm implements to raise feed.

B. Attitudes for subject.
   1. Respect for people who live on ranches.
   2. Appreciation of work they are doing.
   3. Willingness to change their ideas about line on ranch if theirs are wrong.
   4. Ideas of how the western part of our country has developed since these early settlements.

C. Objectives for class.
   1. To be able to work together beneficially.
   2. To be able to take and give criticisms.
   3. To know how to go about finding things.
   4. To be able to ask good questions.
   5. To be able to form an opinion.
   6. To be able to pass judgment.
   7. To acquire information.
   8. To be able to follow a plan.
   9. To carry out an idea to its conclusion.
   10. To realize value of planning work.
   11. To be able to use a library intelligently.
   12. To be able to use a card index.
   13. To be able to use an encyclopedia.
   14. To review books and find out which are best to study.
   15. To obtain certain skills.
   16. To develop certain attitudes and appreciations.

17. To be able to follow directions.
18. To develop self-control.
19. To learn the advantage of helping each other.
20. To develop the feeling of responsibility in child.
21. Skill in distribution of time.

D. Educational principles.

1. To provide opportunity to express ideas and feelings.
2. To allow for individual differences and varying capacities of children.
3. To maintain a feeling of democracy in the schoolroom to encourage creative work.
4. To cultivate right ideas, attitudes and skills.
5. To establish a usable fund of knowledge and some educational principles underlying modern civilization.

Pictures to Show Children.

1. In "The Pageant of America"
   a. Herds of bison.
   b. First cowboys.
   c. Branding.
   d. Early typical ranch.
   e. A later Texas ranch.
   f. Cattle in a blizzard.
   g. Winter quarters.
   h. Stampede.
   i. Round-up.
   j. Loading cattle.
   k. Old and modern ranches.
2. Posters from United States Department of Agriculture.
3. Pictures in the 12 United States Department of Agriculture Farmers' Bulletins.
4. Pictures in pamphlets sent by Sante-Fe Railroad.

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   2. "Fattening Beef Calves"—No. 1416.
   3. "Beef Production on the Farm"—No. 1592.
   4. "Beef on the Farm"—Slaughtering, Cutting, Curing,—1415.

5. "Beef-Cattle Barns"—No. 1350.
6. "Essentials of Animal Breeding"—No. 1167.
7. "Breeds of Beef-Cattle"—No. 612.
8. "Feed-Lot and Ranch Equipment for Beef-Cattle"—No. 1584.
9. "Feeding Cattle for Beef"—No. 1549.
10. "Dehorning, Castrating, Branding, and Marketing Beef-Cattle"—No. 1600.

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IX. "Ranching with Roosevelt"—Lincoln Alexander Lony.
X. "Cow Range and Hunting Trails"- Malcolm S. Mackay.
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XII. "Sawdust and Solitude"- Lucia Zora—Boston—Little, Brown & Co.
XIII. "Cattle"—William MacLeod Raine and Will C. Barnes—Doubleday, Doran & Company.
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In the first place, this compilation on cattle ranching violates the principle of organic education in its very conception. It is related neither to the curriculum of the third grade for which it was prepared, nor to any manifestations of pupil activity from which it might be expected to develop. The impression which it must give to the student who prepares it is that of the old subject-matter lesson in a new guise. It is deliberate, definite and pre-determined. The student who prepared it could scarcely be prevented from developing the impression

that with this in her portfolio she was forearmed and fully prepared to encounter a third grade and set up an activity with them. She would virtually *tell* her class, by a roundabout fashion, that they were to study this material and she would see that they did so without serious deviation.

The divorce of the materials on ranching from the beginnings of activity in approaches of children and the endings of activity on attained curriculum goals is inherent in the method of planning. In the planning itself, the materials show only too clearly that the conscious objectives of the teacher are almost entirely subject-matter objectives. There is practically no hint throughout that the learners are to be engaged upon activity other than the mastery and expansion of the subject-matter which forms the main body of the plan. In fact, it is not even clear that the teacher does not expect to present the materials to them in lecture form, although it is not stated that she will. It is true that study and research are forms of activity, but not the forms of activity which children would be expected to use in pursuing the values of such a realm as this in the third grade. The whole structure of this so-called plan indicates that the teacher who prepared it regarded it as a unit of subject-matter, and was not even conscious of its implications for developing units of activity.

The chief activities referred to in the plan are those which occur at the beginning under section on the "Survey of Environment." Here it is suggested that the class which undertakes this work should make a series of trips into the neighborhood. But for what purpose? Surely the succeeding materials indicate that this is merely thought of as a rather elaborate motivation device. Some years ago, it was common to see some teacher-in-training, during her teaching-practice, hold up some object in class and say to the children, "What is this that I hold in my hand?" Such were the directions of her normal school teacher, and she obediently followed. Now the modern instance of this normal school teacher wishes the children to be bodily removed from the school and taken to the objects at the cost of much time, expense and friction. The modern student-teacher of the teachers college is as docile as her predecessor of the normal school. She obeys and obliges. Trips are the order of the day. Not trips which arise out of the organic group impulses and interests of the children perhaps, or trips which develop under the compulsion of an activity well under

way, but trips nevertheless. Trips have only to be *written down* at the beginning of a plan. One fears, however, that when the time comes to "start the unit" under the discouragement of unsympathetic supervisors or parents, or in the face of the mechanical difficulties of arranging trips, our student-teacher may omit the "Survey of Environment" and plunge at great saving of time and effort into the subject-matter of the "Unit." She is then back again where she started from before she took her teachers college course on activity programs at work.

Such is the pitiful result of educational devices which are built up without established relationship to the fundamental philosophies which are intended to motivate them. One virtue, and only one, can the writer find in this plan on cattle ranching in the West. It indicates a movement toward the functional reorganization of knowledge around genuine human activities such as the actuality of cattle ranching rather than around inert topics and classifications such as "the leading cities of the West" or "the important rivers" of this neighborhood or that.

THE FUNCTIONAL REORGANIZATION OF KNOWLEDGE

In the fundamental reorganization of knowledge there is much promise for the progress of civilization. The same child who will turn nauseated away from history endlessly drawn out and organized under some abstract logical category, who will draw back from the monotony of an abstract arithmetic, will turn voluntarily on his own initiative to "The Story of Numbers." This is no abstract situation. The writer has seen it realized. The American Council on Education is issuing a series of pamphlets[1] from one of which it may be well to quote. It is the very pamphlet which one arithmetic-nauseated youngster asked not merely to read but to own. It will illustrate what is meant by the fundamental reorganization of knowledge.

[1] The Story of Numbers, The American Council on Education, Washington, D. C., Committee on Materials of Instruction, of the American Council on Education, 5835 Kimbark Avenue, Chicago, Ill. In the same series are to be found

The Story of Writing
The Story of Weights and Measures.
The Story of Our Calendar
Telling Time throughout the Centuries.
Rules of the Road

"THE STORY OF NUMBERS

Difficulties in Using Roman Numerals

"Toward the end of the eighth century a great emperor by the name of Charlemagne ruled over a large part of Europe. He was very eager to have his people gain all the knowledge which the world could give them. He brought to his court as an adviser and teacher a scholar by the name of Alcuin, who had been educated at one of the great centers of learning of that time—York, in England. Alcuin labored with Charlemagne to spread knowledge among the people. He prepared a number of textbooks on various subjects. One of these books was an arithmetic. Alcuin's arithmetic was written before anyone in Europe knew about the system of numerals which we use today. In his time Europeans used what we call "Roman" numerals. These numerals, as their name suggests, had been devised by the Romans, and they had been carried far and wide over Europe by the Roman conquerors.

"In his arithmetic Alcuin told, among many other things, how to multiply two hundred thirty-five (CCXXXV) by four (IV). Alcuin's way of solving this example shows clearly that Roman numerals were very clumsy. The number to be multiplied was dealt with in parts. The two C's were written four times, thus: CC CC CC CC. These C's were then counted and re-written as DCCC. (D stands for five hundred in Roman numerals.) The three X's, when written four times, gave XXX XXX XXX XXX. These X's were re-written as CXX. When the partial products, DCCC and CXX, were combined, the result was DCCCCXX. It then remained to write V four times, to re-write the result as XX, and to add the XX to DCCCCXX. The final result was DCCCCXL. When we see how much effort had to be spent in solving what is for us a simple example in multiplication, it should not surprise us that the ordinary Europeans of Charlemagne's time did not learn much about arithmetic.

"Among the problems of Alcuin's book was the following: 'A traveler met some school children and asked them how many pupils attended their school. The answer given by one of the children was: "If you double our number, multiply the result by three, divide the product by four, and add one to the result, you will have the number one hundred." ' Alcuin showed how to solve the problem by reversing

the processes. He thus began by subtracting one from one hundred. He then multiplied ninety-nine by four, divided the product by three, and took one-half of the result. All the calculating had to be done, of course, with Roman numerals. Anyone who tries to solve the problem with Roman numerals, as Alcuin did, will begin to realize what an advantage it is to have the numerals which we use.

"Addition with Roman numerals was almost, if not quite, as complicated as multiplication. In an arithmetic written by Gerbert, a learned monk, who lived about two hundred years after Alcuin's time, a way of adding large numbers was explained. Gerbert showed, for example, how to add MCCIV, DXXXVIII, MMCCCCLV, and DCXIX. He rearranged the numerals in this way:

	M	C	X	I
MCCIV	I	II		IV
DXXXVIII		V	III	VIII
MMCCCCLV	II	IV	V	V
DCXIX		VI	I	IX

He then added the ones, tens, hundreds, and thousands and found the result to be:

M	C	X	I
IV	VIII	I	VI

This result (four thousand, eight hundred sixteen) was then re-written as MMMMDCCCXVI. As you can see, the adding of the columns was not easy even after the numerals had been rearranged, but Gerbert's method of addition was so much of an improvement over any which had been used before his time that it was considered remarkable.

"Clearly, calculating of any kind was very difficult with the only numerals Europeans used during the first thousand years of the Christian Era. However, although the Roman numerals were very clumsy, they were by no means the earliest or the crudest numerals. The story of numbers begins long before the time of the Romans, and since their time our much better modern ways of dealing with numbers have developed. In the following sections are traced some of the steps by which, in the course of many centuries, men have learned to work with numbers as they do today.

"COUNTING

"There was a time when people could not even count. Instead of counting, they gave a special name to each person or thing in a group and then named over the persons or things to discover any change in the size of the group. We still often "call the roll" to find whether or not anyone in a group is absent. In the same way, the early shepherds, when they wished to be sure that no sheep had been lost from their flocks, did not count; they called each sheep by name.

"When people first began to count, they did so not with number names, such as we use, but with counters. Probably the first counters used were the fingers. Of the many inventions which helped make the kind of arithmetic we know today possible, finger-counting is one of the most important. Our number system is a "ten," or "decimal," system; that is, we count by tens and tens of tens. It is a very convenient system—no one has ever been able to find a better one or even another as good—and we owe it chiefly to the fact that long ago the ten fingers were used as counters.

"In some cases in early days the fingers of only one hand were used as counters, and a trace of that practice is found in the Roman numeral system, in which special symbols are used for five, fifty, and five hundred. It is more natural, however, to use the fingers of both hands. Since our very early ancestors did not wear shoes, their toes, too, could be used as counters. Thus, they had twenty counters. We still sometimes count by twenties and say "one score," "two score," "three score," etc. The French word for eighty means four twenties, the word for ninety, four twenties and ten. . . .

"THE WRITING OF NUMBERS

"As men learned to count, they began to wish to record numbers, and, in order to do so, a second long line of inventions had to be worked out. The earliest kind of writing was picture writing. The American Indians used picture writing until fairly recent times. When an Indian wished to write that eight men had camped in a certain place, he put all eight men in his picture. Similarly, when he wished to write that a journey by boat had taken three days, he drew a picture of the boat and three pictures of the sun. The disadvantages of representing numbers in this way are easy to see.

"From studies of both ancient records and the habits of primitive peoples of today, it seems probable that the earliest numerals were simply notches on sticks or marks on stones or pieces of pottery. The earliest numerals of which we have definite records are found in inscriptions left by the peoples who lived in Egypt and Mesopotamia at least five thousand years ago—so long ago that until very recently little was known of how they lived and what they did. Now, thanks to the work of patient scholars, we have learned to interpret the writings they left, and in these writings we find their numerals. These numerals were, for the most part, simply short lines, but there were special signs for ten. . . .

"CALCULATING

"The difficulty of adding and multiplying with Roman numerals has already been illustrated. It was equally hard to calculate with any of the other ancient numeral systems. Indeed, the people who used the early systems of numerals did not as a rule attempt to calculate, as we do, by merely using written numbers; instead, they used small objects which they could readily distribute in various ways and then count. As has been pointed out, the early Romans used pebbles as counters. They used pebbles also in calculating. The Chinese used little sticks. To show how such small objects were used in calculating, let us suppose that a man wished to divide all his sheep equally among his three sons. Before he attempted to separate the sheep themselves into groups, he took a pile of pebbles or sticks, each pebble or stick representing one sheep, and divided the pebbles or sticks into three equal piles. After the division had been made with these readily handled objects, the father put as many sheep in each of three groups as he had counters in each pile. Addition and subtraction were even easier than division; both were turned into mere counting by the use of objects.

"After men had become familiar with the method of calculating with pebbles or sticks, some genius devised a new plan. He put a few pebbles in a row and beside this row he put another, but he let the pebbles in the second row stand for tens. Perhaps he had in mind the fingers and the two hands. He may have said to himself that each pebble in the first row means a finger and that each pebble in the

second row means the two hands. There is no historical record of who first had this clever idea; nor do we know anything about the date of the invention. All we know is that, when men first began to record their history, they were in possession of the device of using one row of counters for units and another for tens. This device made it possible to deal with large numbers without having large piles of pebbles or sticks. . . . ."

A consideration of the above quotation and list of topics reveals the nature of subject-matter organization which must prevail. It is not the topical organization of subject-matter about a topical abstract or academic topic such as Climate, 15th Century, or Carbohydrates. It is rather the organization of materials about some act, physical or mental, about some universal human theme or problem, the experience of the race in dealing with some matter of age-long significance. It is not abstract but concrete organization. Not formal but rather life organization, the re-ordering of knowledge in terms of the activities of life.

Such a fundamental reorganization of knowledge is a pressing necessity in so complex a world as ours. To illustrate—we remember the days when hanging a simple picture meant the purchase of a spool of picture wire, a half-dozen screw-eyes, and a package of wall-hangers. Today one who wishes to hang a picture may secure on a card a hanger, enough wire, screw-eyes, for a single picture. The materials are not scattered about several counters in the store, but concentrated and organized in one point about the act concerned. In the presence of a plethora of facts and schemes of knowledge, life must be integrated about itself. There is not enough time for each individual to search out and relate the ideas of a thousand scattered volumes. What is related in life must be learned in related fashion. This is the goal which school men must attain in the functional reorganization of knowledge. Thus may we step up on the shoulders of our predecessors or contemporaries. Integrated learning may lead on to the integrated life.

CHAPTER XII

PLANNING ACTIVITIES

A CLEAR orientation to the actual nature of the elements of the activity program makes the planning of an activity a comparatively simple matter. The procedure which is suggested is outlined in the following paragraphs. At the end of the chapter is appended a list of planned activities which are suggestive for those who find that they meet their curricular requirements.

All written descriptions of an activity program are but a series of suggestions, only a few of which should be adopted for any one class. Genuine planning of an activity program should begin with a study of the curriculum by the teacher and be followed by the determination of the realm. This determination of realm may wait for the choice of the children, or may be determined by the teacher beforehand, according to the circumstances which govern the specific teaching situation. Let us suppose that the realm which has so been determined upon is a topic, Transportation. This realm is regarded by the teacher as one which may satisfactorily become a vehicle of the curriculum values which she accepts for the group she is directing. Thus the order in planning activities should be, first, familiarity with the conduct goals of the curriculum; second, determination of realm.

WHAT ACTIVITIES MAY BE DEVELOPED IN THE REALM DETERMINED UPON?

Once the realm has been determined, in this case transportation, the question arises—"What activities may be developed in this particular realm?" What activities may be likely to develop in the realm of transportation? In making the forecast which will answer this question the teacher may use all the resources which she has at hand. In the first place, she may use her imagination. She may canvass the community in her mind to discover just what transportation is going on in the neighborhood which might become a beginning point for school

CANADA

GRADE 5

DURING a summer's trip to Canada the teacher had found a drill, two pairs of snow shoes, a black bear hide, a plaque of character writing and Jack Pine bark strips in a deserted Swiash Indian camp. She brought these to school to awaken the children's interest in Canada. The drill served as an approach to fire making and through that to Mary Austin's story of Fire and poems and stories of the forces of nature and how they aid mankind.

GENEVRA DAVIS.



activities. This use of the intelligence and of common sense may be supplemented by experience. The experience of previous years in developing the realm of transportation with children will enable the teacher to prophesy with considerable sophistication just what sort of thing may develop. Again, the teacher who lacks experience herself may profit by the observation of such work in transportation in some practice or demonstration school, or in the class of some teacher in the same system whose class she has been privileged to visit. Without imitating such work a teacher may frequently direct the work of her own class in similar channels. The written activity program as presented on page 217 is full of suggestions. Finally, a teacher may still further supplement her own ideas and experiences by reading of the experiences of others. Fortunately, recent years have brought us very valuable guidance in such reading and study. Lists have been published which are so arranged that teachers may consult them to discover guidance on a very wide variety of realms. By discovering in the index the realm concerned, reference may be found to articles and books in which the development of activities in that realm by certain groups of children in other schools is described. Dr. Chester Pugsley has listed the following suggestions which are of assistance in initiating an activity.

SUGGESTIONS FOR INITIATING ACTIVITY UNITS

1. The class must feel that its coöperation in the determining and carrying out of the class program is earnestly sought by the teacher.
2. A suitable unit of activity may naturally appear because of individual and group interests.
3. The teacher may suggest a group of activities which she believes are suited to their interests.
4. The teacher may place suggestive materials in the class environment.
5. Go on a trip or excursion to a place where the children may observe collections or activities that embody the elements of the activity you want to initiate.
6. Read an account, or several accounts of units that other classes have developed.

7. Visit a room that has already made a beginning on a unit of activity.
8. As child purposing appears and becomes unified towards a desired unit make initial planning about what is to be done.
9. Proceed carrying out these aspects of the unit thus far planned.
10. The class as a group should evaluate progress made in terms of the plan.
11. Modify the plan in whatever way you find it necessary, then proceed with more execution, more evaluation of the attainment.
12. As problems arise have them handled by committees.
13. Use the blackboard generously to record information and skill needs as they arise.
14. Have the group plan what they are going to do about learning the skill needs just as they do about other needed learning.
15. Your philosophical scheme for the guidance of procedure is need, purpose, plan, carry out, evaluate

Other valuable suggestions are to be found in a recent volume by Robert H. Lane.[1] In it will be discovered many practical aids to the classroom teacher.

Special reference should here be made to two very useful lists, one "A Suggested List of Activities" published by the Raleigh Public Schools, Raleigh, N. C., and the other, "Catalog of Units of Work; Activities, Projects, etc.": The Lincoln School of Teachers College, Columbia University, New York (1932). Although many of the accounts to which reference is made in this list may be deficient in organization, and inadequate as reports, yet they may still be full of suggestion. They are valuable to the teacher who does not imitate, yet who needs much stimulation and suggestion from the activities worked out in the classes of other teachers.

Such a procedure as the above may result in a tentative forecast of activities which might develop in the realm of transportation. For example—

Making a floor map.
Building a train.
Laying out a river with boats and a bridge.
Making automobiles, trucks, etc.

[1] Lane, Robert, H., *A Teacher's Guide to the Activity Program*, The Macmillan Co., 1932.

Laying out a street.
Making aeroplanes, building an air-port.
Building a garage for play with vehicles.
Making wagons and carts.
Building a bus terminal, and bus.

It is obvious that this list does not include all the possibilities within the realm of transportation. Neither would it be possible or desirable for any one group of children to develop all the suggestions listed. On the contrary the list is full of suggestions, and the teacher who has some such list in mind will be very likely to discover leads in any active class which will develop in the direction of one or two of the activities listed. The list of activities is therefore tentative, suggestive, variable. It is not to be followed thoughtlessly. Nor is it to be foisted upon the children of the class. In its use the teacher must discover some working balance between her own planning and the learning momentum of the class.

It is not to be supposed, however, that the teacher who has planned some such activities within the realm of transportation will sit by and wait to see if the children suggest them. On the contrary, she should be sensitive to possible approach to these activities which may be discovered in the lives of the children. These approaches may be from any part of the children's experiences, in or out of school. The following list of approaches is suggestive:

1. Method of arrival of company visiting home or school, or in any situation.
2. Group trip to railroad.
3. Trip to bus center.
4. Trip to docks.
5. Trip to airport.
6. Discussion of food arrival—how is food brought?
7. Relation of, or planning of vacation trips.
8. Taking a walk—discussing what we saw on our walk.
9. Chatting about stories.

Again the list is only suggestive. The children themselves may take the whole matter out of the teacher's hands and offer an approach which she has failed to think of. In such a case the wise teacher will follow the children's lead.

Careful planning may include a further list of activities which may develop from the fundamental ones. While this list is not so important as the central one, yet some initial thinking in this direction may help to make the teacher sensitive to the work the class is likely to develop. Such a subsidiary list is the following:

A. 1. Plan a party.
2. Write invitations.
3. Purchase food.
4. Sell tickets for guests to ride on train (play money may be used).

B. 1. Making a garden to supply play house.
2. Build a grocery store.
3. Sell vegetables.
4. Have a flower show.

C. 1. Build a town around one of the buildings with grocery store, home, stores, post office, creamery, farm, factories, library, school, fire house, and so on.

Such a list indicates the way in which activities weave and interweave with other activities which are in progress, finally emerging in a new series as school life develops from day to day.

The final plan worked out in the previous paragraphs appears as follows:

REALM—TRANSPORTATION

Approaches	*Activities*	*Subsidiary Activities*
1. Company at Home (Play House)	Making a floor map and building	1. Plan a party
2. Trip to R R.	1 Train	Write invitations
Trip to Bus Center	2 River with boats and bridge	Purchase food
Trip to Docks	3 Automobiles, trucks, street	Selling tickets for guests to ride on train
Trip to Airport	4. Aeroplanes—port	Serving luncheon
3. Discussions:	5 Garage for playhouse	2 Making a garden to supply play house
How did company come?	6 Wagons and carts	Building grocery
How is food brought?	7. Bus Terminal and Bus	Selling vegetables
Vacation Trips		3 Having a flower show
What we saw in our walks		Building a town around grocery and home
4. Stories		Stores
		Post Office
		Creamery-Farm
		Factories
		Library
		School
		Fire House

PLANNING FOR SPECIFIC ACTIVITIES

Whether the teacher plans her activities before coming to class, or whether she waits to plan them with the children, she should follow some such procedure as that which has been suggested. In order to facilitate this work by copious concrete suggestion a lengthy series of further illustrations extending throughout the whole elementary school is given in the following pages. It should be kept clearly in mind, however, that this is not a program for adoption, but a set of illustrations to facilitate the teacher's thinking and practice. The material here presented contains many elements which are identical with those presented under the activity program on page 217. The purpose and function of the two lists are, however, quite different. The material which immediately follows at this point is not intended as any complete picture of an activity program. It is merely offered as a set of examples which the teacher may use as a model to follow in planning. The teacher when planning her work should use her own curriculum goals, determine, with the assistance of her class when necessary, her own realms, and plan a tentative outline of activities in accordance with the scheme set forth here.

ACTIVITIES AND REALM BACKGROUNDS

Kindergarten—*Farm*

Realms—Community life and animals. This activity has been worked out for a school in a residential district near a city. There are several large farms accessible and since very few children live on farms a farm excursion is desirable.

Approaches	*Activities*	*Smaller Activities*
1. Children ride in country and notice farms	1 Children bring some seeds and we make a garden in the sand table	1. Write a thank-you note to farmer
2. Some child may have gone to country over week-end	2 They decide to make it a farm so they build—	2 Crayon {inspired by pictures / farm visit
3. They tell their experiences during conversation	a. House / b. Barn: Wood or cracker boxes. Cut doors, windows, paint. Might make them of blocks	3 Easel painting
4. Some children have not been to a farm so the children decide to take a trip to a nearby farm	3. Make wagons of boxes	4. After talking about what animals give us they bring in pictures and we make picture books
5. On return they discuss	4. Make cows, pigs, horses, chickens, etc. of clay	5. Stories—both hearing and telling own stories of farm experiences
a. What was growing	a. Pens and coops for housing them	6. Learning songs—possibly making a song
b. What things grown were used for		7. Pulling up a plant to see how roots look
c. What animals they saw		

Approaches	*Activities*	*Smaller Activities*
d. What animals were eating e. What animals do for us	5. Decide to bring their rakes and hoes and do some planting outside	8. Watering the gardens 9. Hoeing the outdoor garden 10. Making butter 11. Harvesting the crop

SUGGESTED ACTIVITY UNITS FOR FIRST GRADE (FIVE-YEAR-OLD CHILDREN)

Realm Background—Animals

Introduction or Approaches	*Large Activities*	*Small Activities*
1 Group talks about pets 2 Children bring pets to school 3 Some child may visit farm or zoo or go to a circus 4. Group may take trip to a farm or zoo 5. Children may see circus parade 6. Through stories of animals—both domestic and wild	1 Making a dog house 2. Making house for "Three Pigs" or "Three Bears" 3 Making a farm or barnyard 4 Making a zoo 5 Making a circus	1 Learning to care for pets 2 Learning to care for birds and fish 3 Having fish in room and caring for them 4 Watching tadpoles develop 5. Painting pictures of birds, fish and animals 6 Making booklets of animals a domestic b. wild 7 Making booklets of fish and birds 8 Making health books—learning to care for self 9. Dramatizing animal stories 10 Learning to read animal stories 11 Giving a circus and inviting another group 12 Learning to coöperate with S P.C A. 13 Caring for baby chickens in school room 14 Making a chicken coop 15. Learning the use and value of eggs 16 Caring for rabbits in school room 17. Making booklet of animal products (such as milk, eggs, and wool)

Realm—Circus

Approaches	*Activities*	*Subsidiary Activities*
1. A circus story 2. Advance advertisement of circus coming 3. Newspaper article regarding some event at winter quarters of circus 4. Discussion of animals, clowns, etc. (some child might tell something he had seen at the circus)	1. Making costumes for clowns and animals 2 Playing a circus 3 Making a miniature menagerie 4 Having a rhythm band to play for circus 5. Organizing the circus 6. Giving a circus assembly	1. Making posters to advertise circus *or* writing invitations 2 Practicing parts for tumblers, jugglers, dancers, clowns, etc. 3. Learning how animals are cared for

The Farm

Approaches

1. A vacation trip to a farm
2. A Sunday trip through the country
3. Where does grandmother live
4. Reading a story about a farm
5 Interest in farm may be developed from making animals of wood
6. Where does our food come from
7. Trip to a farm

Farm Activities

1. Making a farm house
2. Making a barn
3 Making animals
4. Making furniture for house
5. Making curtains and rugs
6. Making a vegetable garden
7 Making a flower garden
8 Making farm pictures
9. Making farm booklets

Subsequent Activities

1 Making up stories
2 Dramatization
3. Reading stories
4 Learning a farm song
5. Playing "Farmer in the Dell"

Realm—Lumbering

Approaches

I. *Trips*
   1. To a sawmill
   2. To a manufacturing plant
   3 To a furniture store
   4. For the purpose of observing homes
II. *Discussions*
   1. Materials used for shelter
   2. Comparison of our homes with those of past times
   3. Children's own visits to forests
III. *Pictures*
   1. Displayed previous to study and children given an opportunity to ask questions
   2. Brought in by children
IV. *Slides Shown*
   1. Homes
   2. Lumber Camp
   3. Process of felling trees
   4. Sawmill
   5. Process of manufacturing

Activities

I *Lumber Camp Life*
   1. Built on floor
   2 Built on sandtable
II *Forest*
   1 Built on floor
   2 Built on sandtable
III *Lumber Frieze*
   1 A log cabin
   2 Lumbermen
   3. Sawmill
   4 Sled
   5 Horses
   6 Ax
   7 Saw
   8 Trees
   9 Flume
   10 Truck

Subsequent Activities

I *Dramatization*
   1. Lumbermen at work in a forest
   2. Story of a log
II *Make Slides*
   1. Forest
   2 Lumber camp
   3 Felling trees
   4 Logs floating down mountain streams or flumes
   5 Log jam
   6. Work done at sawmill
   7 Uses of lumber
III. *Drawings and Paintings*
   1 Scenes to be used during dramatization
   2 Creative expression
IV. *Map Making*
   1. Show lumber regions of the United States
   2. Show lumber regions of the world
V. *Story Telling*
   1. On pictures or slides made
   2. Creative expressions
VI. *Story Writing*
   1. On pictures or slides made
   2. Creative expressions
VII. Poems
   1. Read
   2. Written by children
VIII. Written invitations to other classes to see work mentioned above

Realm—Food

Approaches

1. Weighing children (underweight)
2. Trips to:
   Farm
   Milk plant
   Cheese factory
   Mill
   Baking
   Market
3. Discussion.
   What does the family eat?
   How is food obtained and prepared?
   How does milk get in bottles?
   How do plants and trees keep alive?
   Why do we cook food?
   What foods do babies eat?
   Where do cereals come from?
   Why do foods have to be canned?
4. Discussions resulting from.
   Hunting, fishing, trapping, tapping trees
5. Stories·
   Gingerbread Boy, Runaway Pancake, etc

Food Activities

1. Grinding grains
2. Making butter
3. Preparing lunch
4. Making jelly, jam, applesauce, canning fruit
5. Tapping trees
6. Going fishing
7. Making a garden
8. Building a chicken ranch and hatching chickens
9. Building a grocery store, bakery, milk plant, cheese plant, etc
10. Caring for hive of bees
11. Building farm and village (play at supplying village with farm produce)

Subsequent Activities

1. Scrap book records
2. Making class newspaper
   Writing advertisements
3. Making electric map
4. Modeling toy animals
5. Making train, truck, boats to move produce
6. Reproduce scenes representing lives, customs, industries of people who raise foreign grown foods
7. Making poems, songs, paintings, a play and stories about experiences
8. Writing labels
9. Making garden sticks
10. Playing house
11. Playing store

Realm—Boats

Approaches

1. Trip to harbor
2. Boat trip taken by child
3. Toy brought to school
4. New picture book of boats in library corner
5. Discussion of different kinds of boats and their uses
6. Stories and poems

Boat Activities

Making a floor map and building
1. Harbor
2. Lake with passenger boats, freight boats, tugs, row boats, canoes and sail boats
3. Break wall
4. Light house
5. Crow of clothespins
6. Paint pictures of boats on easel

Subsequent Activities

1. Build water front with grain elevators, warehouses, etc
2. Trip to flour mill, grain elevator
3. Trip to bakery
4. Plan a boat picnic at nearby park pool or park lake Write invitations to parents, plan and purchase food
   Serve food
5. Invite other classes to come and see exhibit
6. Make bulletin board record of different kinds of boats

FIRST YEAR CLASS OF DEAF CHILDREN

Realm—Home Family

Approaches

1. Photographs brought from home of family and pets
2. A trip to one of the teacher's homes
3. A trip around the school and grounds.
   a Kitchen
   b Dining-room
   c Superintendent's apartment
   d Dormitory
   e. Barn
   f Garden
4. Books and magazines filled with pictures of family life and pets
5. Discussions· Compare what we have seen with pictures
   Compare pictures with their homes

Home-Family Activities

1 Building and furnishing a doll's house
2 Making books of "My Home" for the library containing the pictures brought from home and others cut from magazines
3 The school and grounds

Subsequent Activities

1 Have a party
2 (a) Go to the store to purchase things for the party
   (b) A box from home
3. A garden either in the sandtable or out of doors
4 Care of pets
5 Building a store
6 If some of the children live on farms perhaps farm life will be developed

SECOND GRADE

Realm—Milk (Story of)

Approaches

1 *Discussions:*
   How much milk does a cow give?
   How does milk get to cities?
   Why does milk sour?
   Summer Experiences (Child may have drunk goat's milk)
2. *Trip to a Dairy Farm*
   Trip to a R R. station to see the refrigerator cars
   Trip to a Pasteurization Plant
3. Pictures, Posters
4. Stories, Plays

Milk Activities

Making a floor map showing the journey of milk from country to the city home

Building

1 Dairy farm
2 Train with refrigerator cars
3 Trucks, autos, street
4 Pasteurization Plant
5 Garage for Pasteurization plant
6 Playhouse (city home)

Making

1 Milk cans, milk bottles

Subsequent Activities

1 Making milk booklets
2 Making milk dishes: ice cream, butter, custard, cottage cheese
   Plan a party
   Write invitations
3 Building a community around the home and pasteurization plant
   Stores, Fire House, School, Post Office, Church, Library
4 Milk in other Lands

Realm—Dairying

Approaches

1. Health talks
2. Midmorning lunches of milk and cookies
3. Trip to a farm
4. Trip to a dairy (coöperative)

Major Activities

1. Making the farm buildings with blocks
2. Making trucks
3. Making trains and aeroplanes and printing word milk on them

Subsequent Activities

1. Making farm booklets
2. Writing stories to read at home
3. Painting farm scenes
4. Planning a party
   a. Writing invitations

Approaches	*Major Activities*	*Subsequent Activities*
5. Discussions a. Where cows were kept b. How they were milked c. What was done with the milk d. How milk is distributed e. What type of cars are used for long distance distributions f. How butter was made g. How cottage cheese was made 6. Stories	4. Making butter 5. Making cottage cheese	b. Serving butter and cheese made by class

Holland

Approaches	*Activities*	*Subsequent Activities*
Pictures (a little girl's aunt had been to Holland and she brought snapshots to school); colorful pictures of Holland brought in by children and teachers *Stories*: Books on life of Dutch children *Wooden Shoes:* A pair of Dutch shoes brought in by one of the children *Poem:* Wynken, Blynken and Nod—leading to a discussion of wooden shoes and the people who wear them	Building a Dutch home Constructing the house Planning and constructing furnishings for the house A Dutch cupboard A Dutch bed Fireplace Curtains Window boxes Making a Dutch marketplace Building a milk cart Flower stand Cheese sleds Planning an entertainment for mothers Preparing the invitations—original poem—decorate the invitations Preparing a play Writing a song Making costumes	Painting pictures of Dutch life Making a puppet show Making a movie to show the pictures they have made Preparing and constructing a library corner to keep the books and pictures brought in by children Preparing a luncheon using Dutch foods: cheese, cocoa, etc A study of milk and dairying grew out of this

THIRD GRADE

Realm Background—Children of Other Lands (Holland)

Approaches	*Activities*	*Subsequent Activities*
1. Conversation—Christmas in other Lands 2 Reading a book—Ned and Nan, the Dutch Twins 3. A trip to the canal (near the front)	1 Furnishing a room 2. Making a Dutch costume 3. Making Dutch shoes 4. Constructing a sail boat 5. Dramatizing a Dutch play 6. Painting bulbs 7 Constructing a Dutch market 8. Constructing a windmill 9. Planting a vegetable garden	1. Studying about milk 2. Visiting a cheese factory 3. Writing a Dutch play 4 Dressing Dutch dolls for a puppet show

Realm—Fairy Stories

Approaches

1. Map of Make-Believe Land
2. Margaret Tarrant's Fairy Pictures
3. Library Stories
4. Music as Nut Cracker Suite
5. Fairy Poems

Activities

1. Reading Fairy Tales
2. Reading Fairy Poems
3. Making Fairy Pictures
4. Dramatizing Fairy Story
   a. Preparing story
   b Dividing story into scenes
   c. Playing story by scenes
   d. Evaluating conversation of players
   e. Writing of best dialogue
   f. Memorizing best dialogue
   g. Making stage properties
   h. Painting scenery
   i Making costumes
   j. Making programs
   k Invitation to mothers

Subsequent Activities

Making of Fairy
  Land
  Castle
  Gardens
Dressing dolls
  Fairy King
  Fairy Queen
  Fairy Princess
  Fairy Soldiers
Barracks
Dragon
Dragon Cave

Realm—Man's Primary Needs—Food, Shelter, Clothing

Approaches

1. Stories
   a. Robinson Crusoe
   b. Children of other lands
2. Pictures
   Brought by children
   Brought by teacher, if children don't happen to bring them
3. Poems
   Little Indian
   Foreign children
4. Trips
   Dairy
   Farm
   Market
   Clothing Factory
   Indian Reservation (to see how Indians make cloth, build homes and perhaps what they eat)
5. Discussions
   Feeding and watching birds
   What we had to eat (child might bring up)

Activities

1. Building a market
   Raising vegetables
2 Building a home
   a. Home like Crusoe's
   b Grass homes
   c Igloos
   d Home like ours
   e. Indian home (prob. not if taken up in 2nd grade)
3 Planning and painting a frieze along wall to tell story to visitors
   Showing homes or clothing as it is made or where it comes from
4. Making clothing for dolls
   This might be for use in puppet show
5. Making a chart showing materials they now know. (This would have to be child instigated or it would become stiff)

Subsequent Activities

1. Weaving rugs or mats
2. Designing table or burlap or oilcloth, etc. or plant mats
3 Presenting another class with a rug or mat made by class members
4. Making films to tell story of activity for an assembly program
5. Planning a meal or party including refreshments for company
6. Having exhibit
   Asking other class to visit (this would bring in writing an invitation)
7. Discussing homes and other buildings in Buffalo (this might lead on to a study of Buffalo)

Realm—The Sun and Direction

Approaches

1. Reading "Bed in Summer" by R. L. Stevenson
2. Conversation about the shorter days
3. Use of sunset or sunrise scenes as "The Song of the Lark"

Activities

1. Observing to see where the sun rises
2. Observing to see where the sun sets
3. Records for different seasons of the year
4. Finding directions by shadows

Subsequent Activities

1. Painting scenes of sunset or sunrise

Realm—Weather

Approaches	*Activities*	*Subsequent Activities*
1. Conversation on a rainy or snowy day	1. Observing sky for clouds or sun	1. Observing how plants and animals protect themselves from adverse weather conditions
2. Reading of poems as "April Rain" or "Rain in Summer"	2. Keeping temperature records	2. Reading of weather and temperature reports of Byrd's expedition
3. Use of pictures showing winter scenes, rain or clouds	3. Keeping weather chart	
	4. Keeping a rain chart	

Realm—Land and Water Forms

Approaches	*Activities*	*Subsequent Activities*
1. Children tell of summer experiences playing along lake or brook	1. Trips to see land forms in the community	1. Collecting and reading about fossils
2. Conversation on winter coasting and climbing hills	3 Making of forms on sandtables	

Realm—Food

Approaches	*Activities*	*Subsequent Activities*
1. Preparing for a party	1. Making butter	1. A trip to a dairy farm
2. Noon lunches	2 Studying milk as a health food	2 A trip to a dairy
3. Pictures of different food or lunches	3. Making and caring for a garden	3. Making health posters
	4. Canning fruit	4 Trip to a museum to see cooking utensils used by early settlers of the locality
	5. Making bread	
	6. Caring for chickens	

Realm—Clothing

Approaches	*Activities*	*Subsequent Activities*
1. Showing of cotton boll brought in by children or teacher	1. Caring for the silk worm	1 Trip to museum to see clothing of other periods
2. Girls may have been making doll clothes at home	2. Dressing dolls of other lands	2 Children might collect samples of different kinds of cloth to be used for a booklet or in making doll dresses or gifts
3. Someone may be wearing a new suit or dress after a birthday, or after Christmas	3. Study of cotton raising	
	4 Spinning wool	
	5. Dyeing cloth	
	6. Weaving cloth	
	7. Knitting a sweater	

Realm—Shelter

Approaches	*Activities*	*Subsequent Activities*
1. A visit to a local lumberyard or brickyard	1. A trip to a building in process of construction	1. Making a frieze showing different types of shelter
2. Reading of "Robinson Crusoe" or "Swiss Family Robinson"	2. Building a play house	2. A simple study of the lumbering industry
3. Some children may have just visited a log cabin	3. Making furniture for a play house	
	4. Building primitive huts	
	5. Making and furnishing a Japanese house	
	6. Making and furnishing a Dutch House	

FOURTH GRADE

Realm—Indians

Approaches	*Activities*	*Subsequent Activities*
1. Trip to a reservation	1. Reading Indian books Research	1. Writing letters to parents to attend play
2. Indian movie	2. Making maps	2. Writing for materials
3. Indian stories	3. Building Indian village	3. Discussions at council fire
4. Indian programs on radio	4. Painting Indian pictures	4. *Making Indian weapons*
	5. *Making Indian dances*	5. Making Indian garden
	6. Making Indian play	6. Making Indian museum
	7 Making Indian music	7. Making Indian canoe
		8. Making Indian sign writing
		9. Making Indian clothing
		10. Making Indian Wampum belt

Realm—Gypsum Mining

Approaches	*Activities*	*Subsequent Activities*
1. A visit to local gypsum mine	1. Construction of model mine, top view a Tunnel and rooms b Tracks and cars c Drills d. Tracks incline to mill e Model mill	1. Carving book-ends from "plaster of paris" blocks
2 Stories of mine tragedies told by children		2. Make a museum of natural resources that contribute to building homes (may lead to other units)
3. Movie slides on mines and mills		3 Dramatizing a mine disaster
4. By placing miners' equipment in school-room		4. Write letters asking for information concerning products
5. What products are used in building your homes	2. Construct a piece of plaster board in classroom	5 Writing compositions or story of the mining and manufacture of gypsum illustrating stories with pictures painted by class or with photographs
	3. Make "plaster of paris" from a piece of gypsum	
	4. Make thermocrete or honey-comb plaster and other plasters by mixing ingredients with "plaster of paris"	
	5. Make a wax key from a "plaster of paris" mould	
	6. Make small building blocks in different shapes and sizes from "plaster of paris" with fine shavings	

FIFTH GRADE

Realm—Colonial Industries

Approaches	*Industrial Activities*	*Subsequent Activities*
1. Discuss present day industries necessary to carry on in life	Making floor map of Thirteen Colonies	1. Building log cabin
2. Films showing:	1. Oceans, rivers	2. Constructing a boat
a. Colonial life	2. Ports, industrial centers	3 Constructing a farm
b. Lumbering camp	3. Resources	4. Building wharf at plantation
c. Transportation facilities	4. Farm products	5. Constructing tobacco plantation
	5. Shipyards	6. Building shipyard
	6. Trading posts	

Realm—Colonial Industries—Continued

Approaches	*Industrial Activities*	*Subsequent Activities*
d. Iron and steel manufacture	7. Plantations	7. Carry on barter-farm products and manufactured articles
3. Visit to:	8. Cabins	8. Drawing-implements, tools, settlement, cabin, trading post, etc.
a. Farm	9. Wagons, carts	9. Making iron articles
b. Shipyard	10. Animals, boats	10. a. Weaving
c. Steel plant		Rugs
d. Museum		Tablecloth
e. Furniture Factory		b. Soap making
4. Further discussion		c. Candle making
a. What determines man's mode of life?		d. Broom making
b. What resources did first English settlers find in New World?		e. Home furniture
c. What supplies had they brought with them?		f. Fire place
d. What skills had they at their command?		g. Spinning Wheel
5. Colonial Stories		h. Whittling
6. Show pictures of early industry		1. Whistle
		2. Musical instruments
		3. Bow and arrow
		4. *Windmill*
		5. Gun, canoe, paddles, etc.
		11 Assembly program
		12. Exhibit

SIXTH GRADE

Realm—Salt Water Fishing

Approaches	*Fishing Activities*	*Subsequent Activities*
1. Reading "Moby Dick"	1. Making relief maps of coast, including shoals, reefs, light, etc.	1. Procuring certain bait, squid, fiddler crabs, etc.
2. Seeing movies on sea life	2. *Building fish pier* and dock	2 Tarring nets
3. Reading "Arcturus Adventure"	3. Building small aquarium	3. *Preparing lobster*, scallops, eels, codfish, etc.
4. Reading work by Dr. Wm. Beebe, naturalist	4. Dramatizing catching of shark, swordfish, blue-*fish, etc.*	4. Building sharpies and dories
5. Seeing aquariums	5. Chorus singing of sea songs, fisherman chanties, etc.	5. Reading compass and *barometer*
6. Sailing on salt water *(Long Island Sound)*	6. Pictorial maps of marine life	6. Understanding ocean currents, tide rips, undertow
7. Visiting various shipyards devoted to fishing boats	7. Making model oyster beds, nets, lobster crates, eel pots, etc.	7. Bottom or top feeding types of fish
	8. Depicting icing and packing of fish	8. Making various hooks and devices
	9. Drawing various sea creatures from porpoise to sea horse	9. Marketing fresh or iced fishing product
		10. Making clam chowder

Realm—Power

Approaches	*Major Activities*	*Subsequent Activities*
1. Vacation trip to farm where various kinds of power are used	1. Finding out how *Power* developed	1. Reading stories of power before Machine age
2. Trip to Niagara Falls	2. Finding out what effect *Power* had on the lives of people	2. Writing play around life of early labor in own country
3. Current History	a. In homes	a. Planning scenery
a. Muscle Shoals	b. In cities—country	b. Dramatizing play
b. Century of Progress	c. In occupations	c Planning costumes
4. Pictures	d. In travel	3. Making map of World to show where monuments of hand labor are
5. Discussions of topics listed above	e. In communication	4. Painting frieze of Labor
6. Going on trip to power plant, mill, factory, etc.		5. Reading to find kind of power used by Columbus—Pilgrims
		6. Finding out what changed the power from muscle to machine
		7. Writing biographies of important people pertaining to power growth as Watt, Edison, and others
		8. Writing letter of thanks for trip
		9. Visiting speaker to tell about patents
		10. Observing patent papers as passed about class
		11. Reading to find out the changes the steam engine brought
		12. Finding out how new inventions were received by the public
		13. Painting scenes to show transition
		14. Collecting pictures
		15. Finding out about immigration as result of machine age
		16. Reading about labor unions (probably for older children)
		17. Creating dances
		18. Collecting any poetry individuals find and like
		19. Doing simple electrical experiments
		20. Reading to find out all sources of modern power

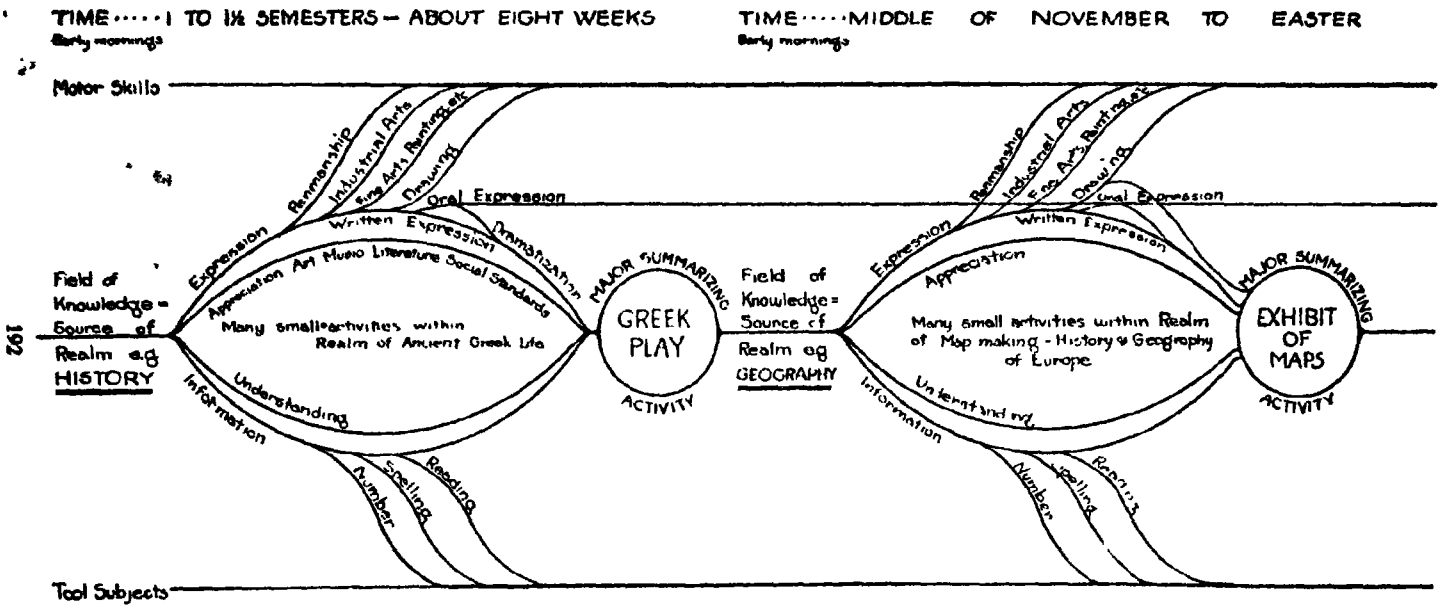
YEAR PLANNING

An interesting method of planning a year's work tentatively is illustrated by the year plan in Chart B.[1]

A more elaborate type of year planning is exhibited on Chart C.

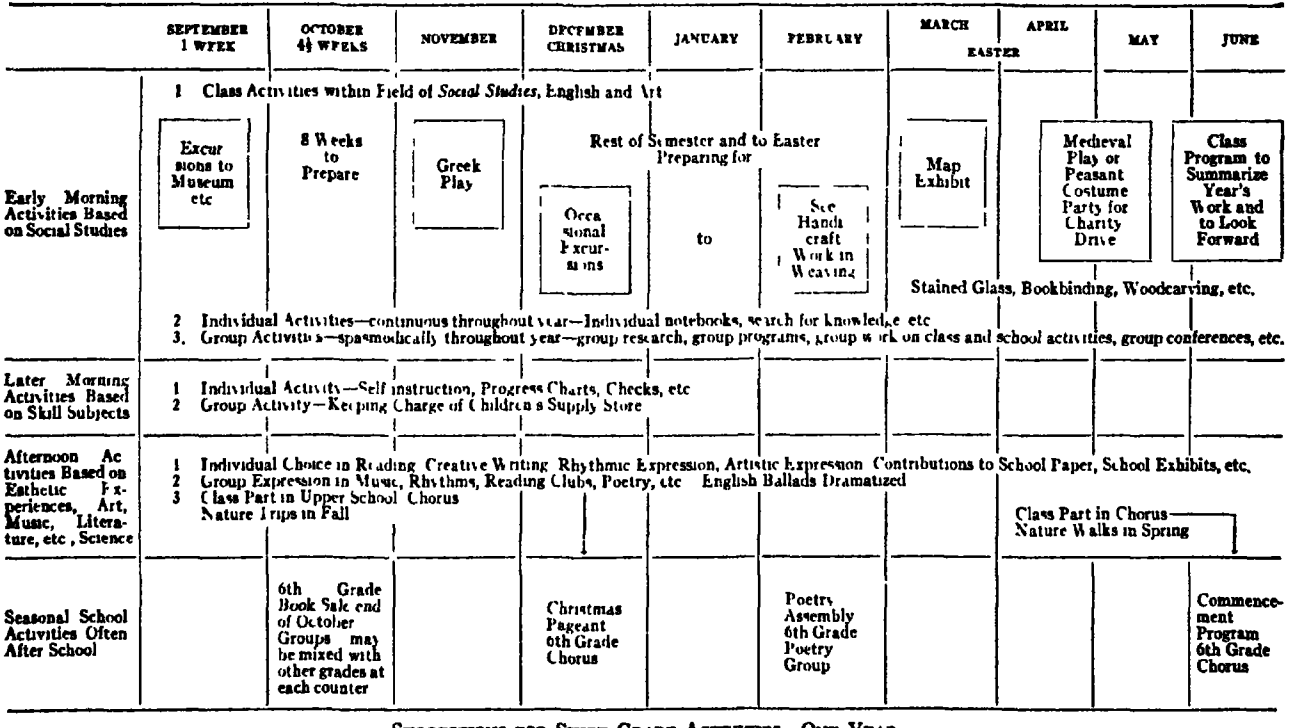
[1] Used through the courtesy of Miss Marian Johnson.

ORGANIC NATURE OF ACTIVITY



Other activities during day assuming importance from time to time throughout this long period of small activities in early morning or Social Studies - English - Art time.

CHART B



SUGGESTIONS FOR SIXTH GRADE ACTIVITIES—ONE YEAR

CHART C

CHAPTER XIII

THE TEACHER AT WORK WITH THE ACTIVITY PROGRAM

IT SHOULD be profitable to consider in the most concrete fashion the way in which a teacher works out the activity program with a specific group. Consequently, what follows is given as an intimate analysis of the teacher's procedure in guiding a class which is engaged upon an activity program.

PRELIMINARY CURRICULAR CONSIDERATIONS

The first thing which the teacher who knows her curriculum must consider in approaching the problem of a term's work is the listing of the tentative realms which may contribute toward the attainment of the curriculum. The teacher[1] of this particular sixth grade class differed from me in the belief that it is desirable to maintain a core curriculum of the social sciences. It is her belief, however, that this core should be amplified in a very adequate fashion. Consequently, after selecting as a general realm a "Principal Field of Knowledge"—Man's Progress from Simple to Complex Life—she proceeds to enlarge this realm by a series of parallel realms as follows: She suggests a series of parallel fields: (1) Literature: Appreciation and Creative Expression. (2) Arts: Appreciation and Creative Expression. (3) Science: Nature Study-Animals, Plants, Man, the Universe. (4) Skills and tool subjects. In explanation she writes: "During the course of the year the chief activities should center around the realm of the social studies. Parallel to it, sometimes functioning in the principal activity (but only when natural for it to do so), should be some activity based on each of the other four fields of human endeavor. It is also very important that the children's interest in Literature, Arts and Science, quite unrelated to the activity, should be encouraged for the sake of the variety of interests and broadening of outlook which they give." I myself prefer

[1] Miss Marian Johnson of Elmwood School, Buffalo, to whom the writer is much indebted for analyses which are the basis of this discussion

a situation in which a series of realms and activities are chosen entirely independent of any special subject or core, but with adequate checking to insure the fullest experience with various fields of human enterprise, artistic, literary, technical and social. On the other hand, the slightly different technique of this careful teacher will not interfere with the explanatory purpose with which this account is written. It is still a most satisfactory model to illustrate teaching procedure.

INVENTORY OF LIMITATIONS

The conditions under which different teachers work in different schools are so different that it is useful to make a survey of limitations and opportunities. Such a survey may first of all be physical and environmental.

1. What is the nature of the environment?
2. Is it a city, with or without museums, docks, manufacturing plants?
3. Is it a rural district, with or without nearby cities, railroad communication, farming, mining or fishing?
4. What materials are available?
5. Can wood, brick, stone, concrete, beaverboard, cardboard, paper, paints and so on be procured?
6. Can they be requisitioned?
7. Can they be secured by gift of individuals, or parent teacher associations?
8. Can they be brought in, as almost anything can, by the children from home?
9. Can they be purchased by funds secured from a school entertainment or fair?

The second part of this survey, the personal one, must wait, to a large extent, until the children arrive in school. It is, however, essential that teachers make, as soon as possible, a personality survey of the children of the group. It is desirable to secure individual and group levels in: (1) Creative Expression, (2) Behaviour habits, (3) Motor skills, (4) Tool subjects. It is obvious that the group and individual levels in the tool subject may be secured by a well conducted testing program. This is the work of the psychological department of the

school. When there is no such psychological department, teachers must do the best they can as in any other case where work which does not belong to them is forced upon them. Other levels cannot be measured by tests, but should be determined by thoughtful observation. Children will naturally, if not forced by the teacher, take up those activities which are suited to their own level. They can grow to a higher level but cannot arbitrarily be placed there successfully. Consequently, the earlier weeks of life with a class must be exploratory and observational. If the children are to learn from their teachers, teachers must first learn from the children.

FORECAST OF ALTERNATIVE REALMS

Under the conditions in which the teacher whose work is being reported found herself, she was able to make a forecast of certain alternative realms. Each of these realms she regarded as a desirable vehicle for the values the class might desire during the term. They are—

Egypt
Greece
The Known World and How It Grew
The Story of the Stars in Myth and Science
English Manor Life
Peasant Life in Europe
Trade in Agricultural Lands
Seamen and Colonizers
America's Part in the Agricultural Life of the World
The Chinese in a Changing Civilization
Russia An Agricultural Country

It should be mentioned at this point that the teacher whose work is being here reported had a definite personal preference for Greece as a realm background. Such a preference on the part of the teacher is a sound and frequently determining cause in the final selection of a special realm of interest by the class group. During the earlier weeks of the term, it is the teacher's work to maintain a series of naturally developing activities, of which reading and study form a part. From this series of naturally developing activities the class should proceed to the choice of one or two of the realms listed above, or to some other

Chart C

Elmwood School
213 Bryant Street
Buffalo, N. Y.

VARIETY OF ACTIVITIES IN 6TH GRADE PROGRAM

Our 6th Grade Week

<table>
<tr><th>TIME</th><th>MON.</th><th>TUES.</th><th>WED.</th><th>THURS.</th><th>FRI.</th></tr>
<tr><td>8:45–9</td><td colspan="5">Informal Beginning of Day</td></tr>
<tr><td>9–9:30[1]</td><td rowspan="2">Social Studies

Activity Program</td><td rowspan="2">Social Studies

Activity Program</td><td>Art Work in Class-Room or Studio</td><td rowspan="2">Social Studies

Activity Program</td><td rowspan="2">Art Work in Class-Room or Studio</td></tr>
<tr><td>9:30–10</td><td rowspan="2">Related Reading</td></tr>
<tr><td>10–10:30</td><td rowspan="2">French</td><td rowspan="2">French</td><td rowspan="2">French</td><td rowspan="2">Related Reading</td></tr>
<tr><td>10:30–11</td></tr>
<tr><td>11–11:30</td><td>Gym</td><td>Gym</td><td>French</td><td>Gym</td><td>French</td></tr>
<tr><td>11:30–12</td><td colspan="4" rowspan="2">DRILLS
(Arithmetic, Spelling, Penmanship)</td><td rowspan="2">Assembly</td></tr>
<tr><td>12–12:20</td></tr>
<tr><td>12:20–12:40[2]</td><td colspan="5">Quiet—Study or Reading</td></tr>
<tr><td>12:40–1[2]</td><td colspan="5">Outdoor Recreation</td></tr>
<tr><td>1–1:30</td><td colspan="5">Lunch Period</td></tr>
<tr><td>1:30–2[3]</td><td rowspan="3">Chorus

Sewing</td><td rowspan="2">Poetry Hour or Library</td><td>Chorus</td><td rowspan="2">Library</td><td>Glee Club (optional)</td></tr>
<tr><td>2–2:30</td><td>Drill</td><td rowspan="2">Drills and Week's Summary</td></tr>
<tr><td>2:30–3</td><td>Language Drills</td><td rowspan="2">Prep. for 3:00 fruit or drink sale</td><td>Drill</td></tr>
<tr><td></td><td></td><td>Rhythmic Dancing</td><td></td><td>Rhythmic Dancing</td></tr>
</table>

[1] Major Activity *usually* arises here. Science-Nature must come into program in many places. Sometimes this activity will be based on life science. During long periods of saturation (4 to 6 weeks) before culminating activity other Major Activities may be initiated in afternoon program.

[2] These two periods should be reversed, but we cannot manage for all classes with our small lunchroom.

[3] Activities arising here—Musical Programs, Library Programs, Supply Store and Sale Activities, etc.

similar realm. This realm would then become the basis from which many class activities would develop. Thus it is the teacher's purpose to guide the children from multifarious and more incidental interests to some more organized and single group interest. This process of stimulating and welding interest is worthy of some attention.

INITIAL ACTIVITIES AND APPROACHES

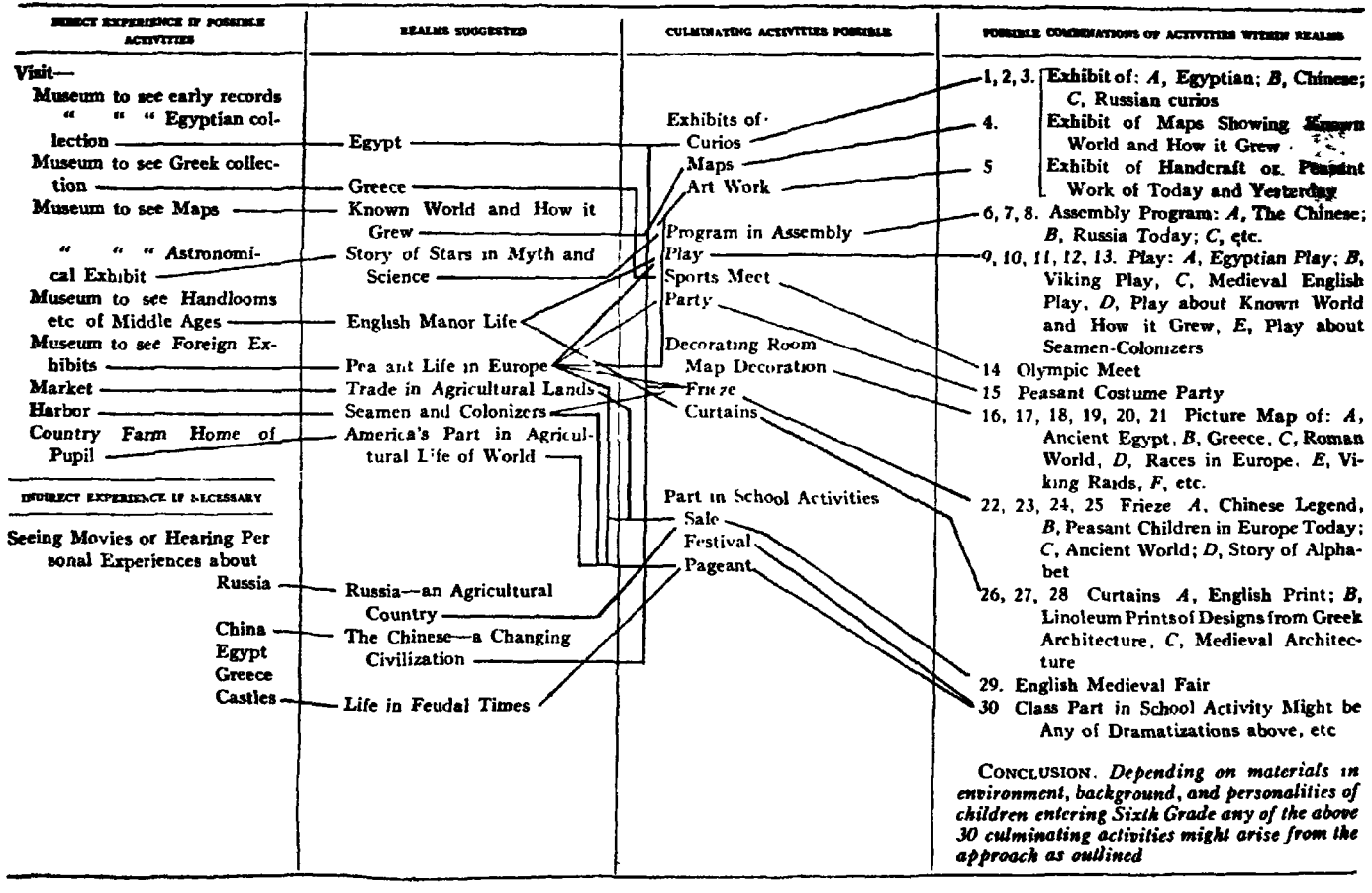
In the course of the activities which follow it is the aim of the teacher to guide the class so that there shall evolve from many individual and group interests some major group interests and subsidiary interests which will continue as individual activities. One of the primary aspects of the approach to activities is that of securing the group's orientation in the room environment. This room environment is carefully prepared to supply stimuli of a suitable kind. A few good pictures, hangings, or other works of art should be placed. These may be suggestive of the realm backgrounds and might deal with subjects appropriate to ancient Greece or medieval England. The book shelf should be well stocked with many attractive books, easy to see and reach. These should be chosen partially for their suitability in difficulty for the grade, and partly on the value of the content and its relation to the tentative realm backgrounds. The teacher might wish to place emphasis on Greece and England by including a large proportion of books on these subjects. The books might include for a sixth grade material of the nature of biography, adventure, poetry, science, nature, inventions, discoveries, true stories, fiction, stories of the strange past, and especially Greek history and the stories of Greek heroes. Living in such an environment during the earlier weeks of school will be sufficient to orient the children to the realms which are finally determined upon.

The approach to the realm is further aided by group discussions. Such discussions may arise in several ways—

1. The children may ask questions which are suggested by the materials of the room environment. In the discussion which follows lines of interest may be explored and built up.

2. General discussions on any topic which may arise may be both sources of developing interests, and contributory to interests already under way.

3. The teacher may talk over with the children the general plan of their work for the term, making and receiving suggestions. At this time the teacher may go over with the pupils certain of these curriculum goals and recall activities which have been carried on by other sixth grades in previous terms or in other schools. It frequently happens that children in a given school are already very familiar with the activities which were carried on in the previous year by the pupils of the grade they are entering. Assembly programs, reports of the work of one class to another class, school and hall exhibits, as well as private conversations with their friends, inform the children of what is just ahead of them. In fact, so definite is this tendency that teachers who do not counteract it sometimes encounter in the children a *laissez faire* attitude which tends to make them want to repeat the activities carried on by the class in the previous year. It becomes quite easy under such circumstances for a lazy teacher and a lazy class to putter around in activities which are orthodox rather than deliberate. The teacher should, therefore, in such discussion, make the children conscious of the fact that their own work should develop out of their own needs and interests, that they should not slavishly follow the pattern of the previous group. She may therefore suggest numerous alternative activities, and encourage and receive ideas and suggestions from the children. This willingness of the teacher to receive fresh and unexpected suggestions from pupils is one of the essentials of vital school teaching. Three boys from large eastern city school systems, during a summer stay near Niagara and Lake Erie became intensely interested in the Great Lakes as bodies of water and centers of steel manufacture and electrical development. They collected fossil brachiopods from the shores, and followed up their interest in these matters at the Science Museum in Buffalo, which is perhaps the finest for its size in the world. When they were faced with the prospect of returning to their mechanized school life once more they were asked the question —"Why don't you ask your school teacher next term to let you make a study of the Great Lakes and the geological formations in the vicinity?" "It wouldn't do any good in our school," said one, "because we have no science in our course next year." "It wouldn't do in our school," said the second, "because the teacher would say we had so many other things to do there'd be no time for it." "It wouldn't do



CONCLUSION. *Depending on materials in environment, background, and personalities of children entering Sixth Grade any of the above 30 culminating activities might arise from the approach as outlined*

in my class either," said the third. "The teacher would tell me to keep quiet and go on with my work." Consequently, none of them tried it. To such a state of inertia are some of our public schools reduced. Teachers who refuse to consider children's suggestions and adopt them are quenching the smoking flax of learning.

4. Plans for an orientation trip to a museum, park, harbor, art gallery, or other center which proves to be allied to the developing interests of the group require discussion. Such a trip, if carefully articulated with interests which are uppermost, may serve a very useful purpose in deepening and spreading group interests.

5. Discussion which follows a well chosen and well read story will frequently serve to awaken or to develop dormant interests. Thus by a careful selection of stories to read to the class the teacher may reinforce interests which make their appearance and spread them through the group.

Perhaps the most essential and valuable contribution to developing group interests is made by direct experiences which the children have together. Such direct experiences arise in several ways.

1. One of the commonest and simplest is that which results from the bringing in of objects by the children. Sometimes objects brought back from foreign countries, or curious or ancient pieces are brought in and exhibited.

2. Again the beginnings of children's own personal individual collections of one sort or another are subjects of interest. Children's collections vary greatly from the omnipresent stamps to collections of rocks, fossils, seaweeds, butterflies, books, or any of the hundred and one things which are capable of collection.

3. The taking of trips such as were referred to in the preceding section. The trips themselves, whether they are merely to a neighboring gas station or grocery store, or farther afield to museum or farm, are probably the most valid source of initial direct group experiences.

4. Finally, outdoor activities of every sort are valuable in stimulating school work. The following account of the admirable work done by Miss Ruth Slacer in the public schools of Lockport, New York, testifies to the value and practicability of the use of the outdoor environment as a source of direct experiences. The account is written by Miss Slacer herself.

AN OUTDOOR EXPERIMENT

What can be more stimulating to a child's desire to learn than the out of doors?

During the past year one of the rural schools of this vicinity experimented with teaching out of doors, weather permitting. The school is situated on a narrow plateau, half way down a mountain which slopes to Lake Ontario.

The teacher had made no formal plan of work but rather with the syllabus requirements, for each grade, in mind, depended on the reaction of the children to decide how the activities were to be guided.

In order to understand the work easily I shall treat the program subjectively. In this way the coördination of subjects may be seen.

During noon hour each grade chose its own place on the school grounds where they desired to work, since the outdoor work was carried on during the afternoon sessions. Morning sessions were reserved for arithmetic, spelling, penmanship and formalized blackboard drill.

Geography

The first day this was so novel to the children that they immediately responded with the desire to take a walk. In walking through a nearby wood on the slope we discovered peculiar layers of rock and many rocks resembling sponges. These we took back to the school for study. Interested in reasons for these formations we learned that our region, at one time, was the bed of Lake Ontario. This took us directly to the study of soil and its formation from clay on top of our mountain to the sand of the beach, with the rich soil, excellent for fruit raising, in our immediate environment. The soil and products of our community studied outdoors led to research in books to discover why there were other products in other parts of the world. Later we were taken, by this channel, to the study and influence of climate, winds, mountains, plains, etc. Lying flat on the ground, the children studied cloud formations and wind direction. It wasn't work; they wanted to know "why."

Later we became interested in the work at the homes and studied farms and farm animals at home. For the third and fourth grades we built our farm in the sandtable, getting all our ideas outdoors. Farms

at home quite naturally took us to farms and animals of other countries.

Thus the study of geography for every grade was built up from outdoor study and activity. Research was done indoors on rainy days and during winter months. Any text study which we found necessary was done by the group in their desired corner of the grounds.

Reading

All reading, both required and supplementary, was carried on in reading groups. Charts for primary reading were easily taken to our outdoor school. There were no half interested, bored, sleepy pupils in these groups for many stories connected with our own vicinity. Stories of sheep, goats, pigs, Indians, and Washington were included.

History

Near our school are several historic points of interest. One of these, Fort Niagara. Several children who had visited this told us about it in our story hour circle. Another, which interested the children in particular was the home of one of our students. It was built by a southerner years ago and gave us an excellent idea of old southern architecture. It is said of this as of many other places that Washington remained there overnight. Also it was used as a station for the underground railway during the Civil War. We went to see this home which laid the foundation for study in sixth, seventh, and eighth grades. After investigating the home, research material was used a good deal outdoors.

Neighbors gave us several very old buggies of different periods with which the children played. These gave an excellent activity for the study of transportation: working backward and forward from our material on hand.

Nature Study

How can anyone study nature except in the out of doors? This subject was easily gained through field and wood trips. We used, as our guide, the Cornell leaflets. During the fall we collected many insect specimens. For the winter we studied and learned to recognize

the tracks of squirrels, rabbits, crows, and other wild life in the undisturbed snow. In spring we became interested in birds and bird homes. Many old nests were brought into the school and many used nests were discovered on our grounds.

One afternoon during a geography discussion, a red cardinal was discovered in a nearby tree. We immediately stopped to watch it for it was the first of these birds ever to be seen in our community. This did not detract from the geography for as long as the bird was in sight there was no geography. When it was gone the children turned with enthusiasm to the topic on hand.

The interest in the school garden was intense and led to many children bringing hoes, rakes, etc. to the school on Saturdays for planting and weeding. The entire community was interested in this and sent us many seeds, bulbs, and small plants.

One evening we worked rather late in weeding. Looking over the valley we were fortunate enough to see the sunset. As a result, a pupil handed me the following, the next day:

"SUNSET"

"When little angels have been good
And night is drawing nigh
God lets them take His color box
And color all the sky."

Art

Subjects for drawing are most easily found outdoors. This ends the formality of setting a peach and an apple on a desk and saying, "Now draw these."

It was suggested one day that we sketch a tree. Before starting our sketch we recalled the principles of a good drawing, balance, margins, etc. Everyone chose his own tree model and produced his conception of the tree. That was true art both for the pupils and the teacher: informed and with a real life setting. The landscape of cornfields, hills, and orchards was rich in material.

Industrial Art

This subject is one hard to fit into the program of a rural school because of lack of time. However, we thought it would be pleasant

to have a reading corner. Therefore the boys made the chairs of orange crates while the girls sewed on cretonne covers. This was done entirely on the school grounds. It saved a great deal of noise and necessary dirt from the school house. It gave the children the opportunity to talk about their work without disturbing others. It became an extremely interesting activity to them.

English

The children of this school in September were rather backward about reciting or oral discussion. One day, an oral English club was suggested. This class was somewhat afraid of the idea for they claimed there was nothing to talk about. The next ten minutes was devoted entirely to a survey of our grounds and immediate surroundings. The following day the topics were not only excellent but widely varied and given to us, not as mere words, but real, genuine interests.

One day after a poetry study in the sixth and seventh grades we thought that it would be fun to write some original poetry. It was a rare treat to watch that group, sitting under trees, pads and pencils in hands, and eyes gazing over the landscape for inspiration. It wasn't a task to them, it was a treat. One seventh grade girl was particularly struck by poetry and outdoor wonders. She came to me one night after dinner, asking if I would walk with her. The night was beautiful and as we looked at the moon-flooded woods, she composed.

"BIRCH TREES"

"Tonight is white
The moon is high,
Our birch trees
Lean against the sky.
The heavy winds have blown away,
Each little leaf of silver gray.
Oh, lovely trees, as white as wool,
This moonlight makes you beautiful."

One noon hour during the winter we were out rolling and coasting in the snow and once more she was moved to express herself in poetry.

"SNOW"

"If snow were only sugar,
How pleasant it would be,
To pick the lovely frostings
From every bush and tree.
We'd skate on sugar candy,
We'd coast on sugar hills,
And sugar drifts are jolly
To roll in, after spills."

The outdoors has apparently claimed her talent.

Letter writing and compositions were easily done with earth and sky for inspiration.

According to the curriculum we found it necessary to write descriptive outlines. One of these was to be that of an Indian. In imagination we put our Indian a short distance away on a point of our own mountain. This Indian became so real that many times at the close of school some of the pupils would look up at our point with,

"I wonder what our Chief is looking for tonight?"

At the end of the year the examination marks (examinations given by the state) were high, the pupils' background richer, and best of all, when the last day came they looked forward eagerly to the time when they could come back.

In the following year, Miss Slacer did further work outdoors with her group.

They remained outdoors almost into January. From January to March they studied for the most part in the classroom while, after that, during the spring, they were outdoors once more. Even during the indoor months they made several nature trips into the open. The former awakened a great deal of interest and some misunderstanding in the community. On one occasion a neighbor said, "Are you having a perpetual vacation? The children seem to be having a picnic."

The problem of seating was handled by the use of movable seats and benches. The movable furniture was moved out of the school by the bigger boys who came to school a quarter of an hour before opening time and moved in by them before school was over. Long wooden

tables were placed in the school yard about which the children could sit when doing written work. All the school work from nine to four was carried on outside. Instead of a blackboard a large old book—an old geography—was used, with pieces of white paper thumbtacked to the back. Illustrations with a soft lead pencil were easily seen by the group.

One of the advantages of the outdoor plan was the elimination of many disciplinary problems. The children were much freer to move about and to talk than they were indoors because their movements in talking interfered with no one in the open.

Number work was carried on at the long tables and it was soon discovered that there was no noise although children at one end of the table were helping one another in geography work while at the other end the girls were helping one another with drills and reviews in other subjects.

A trip to Fort Niagara proved very fruitful It was arranged through the coöperation of mothers who had cars. The children asked on this occasion to walk in line with the guard in military fashion for one day. Their interest was very poignant when the guard conducting them through a battery of old cannon told them to "climb on top while I talk to you." The whole was a real, historical experience.

Nature study trips were frequent. On one occasion when the class set out to collect wild flowers which they did not know, they encountered some interesting experiences. The boys wanted to study crabs also. They organized themselves into a group to study crabs, and they went off together with bottles. Suddenly it began to rain. The group went into an old house with shutters and cracks of light. They brought together the things which they had collected and the boys told what they had found out about their exhibit of crabs. They examined the flowers which they had discovered and referred them to a later study with the New York State Book of Flowers. They watched the lightning and asked what it was and why thunder was sometimes lower than at other times. This they learned in the doorway of an empty house. Part of the time they played hide-and-seek. While they were in the cellar they discovered that pigs had been kept there at one time and this raised many issues of sanitation which were subsequently discussed when they returned to school. In later periods for the study of English, all the reports were on the trip we had taken.

A rural environment is not the only source of outdoor experiences, however. The work of Mrs. Mollie Cohl with a class of small colored children in Public School 90 of New York City is an excellent testimony to the way in which the large city environment may contribute to direct experiences of the group. Mrs. Cohl makes frequent trips into the neighborhood with her children, to carry out whatever business they may have on hand, buying food for the bunnies, or visiting some historic spot. Her classes have been seen sketching pigeons on the lawns of the Natural History Museum, or further afield watching life along the shore at Pelham Bay Park.

CHOICE OF A REALM OR REALMS

To return to the case of Miss Johnson's class and its choice of a realm. From the general background of school life as delineated in the previous paragraphs there should emerge some clear devotion of the group. The choice of a realm or realms for special study should be decided upon in discussion. If the preliminary work has been carefully carried out, by the time the children come to the choice of a realm they should be sufficiently oriented to make a sophisticated choice. When the children of the class under discussion reached this point their choice was the realm of Greek Life. This, in all probability, was a wise choice, as there is much in this realm to fill the activities of school life with fruitful meaning.

It is not to be supposed, however, that the children will always fall in with the teacher's preference in the choice of realms. Sometimes the children reverse the teacher's plans. Children in the Lincoln School of New York on one occasion showed little interest in the subject of boats which the teacher had in mind as a class interest. Rejecting this theme, although it had been set into the environment, the children developed a study of farm life which evolved out of their summer trips and experiences. On one occasion Mrs. Grace MacGill, of the Pasadena public schools, came to the sixth grade group in the Summer Demonstration School of the State Teachers College at Buffalo, planning to work with the children on a series of activities based on the storing of power. The children quickly rejected this theme and seized on the realm of Ships as that in which they chose to work.

As the school year proceeds realms are chosen, developed, and com-

pleted. The greatest of care should be taken that no attempt is made to force a realm in such a way that the activities evolving from it are made to fill any such set period as a term. It is essential to the health of the activity program that realms should be chosen as they arise naturally from the children's interest. They should be accompanied by many individual activities, and adequate opportunity for individual mastery of ordinary technical skills. They should be maintained, when necessary, along with other group interests which have developed in similar fashion, and should merge when completed into still other realms as school life develops naturally and freely.

SATURATION IN THE REALM

Once the realm, such as Greek Life, has been chosen, the class is ready to engage in a series of activities within that field which has been called by some teachers "saturation in the realm." The following series of activities, many but not necessarily all of which may be used, may develop in the limits of the realm which has been chosen, or in some other concurrent realm:

1. Making collections
2. Making experiments
3. Reading for information
4. Reading to solve problems
5. Reading for enjoyment
6. Reading for appreciation
7. Reading aloud to others
8. Telling things to others
9. Writing out plans, lists, outlines
10. Writing letters and invitations
11. Writing accounts of experiences
12. Writing reports
13. Writing poems
14. Writing stories
15. Writing plays
16. Dramatizing another's story
17. Acting
18. Singing
19. Dancing

20. Playing in orchestra
21. Drawing (original)
22. Painting (original)
23. Designing costumes
24. Making scenery
25. Making puppets
26. Modeling freely or to make something for the group or some individual
27. Representative drawing, painting, maps, etc.
28. Cutting, pasting and binding
29. Block printing
30. Stenciling
31. Sewing
32. Cooking
33. Measuring
34. Counting
35. Buying and selling
36. Playing games

For those who are dubious concerning subject-matter the following chart indicates the way in which the proposed activities involve every type of subject-matter common in the elementary school, and some types which are not particularly common.

Subject-Matter Analysis of Greek Play Activity by Types of Experience

Realm	Reading in				Spelling and Vocabulary	Composition	Art
	Social Studies	Science	English Reading Skill	Literature			
Ancient Greece	Reading to find answers to questions on How the Greek People lived, etc ? What Greece is like? Where Greece is? What we owe to the Ancient Greeks? *Group conference and research*	Comparisons between Ancient and Modern Knowledge of universe Explanations of natural phenomena Science of navigation Science of hygiene etc	Reading to formulate judgments, opinions evaluation of content organization of content, etc Good reading habits and attitudes	Reading for appreciation To acquire keen interest in Greek literature myths hero stories poetry biography	New words from reading	Making outlines, reports, lists, plans, etc	Appreciation of Ancient Greek art by seeing copies, examples in museums and good pictures Creative—modeling or painting ad lib
Activity	*Social* ↕ *Experience*	↕ *Scientific Experience*	↕ *Technical Experience*	*Social Artistic Experience*	*Technical* ↕ *Experience*	↕ *Technical Experience Artistic*	*Artistic* ↕
Dramatization of Greek Story	Social experience of rehearsals	Experimenting with lighting Effect of light on color Shadow—shapes, etc Mathematics Measuring for costumes scenery etc Counting costs, profits number of tickets, price of tickets, etc Keeping accounts Selling tickets Banking proceeds Making out check to Fund	Oral expression Learning and speaking lines Giving announcements	Becoming very familiar with one selected piece of literature	Vocabulary of Play Production	*Creative writing* *Dramatization* also Programs Announcements Invitations Tickets	Social artistic experience Designing and making costumes, scenery, properties

CHAPTER XIV

A SUGGESTED ACTIVITY PROGRAM

THE following lists of activities are tentatively arranged in a form which may prove suggestive. It should be obvious that activities suggested for a certain grade need not be inevitably developed in that particular grade. Any activity may be moved into a lower or higher grade if the class curriculum or developing circumstances demand it. Furthermore, teachers of considerable experience or resourcefulness may not need the suggestions of any such list as this. If they are able to discover their own curriculum patterns and develop fresh actitivies with their children this list may be almost entirely dispensed with. On the other hand many inexperienced teachers will wish to rely upon it. Even the most experienced will find in it a written form which they will find a convenient short-hand for planning and recording their own work.

THE ACTIVITY PROGRAM

The activity program must list a series of activities which are suggestive, but in no sense imperative. When they are associated with a written curriculum, there should also be a list of realms and an analysis of activities. Unfortunately, in the development of the materials presented in this book it has not been possible to give a complete organized presentation of a curriculum with its sets of suggestive corresponding realms, and a fully developed set of activities. Such a monumental work must be left to teachers and to curriculum makers. It is the purpose of this account to work out the philosophy and to furnish the examples which may become the basis for such a complete work. In the meanwhile teachers may proceed in the working out of their class plans on the bases of the suggestions given here.

The development of a complete suggestive program of activities which would be adequate for the elementary school is a task for the future. Perhaps that future, when it arrives, may be the death of

WEAVING TAPESTRY CASTLES

GRADE 6

IN CHOOSING a realm for activities, it is desirable to select one that has many possibilities in a motor way as well as in an academic one. "Castle Life" was such a realm.

In our study of "Castle Life" we divided our groups into castles and we played as if we lived in them. After some research, the children chose the names of their castles and also the title of the person he or she wanted to be.

The children found that each castle should have a lord, lady, page, squire, knight, visiting monks, and servants. The boy who decided to be a lord was called Lord Tony. He with the knights and squires made armor for tournaments. The pages made puppets and put on a puppet tournament. The monks copied or designed books. Some monks were alchemists.

This picture shows the ladies of the castles weaving their tapestries. Each girl made her own design and transferred it to the art canvas. The lords made the looms for the ladies.

The servants made pottery of clay. We used the pottery when we had our King Arthur's Christmas in December. That was one of our red letter days.

During the progress of the activities which developed on "Castle Life," we took a number of excursions. We saw the Gobelin tapestries at the Huntington Library. Our class spent a Saturday morning at Exposition Museum. One of the curators talked to the children on Knighthood. She had many pictures to show the different types of armor and weapons. She also explained the "Coats of Arms." The children saw the real suit of armor and many other interesting things of medieval times.

We found these excursions were a great help to foster enthusiasm, to hold the children's interest, to clarify their ideas, to unfold their interests, and to awaken the desire to delve deeper into the field.

MARY V. MORRIS.



the real activity school. There seems to be an inevitability in the formalizing effects of pedagogical interpretation. Consequently, the warning must ever be insisted upon that the activity program as written out in words, must not be followed imitatively, but merely used as a source of suggestion and inspiration. With this emphasis upon the tentative character of what is offered the following list of activities is given, worked out in the form of samples or examples of activities.

SUGGESTED ACTIVITY PROGRAM FOR THE KINDERGARTEN

Realm Backgrounds	*Large Activities*	*Small Activities*
1. Home	1. Building doll's house	1. Use clay
	2. Trip to a home	2. Read from charts, books
	3. Playing in house	3. Learn poems
	4. Washing doll's clothes	4. Hallowe'en party
2. Community	1. Trips to fire-houses, post-office, etc.	5. String beads
		6 Write numbers
	2. Building model village	7. Christmas Activities
	3. Making frieze of village street	8 Playing in snow
		9. Making toys
	4. Snow village out of doors	10. Listen to stories
3. Transportation	1. Talking of trains, boats, airplanes, automobiles, etc	11. Put puzzle together
		12 Listen to music
	2 Building airport, boats	13. Dictate letter to sick friend
	3. Visit to railroad station	14. Make booklet
	4. Looking at pictures, books	15. Make pinwheels
		16 Easter activities
		17 Tell stories
		18. Build with blocks
		19 Draw pictures
		20. Paint pictures
		21 Print name
		22. May Day celebration
		23. Gathering of flowers
		24. Care of gold fish
		25. Make baskets

SUGGESTED ACTIVITY PROGRAM FOR THE FIRST GRADE

Realms	*Large Activities*	*Small Activities*
1. Home Life	1. Building and furnishing a doll- or play-house	1. Taking trips to various places of interest in the vicinity
	2. Taking a trip to different homes	2. Making dolls
	3. Playing families	3. Making butter
		4. Making a scrap book
		5. Making posters
2. Transportation	1. Making trains, boats, airplanes, bridges, wagons, buses, automobiles	6. Conducting rhythm band
		7. Giving an assembly
	2. Taking trips to places of interest; the railway terminal	8. Taking care of pets in the room
		9. Collecting nature materials and having a nature corner
3. Farm Life	1. Building a farm on the floor	

Realms	*Large Activities*	*Small Activities*
	4. Exhibiting real chinese articles	4. Studying trees
	5. Hearing chinese music	5. Making a frieze for wall
7. Study of Circus Life	1. Learning about circus animals	1. Taking hikes
	2. Making circus figures	2. Learning how seeds are carried
	3. Dramatizing circus stories	3. Writing letters to a sick child
	4. Writing circus poems	4. Writing stories about pets in room
	5. Holding a circus in the room	5. Making large chalk drawings
8. A Pet Show	1. Telling stories about different pets	1. Learning to mix paints
	2. Making cages and boxes for pets	2. Learning to care for paints, brushes
	3. Inviting others to the pet show	3. Carrying messages
	4. Showing the pets and reading stories about them	4. Drawing experiences
		5. Arranging flowers about room artistically
		6 Caring for box gardens

SUGGESTED ACTIVITY PROGRAM FOR THE THIRD GRADE

Realms	*Large Activities*	*Small Activities*
1. Study of Sun, Weather and Seasons	1. Making a garden	1 Collecting weed seeds to see how they travel and propagate
	2 Making a sun dial	
	3. Keeping weather records	
2. Land and water forms	1. Making field trips	2. Having a birthday party
	2. Reproducing these on sandtable	3 Writing letters to a sick friend
	3. Building a boat	4. Visiting another room
3. *Robinson Crusoe*	1 Building his home on floor or sandtable	5. Visiting the pottery plant
	2. Preparing an assembly program	6 Trips to museum
	3. Making cheese	7 Making clay dishes
4. Foods and Farms	1. Visiting market, farm, dairy, bakery, etc.	8. Columbus Day playlet
	2. Preserving foods	9. Making Christmas Cards
	3. Collecting grains and cereals	10. Making Christmas gifts
5. Clothing (Cotton)	1. Building a cotton plantation	11. Reporting an experience that happened on way to school
	2. Spinning thread and weaving cloth	*12 Making Book Week* posters
	3. Making charts of different kinds of cotton materials	13. Caring for pets
		14. Caring for plants in school room
6. Indian Life	1 Building a canoe	15. Arranging flowers in vase
	2. Making an Indian village	16. Making a scrap book on Current events
	3. Planning a Thanksgiving program	17. Studying birds
7. Children of other Lands	1. Making and furnishing a Japanese house	18. Studying wild flowers
	2. Making racial type dolls	19. Arranging bulletin board
	3. Learning folk songs and dances	20. Writing school paper
		21. Taking pictures with a simple kodak
		22. Making and planting a window box

SUGGESTED ACTIVITY PROGRAM FOR THE FOURTH GRADE

Realms	*Large Activities*	*Small Activities*
1. Home Life in other Lands	1. Making a Dutch farm 2. Painting an Egyptian frieze 3. Making a movie of life in the far north	1. Stamp collecting 2. Collecting and exhibiting curios from foreign lands 3. Practicing courtesy
2. The World's Fair	1. Making a miniature World's Fair on the floor 2. Painting of scenery for background 3. Preparing a program of stories and short talks to be given for parents and friends	4. Writing letters asking for information 5. Taking a trip to a museum 6 Learning to know the major constellations 7. Making a visit to a library 8. Soap carving 9. Taking field trips 10. Reading newspaper clippings about the countries in which the children are interested 11. Making a bird book or a booklet of wildflowers

SUGGESTED ACTIVITY PROGRAM FOR THE FIFTH GRADE

Realms	*Large Activities*	*Small Activities*
1. Life in the United States compared with other countries in North America	1. Studying industries in U S farming, manufacturing, fishing, lumbering, mining 2. Collecting products of U. S. and countries in N A. 3. Making lumber camp 4. Making ranch 5. Showing scenes of interest in U. S. and other N. A. countries 6. Making list of places of interest in U. S and N. A 7. Taking imaginary trips to U. S possessions 8. Telling stories	1. Making slides 2. Studying nature in own environment 3. Writing letters to people in other countries of N. A. 4. Making things for each of the holidays 5. Visiting museum 6 Visiting other places of interest in community 7. Producing a play 8 Writing book review 9. Writing invitations to other classes 10 Analyzing health habits 11. Conducting and planning class meetings 12. Making airplanes 13. Using fractions in measuring and problems 14. Arranging and planning assembly programs 15. Writing school newspaper in conjunction with rest of school 16. Doing simple wiring for bell, puppet show, telephone
2. Medieval Life	1 Making a castle or medieval town 2. Dressing dolls showing costumes of times 3. Learning about and using reference books 4. Writing the history of transportation and communication	

SUGGESTED ACTIVITY PROGRAM FOR THE SIXTH GRADE

Realms	*Large Activities*	*Small Activities*
1. Medieval Life	1. Building medieval castle and surrounding village 2. Dramatizing life in medieval times 3. Making costumes	1. Study of grasshoppers 2. Building Japanese garden 3. Making a physical map of Asia
2. Early Explorations	1. Making a study of food and clothing and other preparations for a proposed trip 2. Making a frieze of early sailing vessels 3. Making a floor map showing new countries explored, names of explorers, countries from which explorers came	4. Painting posters advertising chief exports of European countries 5. Making transportation booklet of countries of Asia with water color pictures 6. Making movies of trip through one of the countries of Asia 7. Book reports of supplementary readings, and illustrations
3. Contributions of Early Europeans	1. Dramatization of a Greek play for Auditorium presentation 2. A trip to a Museum of Art to see Egyptian, Greek and Roman exhibits 3 Working out the living of medieval times	8. Making a product map of Asia

Realms	*Large Activities*	*Small Activities*
1. Fishing in and around the United States	1. Visit to the local fish market 2. Writing letters to Gloucester markets for pamphlets on fishing 3. Making a collection of fishing labels of U. S. canneries	1. Studying birds 2. Holding a popcorn party 3. Taking a trip to the brook 4. Making Valentines 5. Putting on a Christmas program
2. Farming in the United States	1. Visit the open market 2. Show the moving pictures: "From Wheat to Flour"; "From Flour to Bread" 3. Write stories of "A Day on a Southern Plantation"; "A Midwest Farm"; "On a Sheep Ranch"; "At the Market"; "On a Fruit Farm"	6. Writing letters to a sick friend 7. Writing teachers'-parents' program invitations 8. Reading short stories 9. Keeping account of selling school paper 10. Keeping account of school bank
3. Lumbering in the United States	1. Making a map of the United States showing in color; areas of conifers, mixed conifers, and hardwoods 2. Visit the local lumbering company 3. Make reports on Government Reforestation	11. Keeping account of minutes of class meetings

Realms	*Large Activities*	*Small Activities*
4. Mining in the U. S.	1. Visiting local coal co. 2. Making Collection of ores 3. Showing moving pictures· "From Iron Ore to Pig Iron" "From Pig Iron to Steel"	
5. Manufacturing in the U. S.	1. Painting a frieze of workers 2. Making a pictorial map of U S., showing source of materials for manufacturing 3. Debate. "Farming is the most essential occupation for providing the necessities of daily life	

SUGGESTED ACTIVITY PROGRAM FOR THE SEVENTH AND EIGHTH GRADES IN ENGLISH

Realms	*Large Activities*	*Small Activities*
1. Organize a Dramatic Club	1. Study of and execution of parliamentary procedure 2 Production of plays for class and school entertainment· costume making; scenery, stage craft; reading and discussing plays 3. Trips to legitimate plays in town—visiting a theatre backstage—in operation, if possible 4. Writing plays	1. Making books for own use 2. Collecting worthwhile poetic quotations 3. Delivering speeches 4 Reading books 5. Starting a library and keeping it up 6 Having debates 7. Trips to museum 8. Studying plant life 9. Studying lives of great authors 10. Writing an autobiography
2. Study of Poetry	1. Choosing worthwhile works by noted authors 2. Memorizing favorite passages 3. Reading poetry aloud for group entertainment 4. Giving an assembly program on poetry 5. Writing original poetry 6. Keeping an anthology of favorite poems	1 Giving book reports 2. Criticizing books 3. Learning parts of speech 4. Enlarging vocabulary 5. Printing a school paper 6. Keeping a garden 7. Taking a trip to a farm 8. Making movies of animals 9. Writing friendly letters
3. Studying Correct English and its Values	1. Writing compositions 2. Writing letters friendly; business; invitations, formal, informal, acceptance, rejection 3. Studying parts of speech: Using them; finding them, in each others writtings, in your own writing, in good authors	1. Planning and giving legal holiday programs 2. Starting and keeping a bank 3. Planting trees on Arbor Day 4. Visiting the Chamber of Commerce 5. Writing a class song 6. Having a candy sale to raise money for a school enterprise

SUGGESTED ACTIVITY PROGRAM FOR THE SEVENTH GRADE IN GEOGRAPHY

Realms	*Large Activities*	*Small Activities*
1. Climate and winds	1. Making mercury barometers	1. Constructing a windmill
	2. Making charts of typical areas determined by climate	2. Clipping weather reports from the newspaper
	3. Constructing anamometers	3. Taking a trip on a boat
	4. Making a frieze of typical animals determined by climate	4. *Cooking and baking in* the classroom
	5. Tracing vacation trips	5. Collecting clothing for the poor
		6. Debating on various forms of government
		7. Listening to a radio program
2. Surface and Contour	1. Making contour maps	8. Constructing a receiving set
	2. Making relief maps	
	3 Taking a trip out into the country to see various elevations	
3. Power	1. Building power houses, etc	
	2. Visiting a power plant	
	3 Using electric power in class to run engines, etc	
4 Trade	1. Making panels of various types of transportation	
	2. Studying flow of trade	
	3. Making graphs of imports and exports	
5. Minerals	1. Appreciation of mineral deposits	
	2. Making a collection of *minerals*	
	3 Writing to companies for information	
6. Good Harbors	1 Realizing importance of hinterland to harbors	
	2. Taking a trip to the harbor	
	3 Comparing the leading harbors of the world	
7. Government	1. Comparing typical ideas of government	
	2. Organizing a model government in the classroom	
	3. Visiting local or national government buildings	
8. Communication	1. Visiting a telegraph office and writing telegrams	
	2. Using the telephone	
	3. Writing letters to a friend	
9. Agriculture	1. Collecting and mounting common fabrics	
	2. Collecting and mounting common foods	
	3. Seeing regional occupations	

SUGGESTED ACTIVITY PROGRAM FOR THE SEVENTH GRADE IN HISTORY[1]

Realms	*Large Activities*	*Small Activities*
1. Colonial Life	1. Making a log cabin 2. Showing a movie 3 Visiting historical places 4. Making a movie	1. Making a transport booklet 2. Having a party 3. Taking a short trip
2. Revolutionary War	1. Showing a movie 2. Dramatizing a battle 3. Military drilling 4. Reading the life of Washington	4. Listening to the radio 5. Having a meeting 6. Having a dinner 7. Holding a candy sale 8 Hold a convention
3. War of 1812	1 Taking a boat ride 2. Visit forts on Lake Erie 3 Making a movie 4. Showing lantern slides	9 Make a fort 10. Making speeches 11. Making toy guns 12. Building boats
4. Jacksonian Democracy	1 Having a bank 2 Study Civil Service 3. Studying Spoil System 4. Study Missouri Compromise	13. Making health posters 14 Making imitation money 15. Writing safety essays 16. Preparing Xmas programs
5. Mexican War	1. Studying migration to Texas 2 Study Squatter Sovereignty 3. Studying the life of Sam Houston	17. Making guide posters 18 Having a picnic 19. Having a negro play *20. Dramatizing "Uncle Tom's Cabin"* 21 Shopping together
6. Slavery	1. Study life on a plantation 2 Seeing a movie 3 Study the life of Lincoln 4 Studying the Bill of Rights	22. Making a garden 23. Study bird life
7. Civil War	1. Reading books of secession 2. Study the tariffs 3. Reading books of slavery 4 Studying the reconstruction period	

SUGGESTED ACTIVITY PROGRAM FOR THE EIGHTH GRADE IN ARITHMETIC

Realms	*Large Activities*	*Small Activities*
1. Fundamental Operations	1. Working out problems in addition, subtraction, multiplication division 2. Discussing and using short methods in fundamentals	1. Making calendars 2. Preparing Columbus Day Assembly program 3. Learning about famous inventors and inventions
2. Percentage	1. Working out problems in three cases of percentage 2. Working out problems in profit and loss 3. Evolving rules of profit and loss through class discussion	4. Learning about longitude and latitude—its relation to time 5. Writing book reports 6. Set up a set of health rules 7. Visit local historical sites

[1] For additional suggestions see Chapter VIII, page 102.

Realms	*Large Activities*	*Small Activities*
	4. Showing and discussing need for taxes. How it affects them	8. Study of stars, sun, moon
	5. Working tax problems	9. Study of insects
	6. Buying and selling—establishing connection with a commission house	10. Study of electricity
	7. Discussing with the class the different types of insurance and the uses of each	11. Collecting and mounting foods
	8 Working out problems related to insurance	12. Comparing types of government
3. Banking	1 Visit a bank	
	2. Setting up a miniature bank	
	3. Opening an account—savings—checking	
	4. Write out checks and figure interest on money	
	5. Discussing how banks can pay interest	
	6 Visit a stock exchange	
	7 Setting up a stock exchange	
	8. Buying and selling stocks and bonds	
	9. Solving the difference between stocks and bonds	
	10. Discussion on mortgages and Building and Loan Associations	
	11. Writing out and selling promissory note	
	12. Working problems in bank discount	

SUGGESTED ACTIVITY PROGRAM FOR THE EIGHTH GRADE IN GEOGRAPHY

Realms	*Large Activities*	*Small Activities*
1. Climate and winds	1. Making mercury barometers, becoming familiar with the variable factors of wind direction, velocity, and temperature necessary to use in forecasting weather	1. Keeping records of class meetings
	2. Showing by experiments evaporation and condensation	2. Writing activities for local papers
	3. Making charts of typical areas determined by climate—Making a frieze of typical animals determined by climate	3 Caring for plants
		4. Arranging bulletin boards
		5. Making personal budgets
		6. Preparing auditorium programs
		7. Writing personal autobiography
		8. Making posters
		9. Visiting the museum

Realms	*Large Activities*	*Small Activities*
2. Surface and Contour	1. Making relief product maps of continents	10. Making leaf collections
	2. Studying about glaciers and effect on various countries and peoples	11. Visiting a flour mill
	3. Making a movie of different kinds of valleys	12. Making a transportation booklet
		13. Studying grasshoppers
		14. Planting a garden
		15. Writing book reviews
3. Power and Manufacturing	1. Visiting power plants (Niagara Falls)	16. Preparing an oral topic
	2. Making charts of various textiles—processes of manufacturing grains, such as wheat, etc.	17. Studying colonial life
		18. Dramatizing life in Tennessee Mountains
		19. Making an airplane
		20. Printing signs in art
	3 Studying the source of electric power of own community—sources, etc.	21. Learning school songs
		22. Arranging stamps in book
4. Minerals	1. Locating mineral deposits on outline maps	23. Reading poetry
		24. Study life in the north
	2. Visiting nearby quarry or museum where minerals are displayed	25. Planning Xmas program
		26. Printing designs on cotton cloth
	3. Showing films on mining of minerals	27. Making designs on linoleum
5. Good Harbors and Trade	1. Studying the requisites of a good harbor—giving examples	28. Holding a field trip to gather seeds
	2. Visiting a harbor if living on lake or ocean	29. Holding a spring field trip with special interest in wild flowers
	3. Locating on world map, routes of trade	30. Visiting a bakery
6. Communication and Transportation	1. Making various panels of types of transportation	31. Writing a thank you letter
	2. Tracing vacation trips	32. Collecting weed seeds to see how they travel and propagate
	3. Showing films on evolution of communications and transportation	
7. Agriculture	1. Study types of agriculture carried on in or near own community after making visit to nearby farm	
	2. Showing films on the development of agricultural instruments	
	3. Making a poster on evolution of agricultural implements from primitive to modern	

SUGGESTED ACTIVITY PROGRAM FOR THE NINTH GRADE IN ENGLISH COMPOSITION

Realms	*Large Activities*	*Small Activities*
1. Community and School Life	1. Making a school magazine	1. Trips to local printer's office
	2. Collecting news	2. Understanding printing press
2. Current and School Events	3. Writing for the different departments: literary, art, music, sports, exchange, jokes, homeroom	3. Trip to local book bindery
		4. Writing news items

Realms	*Large Activities*	*Small Activities*
	4. Evaluating other school magazines	5. Writing stories and illustrating them
	5. Discussing: cartooning, photographing, commercial, advertising, cost of printing	6. Joining Art Club
	6. Designing covers	7. Painting in oil and water colors
	7. Rebinding classroom library books	8. Becoming members of Glee or Choral Clubs, Band or Orchestra
	8. Writing advertising	9. Writing letters to other schools for exchange of magazines
	9. Making acquaintances of good magazines	10. Writing criticisms of other school magazines
		11. Scouting football, baseball and basketball games
		12. Writing up inter-class games
		13 Attending Dramatic Club plays
		14. Trying out for debating team
		15. Composing club and class notices
		16. Doing amateur photographing and developing
		17 Drawing and cartooning
		18. Dramatizations of themes of magazines in assembly as a selling point
		19. Making announcements about magazine in assembly
		20. Giving talks to classes before day of sale
		21. Making posters
		22. Filing
		23. Selling advertising
		24 Proof reading
		25. Financing magazine
		26. Contracting with local printer—If done on smaller scale, school mimeographing
		27. Selling of magazine for 25¢

SUMMER ACTIVITIES

The Tower Hill School, of Wilmington, Delaware has sometimes held an assembly program related to the summer activities of its pupils based on questionnaires distributed soon after school opens.[3]

[3] Announcement of the Tower Hill School, Wilmington, Delaware, 1929–30, page 153.

"To show the aggregate gain and weight of the school two sets of gigantic cardboard men were made, the shorter and thinner representing height and weight in June, the taller and fatter showing September figures. A large book, its pages slowly turned by two animated bookends, revealed the number of books read by each grade during the summer. A procession of fourth grade children, each carrying a map of one of the United States with a conspicuous numeral on the map, indicated the states visited by pupils during the summer. A long procession of craftsmen, each group distinguished by its own banner such as 'Woodworkers,' 'Silversmiths,' 'Painters,' 'Gardeners,' and each carrying something made by his own hands, gave some idea of the creative activities of the vacation period. By means of a dramatization of the 'Tower Hill School Employment Agency' twenty or thirty types of work done during the summer were shown. In connection with this assembly very interesting exhibits were arranged in cases and in tables in the halls. This long program, representing types of activity was followed by a series of short programs in which individual pupils gave informal talks on interesting places they had visited, people they had met, or things they had done or made."

This is but one example of the way in which the summer experiences of the children contribute to the life of the school. These free experiences of children form an invaluable background for the work of the school. Many class activities are based on activities arising as a result of what the children have done during the summer. So it is that for this reason, and because the school is bound to be interested in developing sound habits of recreation in its pupils, that the modern school tries to do something to guide the summer activities of its pupils. The use of the children's summer experiences in school later on will be a real stimulus to engage in something worth while during the holidays so that they may have something to show for their time in school later on. It is necessary, however, to provide children with some printed suggestions. The following lists worked out in the Francis W. Parker School in Chicago indicate the kind of activities which may be recommended to the children.[8]

"The following typical lists of things to do were compiled by the

[8] Catalog and Course of Study of the Francis W. Parker School, 330 Webster Avenue, Chicago, page 18 ff.

sixth grade teacher, the special teacher of science, and the manual training teacher. The figures in parenthesis in the first list indicate the number of pupils who carried out in one summer the suggested activity.

1. Save railroad maps and mark your route of travel on any trips taken. (17)
2. If you visit places of geographic or historic interest, get postcards for lantern slides. (10)
3. If you are near a river, creek, or lake, you might build a bridge, make a waterwheel or dam, build a harbor, make play boats and wharves, make a raft; learn to swim, row or paddle. (10)
4. If you are in the woods, learn to put up some shelter, make a campfire, cook, clean up camp. (7)
5. Find out about the history of the place where you spend the summer. (15)
6. Keep a daily record of your trips for use at morning exercise. (16)
7. Learn to play tennis or golf. (6)
8. Use your kodak. Pay special attention to the principles of art, composition; i.e., spacing, placing of center of interest, background, etc. (22)
9. Girls: Try some of your cooking recipes. Report outcome to teacher of domestic science in the fall. Be on the outlook for new ideas in handwork or needlework—something that can be used in the Department of Gifts for Older Girls in the Christmas Toy Shop. (7)
10. Boys: Study carefully any bridge which you may pass in traveling, and get photographs or postcards if possible. (9)
11. Write up fully and carefully any incident which you think may be of interest to weekly readers next fall. (11)
12. Keep a diary and scrap book. Illustrate it with your own drawings and photographs. (3)
13. Try to increase your vocabulary by learning at least one new word every day. Get them from a dictionary or from the conversation of your elders. (16)
14. Review the grade spelling list, so that you will not forget

the meaning and use of the 200 new words you learned this year. (15)

15. Be sure to own a sectional map of the United States cut in state lines. While playing with it, review (1) the states and capitals; (2) the states bordering the oceans and other large waterways; (3) the states that made up the original thirteen; (4) the states that were made of the Northwest Territory, of old Louisiana, of Oregon, of Mexico. (19)

INTERESTING THINGS TO DO DURING THE SUMMER

1. Keep a record of the birds you have identified. Draw or paint pictures of them. Use your camera.
2. Make a collection of pressed flowers, tree leaves, grasses and ferns.
3. Make blue prints of flowers, grasses, leaves and ferns.
4. Collect and identify rocks, stones, and minerals.
5. Make a collection of shells.
6. Collect and mount moths, butterflies and other insects.
7. Keep an aquarium and fill it with insects, fish and other life from the ponds about you.
8. Keep and care for a dog, goat, pig, lamb, calf, chicken, or other animal.
9. Collect caterpillars; watch them spin their cocoons; bring them to school in the fall.

Perhaps a paper is issued in the town. Is it a daily, a weekly, or a semi-weekly? Learn how the news is gathered and printed; how the papers are delivered to the subscribers. Is all the material set up in the office, or is some of it printed from plates, and if so, where do they come from? Write down all the facts you learn, and make a report when you come back to school.

Collect samples of as many kinds of paper as you can, making the pieces uniform in size, and write on each piece the use which was made of it. Group them according to size, weight and texture.

Make, also, a collection of samples of printed matter which you may find and which you think interesting as to—color of ink, kind of type, etc.

HOUSE-BUILDING (Suitable for children of various grades)

If there is a frame house under construction in your neighborhood, watch it during the summer, and note the following points:

1. If you have a camera, take a picture at stated intervals, say once a week, so as to show the progress of the work.
2. In conversation with the workmen during the noon hour, or with the foreman, learn the names of the parts of the house and mark the names on your pictures or on a drawing which you make for the purpose.
3. Find out what kind of lumber is used for the various parts of the house and where it comes from, its cost, and why it is used for the particular part it goes into. If possible, get samples of the various kinds of wood.
4. Make a list of other trades which are at work on the house, as brick masons, plasterers, etc., and see how many there are.
5. Ask the foreman, some time when he is not busy, to show you the blueprint plans he is working from, and see if you can understand them, and get a picture of the house in mind before it is completed.

LUMBERING

If there is a sawmill in your locality, a trip to it would be well worth while. Make sketches of the machines they use. Get samples of the wood they saw, and bring them back to the school in the fall. Plane up these bits of wood, and make them of uniform size. Have these specimens show the bark on one side and the grain of wood on the other. Also cut sections to show quarter-sawed effect.

Note. Study trees, make a collection of the leaves of the various kinds which are growing in the locality, and press and mount them in a book.

CHAPTER XV

CULMINATING ACTIVITIES

SCHOOL work which has developed along the lines indicated will ultimately come to certain culminating activities, such as a play, or a picnic, which will round out or fulfill the meaning of many contributary activities which have preceded them. Small activities find simple fulfilment, but when a class has been engaged in exploring some realm for some considerable time a larger outcome may result. For example, the class of Miss Metz in grade two in the Buffalo State Teachers College, after spending the summer of the Chicago Century of Progress in considering the affairs of that Exposition held a fair of their own among their own buildings on the school floor. Such a final cooperative enterprise serves as distant motivation when a realm is begun, furnishes a common enterprise in which the group may coöperate, and provides a state of fulfilment and completion as a result of the children's own work together.

1. *Exhibit*

Such a culminating activity as an exhibition to indicate the various forms in which man has kept records is contributed to by many of the small activities previous to the event: experiments, reading for information and to solve problems, telling things to others, writing letters and reports, making original drawing, painting and modeling, making representative drawings, painting and maps or charts, cutting, posting, binding, block printing, stenciling, sewing, measuring, counting, buying and selling. During the preparing and conduct of the exhibit further activities of labeling, placing exhibits and directing guests ensue.

2. *An Assembly Program*

Contributive activities may be any of the small activities previously listed combined in a program. Such activities as musical

composition, orchestra and choral work, athletic skills, dancing and rhythm work make special contributions here.

3. *A Play*

In the case of the activities in the realm of Greek Life the culmination was a Greek Play. A play may be the culmination of such activities as: reading for information, to solve problems, or for enjoyment, reading for appreciation and to inform or entertain others, dramatizing another's story, acting, rhythmic dancing, singing, original drawing and painting, designing costumes, making scenery, making puppets, sewing, measuring, counting and buying and selling. Other activities which follow are managing the lighting, scene shifting, ushering and announcing.

4. *Room Decoration—A Frieze or Curtains*

This may be the outcome of original drawing, or painting, block printing, stenciling, sewing, measuring and counting. It develops into such activities as hanging the curtains, and improving the general decoration of the room.

5. *Taking Part in the Whole School Activity or Sale*

Contributory to this may be modeling, drawing, binding, pasting and cutting, block printing, stenciling, sewing. It may, as may also the following culminating activity, involve new activities such as buying, selling, making change, banking receipts, directing program, ushering, and announcing.

6. *Festival or Pageant*

This may involve all the activities mentioned under 5 above with the important addition of games and rhythmic dancing.

The chart[1] on page 201 indicates the way in which different realms, and various subsidiary activities as they develop, may become related to varying culminating activities.

[1] Prepared by Miss Marian Johnson.

THE CONCLUSION OF ACTIVITIES

Many teachers seem greatly puzzled as to the time at which an activity is to be suspended. Briefly, it is to be suspended when it has come to an end. The confusion is probably due to the failure to distinguish between an interest, a realm and an activity. An activity ends when it is finished, so that a Greek play as an activity ends after the final performance and clearing away of the properties. The realm of Greek life may, however, continue in the school if the children find desire and time to continue it by a succession of new activities. It is the spontaneous character of the activities evolving in the realm which determine the status of the realm with the group. It may be necessary to discontinue emphasis on a realm even when the children are still enjoying it, if the term ends, or there are other matters which need emphasis, or for many reasons. Teachers need not fear to discontinue a realm which interests the children, for interest, if soundly built, will remain resident in the personality of the children and may serve their later activities as all true educational experience should. Activity in the realm may be suspended but resident interest in the realm should continue. A continuing interest may pass into the out-of-school time of children as when boys who have discovered radio in school build a home station after school hours. Again activities in the realm of astronomy which must be discontinued in school may develop into an after-school astronomy club to accommodate those who have become enthusiasts.

CHAPTER XVI

ORGANIZED OUTCOMES OF THE ACTIVITY PROGRAM

GREAT confusion exists in the minds of many teachers concerning the fundamentals and the corollaries of organic education. This is true in spite of the fact that these principles are nothing new. Comenius and Pestalozzi understood them well. Herbart and Froebel propounded them with differing emphases. Francis W. Parker interpreted them for America. Although credit is due to Dewey for popularizing many of these principles the question may well be raised as to whether or not Dewey's work has precipitated more understanding or more confusion. The forerunners of Dewey developed their points of view from a fundamental life philosophy. Dewey may be said to have accepted their pedagogy and put philosophical stilts under it in the way of a new philosophy which is no adequate substitute for the original. Thus hosts of his followers have been left dangling in air, unoriented to a fundamental and satisfying life philosophy which could validate and become the origin of a coherent educational philosophy and practice. Again Dewey has been misunderstood even by some of his most eminent followers. The ordinary classroom teacher has struggled but ineffectually with his difficult and abstract prose and may be said to have followed Parker, Harris and their successors with Dewey's footnotes.

It is time that the cult of abstract and obscurantist educational philosophy be abandoned. It is in the school of practice that education is understood. No educator is worthy the name who cannot himself build children's personalities. It is becoming notorious that there is more understanding of the educative process among skilled and experienced teachers than among the new breed of professors of education which has sprung up in the first third of the present century on a nourishment of statistics and abstractions. It is time for teachers to realize that a great part of the activity of professional educators has been spent in toying with the half-developed notions propounded by their kind. Straw men have been set up in the form of an opponent's

ideas, to be knocked down with a vigor which might more properly have been expended in becoming acquainted with those ideas in the first place. With two decades of such trifling it has now become necessary to spend much time in an effort to unteach the fads taught a decade ago. We had better abandon such a waste of teachers' time. Teachers of education more than all others must know children. Every great educator of whom we have records has himself known children intimately. For ten minutes with a child may upset the philosophers' most cherished notions evolved in vacuo. We may fret and fume about our educational theories. In the last analysis it is the child who is the dictator of his own learning process.

To know children is to know that they learn through activity. The principles of self-activity have had ardent advocates in every quarter for decades, one might say for centuries. Every distinguished expositor of education has advocated activity principles in some form or another. They have never been seriously challenged. Yet we have with us today certain professors of education who, without challenging these principles, nevertheless carry on dialectic propaganda against the type of education teachers are attempting to build on this foundation. Furthermore, each one of these doughty professors may himself be convicted of guilt in actively teaching the principles and doctrines of self-activity. They are incorporated in his lectures and embedded in his textbooks. He never attacks them. What he does attack is certain educational practices and programs which are but a halting and inadequate representation of those principles. He attacks not fundamental principles, but false derivatives in theory and practice. Teachers themselves do not differ on the activity principle, but they do differ due to their confusions in attempts to put theory into practice in our public schools. Thus confusion brings us to disrepute. Those who criticize inconsistent practice turn upon and attack the whole activity movement. We must, therefore, not resent criticism but welcome it. We must strive to purge our school practice of unbalance and inconsistency.

The growth of active variants in public school practice during the last ten years is bringing to light certain cogent criticisms of much that has been done in the name of improved school practice. The time has come when those who value progress must willingly examine their

own procedures in the light of experience and critical evaluation. The following statements are made in the hope that they may contribute to lessen the confusion which has fallen on school practice and theory, and to indicate that the fundamentals of progressive education lie not in the caprice of some experimental school, nor in the specific device of some theory-warped teacher. Rather do its fundamentals lie in the organic origin and growth of learning and in the activity principle which is basic to man's very living.

PROGRESSIVES WHO ARE NOT PROGRESSIVE

Many teachers who have sought during the past two decades to revise and improve educational procedures may be forgiven if their theories and practices were not always ideal. In the earlier stages of experimentation it was but natural if they proceeded as Bogoslovsky[1] has astutely pointed out on a simple principle of negativism. Such formula radicalism is reminiscent of Rousseau, whose polished phrases have blinded generations to his pitiful non-understanding of children. Do the opposite of what others have been doing and you will be right. Such was the light which guided many of our seekers after the new. If teachers have given oral instruction, don't give oral instruction. If textbooks have been used, don't use them. If curriculums have been prepared, do without them. If children have moved about, let them keep still, and if they have kept still, let them move about. If young people have been mannered let them be saucy, if severely reproved let them be without censure. If they have done arithmetic, let them abandon it. If they have not made ships, let them make them. The principle of topsy-turvydom has reigned supreme in certain of our pioneering and so-called experimental schools. The fruit of all this has been salutary, if it be garnered with care. The principle of opposites resulted in a discovery of what schools had not been doing. They had been understressing many of the more active and expressive modes of behaving and learning. Consequently, the new schools featured them, and sought back through the piles of discarded educational theory for a respectable rationale of creative procedure This they easily discovered in the popular interest theories of Dewey. Following these theories through many devious paths of loose practice, they finally emerged upon the heights of "child-centered" sentimentality.

[1] Manuscript in preparation by Dr Boris Bogoslovsky.

In spite of the forgiveness which may readily be meted out to those who have faithfully pioneered it is distressing to read the reputation they have gained with the keenest and most valuable critic of American education. Many of their views seem to Bagley to be set forth in the following words:

"Modern education is quite mistaken in assuming that the mastery of given subjects is an educational desideratum; on the contrary, in fact, this stupid notion has brought with it the system of grades, marks, and promotions which lies at the basis of practically all of the shortcomings, failures and crimes of formal education. If learning materials are not determined in advance by teachers, textbook writers, and curriculum makers, but if an entirely different plan is adopted, the difficulties and problems will melt away. The plan is simple. Education should follow the immediately felt needs of each learner, his present interests and desires, learning activities will be generated in a thoroughly natural way, and in the course of a long series of activities everything may be learned which the formal schools teach so awkwardly, unnaturally and painfully."[2]

I myself, and many of those whom I regard as the leaders of progressive education in America, would actively renounce any such views as those hereby attributed to the proponents of progressive education. While it is necessary to acknowledge that some who have called themselves progressive have held all of these views and most have at some time or other been guilty of some of them, yet criticism, revision of ideas, and experience with children have convinced many of the erroneous nature of many of them. So far from finding in these lines a description of what I regard as progressive, I wish to reject many of the views referred to in unmistakable terms. According to Bagley's point of view as I understand it, the following statements hold true:

1. Mastery of certain skills is an educational desideratum.
2. Grades, marks and promotions have their place, but should not be used out of their place.
3. Learning materials should most certainly be prepared in advance by teachers, textbook and curriculum writers for pupils, more carefully and skillfully than ever before.

[2] Bagley, W. C., *Education and Emergent Man*, by permission of Thomas Nelson and Sons, 1934, p. 113.

4. Education should not follow only the immediately felt needs of each learner, his present interest and desires.

With all this I heartily agree.

Furthermore, I do not even grant the term "formal" as descriptive of the public schools of earlier decades. Formal means lacking in organic nature, or real significance. The form without the substance. The prayer-wheel turned by a flowing current of water, the Thanksgiving dinner devoted wholly to satiety are formal, for they are acts maintained without relation to their origin and function. No teacher who proceeds by oral instruction, written instruction, lectures, projects or activities was or is ever formal, unless his personality is divorced from the teaching act in which he participates. To be formal is to be inorganic, and to be organic is to fulfill the better part of one's own teaching, even when the procedure is poor and the technique seriously askew. There is much bad technique one would wink at in a good teacher. If we are progressive, we are but carrying on all that was good in the earlier school, and more that is better.

THE IMPORTANCE OF SYSTEMATIC AND ORGANIZED LEARNING

Sponsors of the activity program will do well to realize the age-long and still pertinent importance of systematic and organized learning. Many who have come into a partial understanding of what has been called the project method, or of an approach to learning through ill-understood notions of what they have called units, and sometimes even activities, have failed to grasp this importance. They have thus been content to start off the educative process and leave it dangling in air. They have begun to teach but have never finished. Projects, or activities, or lectures, or discussions which do not proceed to an organized conclusion in the schools of yesterday or today are inefficient and wasteful. Such must have been inevitably the case with the radical experiments in Russian schools after the Communist Revolution. Any sophisticated, progressive teacher, even fifteen years ago, could have foretold disaster in the wake of an ordinance which advised that "textbooks should generally be banished from the schools" especially when nothing was put in their place; or of still another which declared it "impossible . . . to adhere to the idea of standardization of textbooks." Nor would any of the leaders of public, progressive education, whose views I am acquainted with, prophesy anything but disaster

for a school system which removed from teachers responsibility for orderly behavior in their schools, or which failed to seek systematic and sequential learning. Such procedure was not the following of any particular educational theory. It was but the nervous radicalism of the Communist Revolution which appealed, not to educational theories, but to an emotionalized negativism as a short cut to social change. That the shibboleths of American education were tied to the misconceptions and unwisdom that at first prevailed is not surprising. Bad education will always be bad, no matter in what high-sounding terms its procedures are heralded—even in Russia.

Although the author has attempted to guard carefully against such misconceptions, teachers who sponsor such a study of education as that presented in this book, sometimes fail to grasp the importance of maintaining the study of "systematic and sequential learning." In order that they may not fall into such error, the following aspects of organized learning common in good schools are here emphasized.

1. *The Organization of Self-instruction Materials in a form which insures Mastery*

Good drill is both organic in origin and a thoroughly valid activity. There has not been, so far as the writer's knowledge extends, any more efficient form of teaching the tool subjects than a well developed and correctly oriented program of individual self-instruction materials. Self-instruction materials are the best example of the thorough organization of systematic and sequential learning materials of which the writer has any knowledge. Their presence, or a good substitute for them, is essential in the good activity school. I heartily recommend the wholesale imitative adoption of some such scheme as that worked out at Winnetka in all schools with a full activity program, *but only in such schools.* While the learnings attained by such materials may not be superior in quality to those gained by other methods, they secure equally satisfactory learnings at a great saving in efficiency and time. While certain difficulties of standards and norms may arise, they are not inherent in the plan and can be overcome by desirable revision. Schools which at first adopt the plan imitatively may in a year or so modify it to suit their own special conditions.[8]

[8] For a description of the plan, see Washburne, Carleton, *Adjusting the School to the Child*, World Book Co., N. Y.

2. *Lectures by both Students and Teachers*

Organized materials may be suitably presented on occasion by both instructors and pupils. The inspiration of direct oral instruction in such fields as history and literature is very precious indeed.

3. *Organized Discussion*

Discussions are frequently organized in terms of blackboard outlines. Good discussion should always end with reorganized outcomes which may be written on the board, in notebooks, or on charts.

4. *Compositions, Diaries, Stories*

Many of the well established devices of school life are constantly being called to the aid of the student in organizing his ideas. They are as valid today as they ever were.

Such examples may be given of organized learning. The use of textbooks and organized subject-matter for review purposes near the culmination of activities provides adequate material for an ordered understanding of every field of knowledge. It must be admitted, however, that certain of the techniques of securing organized learnings have been understressed in certain schools. Doubtless the succeeding years will make us increasingly conscious of this type of work and there will be a newer emphasis placed upon such techniques.

SCIENTIFIC EVALUATION OF THE ACTIVITY PROGRAM

For some years proponents of the activity program have been somewhat at a loss to provide those interested with what are known as objective evaluations of the practices they advocate. They have had to remain silent under criticism, and even under scorn and ridicule, biding their time. During the last decade several minor studies have been made along these lines which, literally interpreted, might give a certain sanction to newer school methods. It is only recently, however, that studies have begun which are of sufficient sweep to justify the placing of any significant reliance upon them.

The most important of these which has hitherto been made public is sufficiently comprehensive to be worthy of considerable attention. Wrightstone[4] has recently made an extended statistical study of the

[4] Wrightstone, J. Wayne, *Appraisal of Newer Practices in Selected Public Schools*, Bureau of Publications, Teachers College, Columbia University, N. Y., 1935.

public schools of four typical American communities ranging in total population from 6,000 to 328,000. He has thereby attempted to throw into contrast the work of "standard-type" and "newer-type" schools. His investigation included attempts to measure what he called Intellectual Factors, Dynamic Factors and Performance Factors. (1) Under the heading of Intellectual Factors were included those common skills and subject-matter learnings in which mastery is universally expected of elementary school pupils. This solid nucleus of obvious learnings includes verbal intelligence, achievement in reading, language, mathematics, social studies and natural sciences. Commonly accepted testing and measuring devices were used in this part of the investigation. (2) The so-called Dynamic Factors are more elusive, and less capable of simple measurement. They included the desires, motives, attitudes and opinions of pupils, and are concerned with the children's personalities and social adjustment. Estimates of these were made through study of reports and the observation of practice. These were supplemented in the upper elementary grades by the use of specially designed questionnaires which collected from the pupils information which indicated the extent to which they enriched their learning experience by trips, the use of exhibits, pictorial help, or other concrete environment aids. (3) Performance Factors included various aspects of behavior such as pupil participation in class discussion, teacher stimulation, and voluntary pupil activities. Specific measurements were made of pupil initiative, responsibility, curiosity, critical contribution, and memory exhibited in answering questions on assigned materials. The measuring instruments used here were specially devised codes which enabled the use of a controlled observation technique. Various types of behavior, such as showing initiative or giving criticism, were defined on the code and given a particular symbol. The pupils to be measured were watched during class hours and the frequency of each type of behavior recorded by means of code and symbol. The code provided specifically for a study of initiative as exhibited in a voluntarily prepared report or exhibit, in an extemporaneous contribution from the pupil's own first-hand experience, in extemporaneous contributions from vicarious experience and in the suggestion by the pupil of means, methods and solutions, or of actual activities themselves. Other elements studied by this means were

responsibility as exhibited in preparation of an assigned report or an exhibit, indication of desirable curiosity by the asking of questions on the work in progress, and constructive criticism in the form of praise or challenge issued concerning a contribution of some member of the group. Some such partly subjective, partly objective observations of the actual behavior of children is an essential part of techniques which must be perfected for measuring the work of newer-type schools.

Conditions are not favorable today for such a study as that reported. In the first place, even the most conservative schools in this country are already being influenced in the direction of modern programs, and few would deliberately avow the point of view and policies attributed in the study under discussion to standard schools. Furthermore, newer-type schools are even in advanced sections very much in the midst of evolving procedures. Their methods are not the best, their modes of organization are still in transition. Thus for many reasons true contrasts are difficult to establish.

RESULTS OF THE COMPARISON AND THEIR ANALYSIS

Although the results of the study are very conservatively set forth by the reporter they are of greater significance than he claims. In his summary for the elementary school he says—"The evidence secured, however, gives a fairly reliable basis for the prediction that, in comparison with standard-type procedures, the newer-type practices described in this study will produce equal, if not superior pupil achievement in desirable skills, knowledges, attitudes, personal and social adjustment, and character traits." This conclusion seems well warranted from the results. The following summaries will make this amply clear.

TABLE I

AVERAGE ACHIEVEMENT OF EQUATED PRIMARY PUPILS IN READING, SPELLING, LANGUAGE, AND ARITHMETIC UNDER NEWER-TYPE AND STANDARD-TYPE PRACTICES

SUBJECT AND TYPE OF SCHOOL	NO. OF PUPILS	AVERAGE SCORES	STAND-ARD DEVIA-TION	DIFFER-ENCE OF AVER-AGES	S.E. DIFF.	RATIO	CHANCES IN 1000
READING							
Newer-type	74	32.03	7.99	6.68	1.32	5.06	999.9
Standard-type	74	25 35	8.10				
SPELLING							
Newer-type	69	28 93	6.91	4 22	1.28	3.30	999.5
Standard-type	69	24.71	8.03				
LANGUAGE							
Newer-type	66	33 30	5.88	6.77	1.09	6.21	999.9
Standard-type	66	26 53	6.58				
ARITHMETIC							
Newer-type	69	27.22	7.15	2 50	1 05	2.38	991.3
Standard-type	69	24 72	5 06				

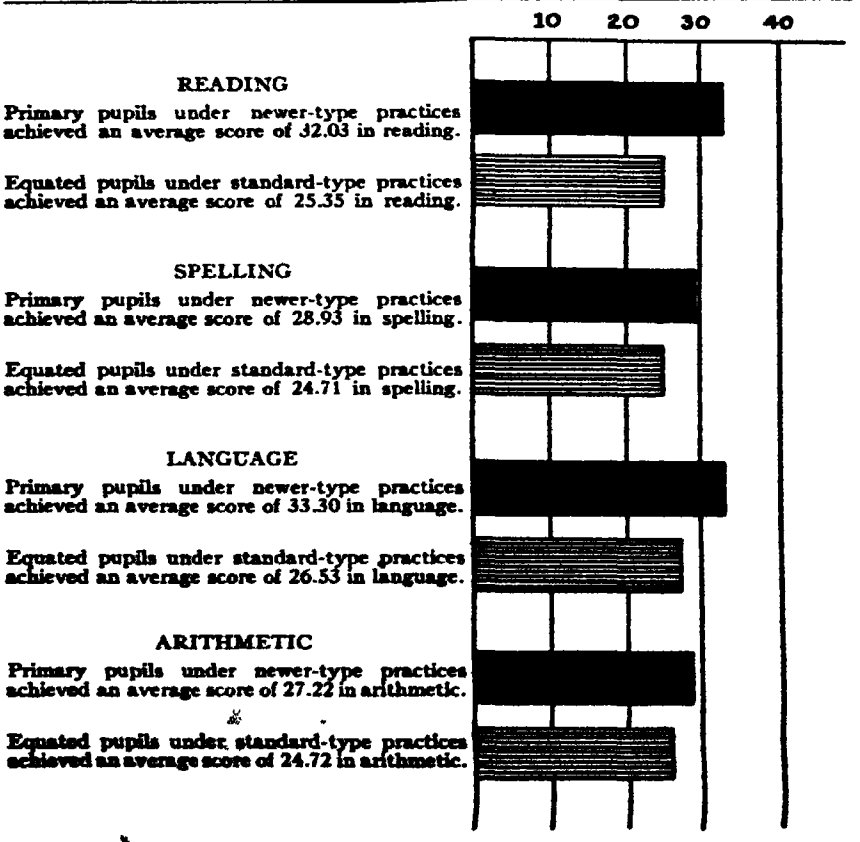


FIG. 1. Average Achievement of Equated Primary Pupils in Reading, Spelling, Language, and Arithmetic under Newer-type and Standard-type Practices

TABLE II

AVERAGE ACHIEVEMENT OF EQUATED UPPER ELEMENTARY PUPILS IN READING, LANGUAGE, AND ARITHMETIC UNDER NEWER-TYPE AND STANDARD-TYPE PRACTICES

SUBJECT AND SCHOOL	NO OF PUPILS	AVERAGE SCORES	STANDARD DEVIATION	DIFFERENCE OF AVERAGES	S.E. DIFF.	RATIO	CHANCES IN 1000
READING							
Newer-type	178	76 03	15.60	1.63	1.67	.98	836.5
Standard-type	178	74.40	15.98				
LANGUAGE							
Newer-type	93	73 53	17 06	6.35	2.93	2.17	985.0
Standard-type	93	67.18	22.50				
ARITHMETIC							
Newer-type	181	74.81	14.31	1 69	1 51	1.12	868.6
Standard-type	181	73.12	14 51				

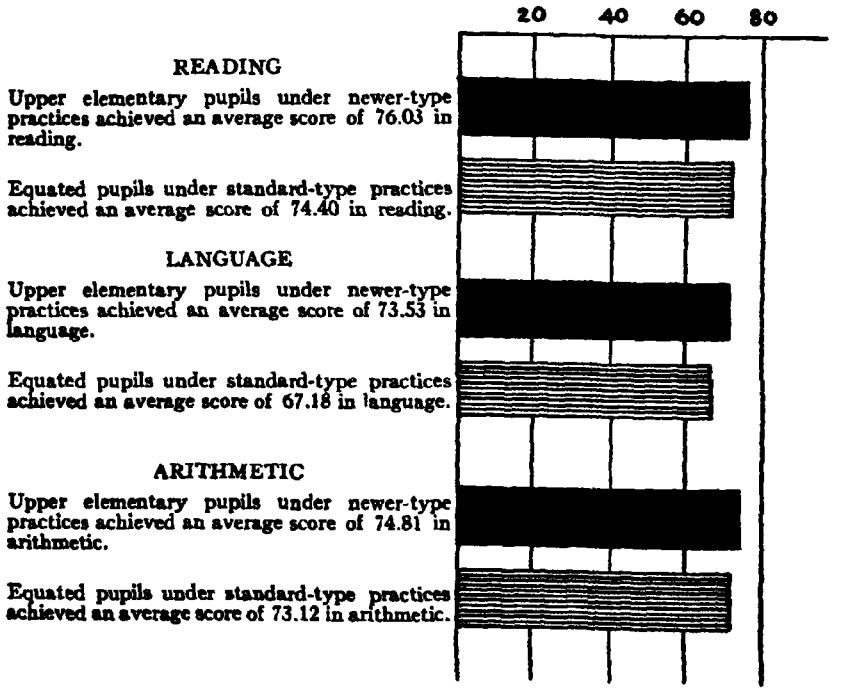


FIG. 2. Average Achievement of Equated Upper Elementary Pupils in Reading, Language, and Arithmetic under Newer-type and Standard-type Practices

These data indicate that in all the academic skills measured the primary pupils in the newer-type schools were distinctly superior to the children in standard-type schools. In every subject but arithmetic the newer-type schools were superior by a statistically significant difference. That is to say, the chances are almost 1,000 in 1,000 that with similar pupils in similar situations the results would be essentially the same. With respect to the upper elementary pupils the conclusion drawn is that in the three academic skills the pupils of the newer-type schools were slightly superior, but the data did not reveal superiority which was statistically significant.

Dynamic Factors

No controlled measurements of wishes, interests and attitudes of the children in the primary grades were attempted. The questionnaires given to the upper elementary grades showed interesting data which are reported in the table below:

TABLE III

PER CENT OF PUPILS IN NEWER-TYPE AND STANDARD-TYPE SCHOOLS USING SPECIFIC ACTIVITIES TO ENRICH CURRICULAR EXPERIENCES

No. of pupils = 350 No. of classrooms = 10

ACTIVITIES OF ENRICHMENT	PER CENT OF PUPILS USING EACH ACTIVITY	
	Newer type	Standard type
TRIPS OR VISITS		
a. Museum	57	40
b. Factory	25	25
c. Other places	59	35
EXHIBITS		
d. Pictures	29	56
e. Personal exhibits	10	24
f. Museum exhibits	21	3
PICTORIAL AIDS		
g. Movie	69	56
h. Slides	21	69
i. Special pictures	65	61
ENVIRONMENTAL AIDS		
j. Plants	29	30
k. Animals	35	14
l. Tools	59	12

The questionnaire on activities did not reveal clear and obvious difference between the two different types of schools. To me this indicates to what an extent activities have invaded even standard-type schools in the United States. If such a questionnaire had been given to pupils of the type of school which I myself attended as a boy, the right-hand column of the table would have scored all noughts. In fact, it seems that future investigators should, in order to increase the validity of their contrasts, look in other countries than the United States for traditional schools. It will be observed that the newer-type schools score high in larger and more elaborate activities such as museum trips, museum exhibits and the use of tools. The standard-type schools score high in smaller activities such as are frequently used by teachers in restricted situations and crowded classrooms, when simple handwork and desk work, such as the use of pictures and slides must do service in lieu of larger activities. In fact, the data here make one at least suspect that the differences indicated throughout the whole larger study may be due to larger budgets and superior educational conditions generally rather than to the use of newer, rather than standard methods. Perhaps all that the study really warrants us in doing is to urge superior educational efficiency for every community—larger budgets, smaller classes, better trained teachers. On the other hand, since superior educational efficiency in a community seems to correlate with progressive methods, it is sound to campaign for these also.

Results from the Questionnaire on Independent Methods of Work are tabulated in the following table:

TABLE IV

PER CENT OF PUPILS IN NEWER-TYPE AND STANDARD-TYPE SCHOOLS USING SPECIFIC SOURCES OF INFORMATION TO SOLVE PROBLEMS AND PROJECTS

No. of Pupils = 350 No. of Classrooms = 10

SOURCES OF INFORMATION	PER CENT OF PUPILS USING EACH SOURCE	
	Newer type	Standard-type
1. Books and library ..	95	54
2 Museums and art gallery	77	3
3 Asking persons ..	63	24
4 Trips or excursions	48	4
5. Newspapers	39	6
6. Magazines	38	2
7 Pictures .	36	4
8. Stores, factories, etc. .	22	3
9 Encyclopedia	18	14
10 Movies, slides, etc .	21	1
11. Maps, globes, etc .	2	20
12 Zoo, etc .	25	2
13 Radio	9	1
14 Lectures ..	5	8
15 Visiting classes	4	2
16. Scrapbooks, notebooks, etc	0	3

Children in the newer schools seem to have had more experiences in the independent use of books, libraries and many other significant facilities.

Performance Factors

The performance factors show equally interesting results.

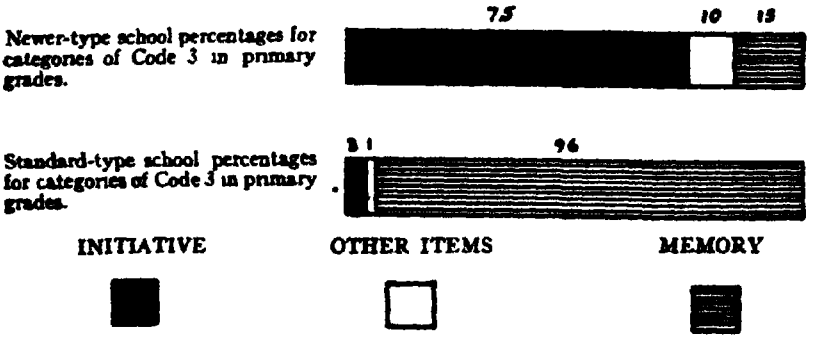


FIG. 3. Per Cent Occurrences of Various Pupil Responses in Social Studies, Discussions or Recitations in Newer-type and Standard-type Primary School Practices.

These data indicate a superiority of children in the newer-type schools in initiative and in the other items measured. In the standard school memory performance was much in advance of that exhibited or used in the newer-type school. Unfortunately, the nature of the report does not make it possible to evaluate it at this point. Perhaps it points to a strength or perhaps to a weakness of the new school.

TABLE V

PER CENT OCCURRENCE OF VARIOUS PUPIL RESPONSES IN SOCIAL STUDIES DISCUSSIONS OR RECITATIONS IN NEWER-TYPE AND STANDARD-TYPE PRIMARY SCHOOL PRACTICES

No of Pupils = 332 No of Classrooms = 10

CATEGORIES AND ITEMS OF CODE 3	PERCENTAGE FREQUENCIES IN SCHOOLS	
	Newer type	Standard-type
INITIATIVE		
3a Voluntary report or exhibit	3	0
3b Contribution from real experience	12	1
3c Contribution from vicarious experience	18	2
3d Suggestion of means, methods, or activities	42	0
Total for Initiative	75	3
OTHERS		
3e Responsibility in assignments	2	0
3f Curiosity indicated by questions	3	1
3g Criticism, praise, or challenge	5	0
Total for Other Items	10	1
MEMORY		
3h. Question-and-answer on textbook	15	96
TOTAL	100	100

Certainly, the study opens up the whole question of the importance of memory responses in the elementary school and in the life of today generally.

On the whole, the study stands as a temporary vindication of progressive practices in elementary schools. Other studies are under way. Until the results of them are available, those who depend on objective verifications rather than on a *priori* philosophical evaluation and first-hand observation of school life will find in this appraisal adequate justification for the new program. We will do well to remember, as we interpret, that the new school does not aim to increase the

amount of skills mastered, nor subject-matter learned beyond established grade standards. It seeks rather a freeing of time for other forms of activity, more efficient mastery of meaningful learning, and better personality adjustment. One of the conclusions of the study just reported was the very important one that "pupils in the newer-type schools achieved more desirable attitudes, beliefs and adjustments than pupils in standard-type schools." This is a major gain which reinforces our faith in progressive education.

EFFORT

It is time for the American schools to return to the doctrine of effort as supplementary to the widespread doctrine of interest. Much as we have side-stepped the issue, the time to face it is upon us. Our simple theories of education, to the contrary, there are, nevertheless, two paths of entry into learning experience, the path of interest and the path of effort.

Popular analyses of interest have pointed out that interest and effort are two sides of the same shield. A child who is interested in reading a story puts effort into it, a child who puts effort into making a doll house or collecting stamps is interested in what he does. We have, sometimes, however, overlooked certain practical applications of this fact. It should help us to realize that just as one may enter his house by the back door or the front, so may a child enter an activity via the path of interest or of effort.

The path of interest has held a dominating place in much recent thinking upon educational approaches. It has frequently been maintained that the royal road to learning has always been via the child's own interest in what was to be learned. The overworking of this theory has led to considerable distortion of teaching situations. Teachers have sometimes felt under a moral obligation to wait for the child's expression of voluntary interest in such matters as reading and writing before venturing to teach him such current essentials. In cases of flagging interests they have often felt that they must coax recalcitrant learners into learning much as one wheedles a sick child to eat. So the child who dawdles about his construction work has often been left to dawdle, and the one who is lax in spelling has been allowed to

let the matter slide. Again teachers have inclined toward a vaudeville theory of teaching. They have felt if we can but entertain, let him who may, teach. That the road to good teaching was via educational hysterics. That the primrose path of modern education could somehow miraculously avoid the everlasting bonfire.

It is most important to keep the interest approach to learning in its place. It is true that most of us most of the time approach the activities we engage in via the initial road of interest. But for all of us there are times when we approach a necessary task with aversion and even nausea. Frequently, we begin with interest and must carry on without marked interest by effort. Teachers do well to seek the interests of children as the beginning points of activities. But they may also arouse those interests when they are dormant, and compel children to support them when they wane.

For all of us at times, and for some of us frequently, the approach to learning must be via the road of effort. Dr. Morris Mitchell has posed the problem in a form which seems to have stumped many of our "interest" educators. From experience with boys in the Park School in Buffalo, he observed that while certain of them would grasp an activity and pursue it actively to the finish, other boys, always the same boys, would spend a whole term somewhat lackadaisically working on a motor or some other object, reading little, working slowly, and making little progress in any direction. What should be done with such pupils? Should they be allowed to continue in such comparatively fruitless activity, or should they be put on a régime of partial compulsion? While it is not possible to prescribe generally for specific cases, yet the answer seems obvious. For those students who cannot enter into profitable learning activities via the road of interest, the road of effort should be followed. Some students, all of the time, and all students, some of the time, must reach interest in an activity via the road of effort. Stimulus, encouragement, a system of checks and balances, and even compulsion must be used when the alternative is lack of learning. This whole question opens up a field of discussion which activity schools must face with renewed devotion during the coming decade. We need much light upon the vexed question of specific means of securing effort in activity schools.

STRAIN VERSUS EFFORT

One of the guiding principles of such a study of the encouragement of effort must be the avoidance of strain. Effort in itself is good and praiseworthy. Strain is injurious and inefficient. Many of the diatribes of recent writers against competitive and compulsory methods have been based on the assumption that effort is always accompanied by strain. The reign of terror in the classroom, the creating of an atmosphere of fear, the régime of nervousness and neuroticism may be rightly condemned. The teacher who abuses the rod of authority, who uses the devastating question, the threatening recitation, the tyrannical grade book may secure effort, but he is to be condemned for the nervous strain under which he places his pupils. Relaxation is the true medium of high effort. Teachers of physical education are coming into increasing understanding of this principle of bodily development. We must be no less astute in understanding its application to the whole field of learning. That effort is good which is without strain. We need never fear a stimulus, a compulsion, a punishment because it is painful. It is evil when it is not assimilated by the learner's personality, when it has not been voluntarily accepted as rightful.

Bagley has pointed out the importance of training in volitional maturity. So consumed have we been with the intellectual aspects of maturity that we have often neglected the volitional aspects. Dominated by a mechanistic psychology, we have forgotten some of the deeper problems of personal development. The activity program provides the ideal setting for the all-round development of personality. Expressing himself physically, intellectually, morally, volitional, and in every other way, the child should find a full outlet for his learning powers in a régime of activities into which he enters via both interest and effort.

DIRECT AND INDIRECT EXPERIENCE

We do well to remember that just as there are two paths of entry into an activity, so there may be two paths of entry into a given learning experience. Briefly, some children seem to be dominatingly book learners, while others are experience learners. Some children seem ever eager to do and to make and to construct and to see and to handle and to touch almost everything but books. Others are not so dynamically

active in the outside physical world, but wish to pursue learning as it were second-hand via the symbol. It is therefore important for teachers to realize that there are often two roads to the learning of the same knowledges, facts, attitudes and ideals. A particular fact that one child learns by experience, namely that gasoline cleans greasy surfaces, another may learn by hearsay or by reading. Obviously, each of us learns by both means. But observation of children and adults will go far to convince us that some individuals are predominantly theoretical, philosophical and book-minded, while others are practical and experience-minded. Thus we may expect different personal approaches to the various aspects of the activity program. Each child should be encouraged to learn both through books and experiences, but children should not be forced from one dominating mode of learning into another. Let them cast their effort in its own modes as long as it is certainly present.

THE PROBLEM OF SYSTEM AND ORDER

Criticisms of the educational practices which are being worked out in new type schools are frequently directed against what is supposed to be their lack of order and system. To a certain degree these criticisms are merited. The problems of reorganizing school life in terms of the activity program are stupendous. It is not surprising if five or ten years have not been sufficient to work out satisfactory systematic organization in every direction. It should be sufficient to observe that public educators are everywhere struggling with such problems, and gradually the problems are being solved. In the good modern school system are found ordered and definite curriculums, based not merely on recent developments and local variation, but well grounded in race experience An orderly progress of growth is maintained from the lower to the upper grades, not merely with respect to the tool subjects, but in the common branches of organized subject-matter. Subject-matter at first approached psychologically is finally with maturing years mastered logically. Programs are carefully arranged, libraries are well organized, the school year moves with regulated precision. When there is lack of order, system and thoroughness, it can be due only to bad work, which is found in new schools

as in old. We should be quite clear upon the ordered, sequential, systematic and thorough purposes of good school organization.

The good school should inevitably secure ordered and systematic learnings, not formally by a mere pretense at the reproduction of undigested subject-matter, but in the actual personality of the learners themselves. To regard the hare-brained theories of extremists as if they were fundamental fallacies of modern education is not deep-seeing. Those in old schools or in new, so-called conservatives and liberals alike, may amicably meet upon the common ground of their faith in organic education and the learner's own active participation in his own learning.

THE BATTLE FRONT OF THE ACTIVITY PROGRAM

American public schools are organizing from coast to coast in terms of the activity program. Those who are pioneering for this goal, and working ardently for it need have no fear. Their battle is fundamentally won. The schools are already committed. The deed is done. From the Los Angeles public schools in the West to the New York public schools in the East the struggle for the re-training of teachers is on, and the fulfillment of this dream is only a matter of time. This is not the battlefront of progressive education. The battlefront is a much more difficult one. It is the battleground on which every educational reform in history has been ultimately defeated. It is the area of ignorance and indifference, the area of imitation and formalization. Unless we place and keep in the classrooms of the country teachers with a living philosophy of education, teachers who evolve through imitation into self-reliant mediators between the child and the learning he craves, activity programs are a delusion and a snare. Let us crystallize into no system. Let us evolve into no program of static complacency. Let us labor to build schools which have both stability and flexibility.

CHAPTER XVII

THE GOAL OF EDUCATION

SINGLENESS of aim depends upon definiteness of goal. Both are impossible for the true teacher. Yet much of the haziness which has surrounded the whole matter of goals in education must be cleared up if simple direction is to be given to the process of teaching. Today much confusion exists with respect to the goal of education. The concept of goal is one of the last to yield to the transformation of values which has occurred during the process of the development of education in terms of activities rather than in terms of mastery of logical subject-matter. Many who have modernized and revised their ideas with respect to the beginnings of learning, with respect to methods and techniques, still carry on their lingering heritage in the realm of aims and goals.

The much featured phrase "Education is life" trifles with the whole problem of goals. There is reason to believe that this apparently innocent statement has done as much to becloud the issues of education as it has to clarify them. In its intention it is sufficiently valid. That intention is to focus the attention of teachers away from subject-matter as a primary goal of teaching. To direct it to something more vital, social and human. To a very large extent the statement has been successful in that particular purpose. Educational practice in the elementary schools has moved and is universally moving in the direction of programs which provide increasing participation on the part of learners in their own learning process. Unfortunately, however, the vagueness of the term "life" has laid it open to a certain indefiniteness of interpretation. This indefiniteness has been seized upon and falsely valued because it lacks the objectivity and specificity which subject-matter possesses. Many have unwisely thought that to do the opposite of what is being done is to do right—to be progressive is to be cantankerous!

This mode of goal-less thinking has left teachers in an unfortunate

dilemma. It has robbed teaching of what clarity of aims and definiteness of goals it may legitimately possess. It has even produced certain exponents of the idea that goals are supererogatory. Such teachers are content to gather a collection of children, play happily together with them, and rejoice in the naïve faith that all will be well. The philosophical assumption on which such teachers rely is that if they follow a philosophy and consequent method which they have accepted as sound, the result will be safe. This is not a correct assumption unless method be governed in terms of end.

The clear establishment of fundamental and subsidiary goals for the educative process is a major problem of current education. It is only by such explicit guidance that the stability of education may be recovered from its recent disease of indeterminateness. The following exposition is directed toward the clear establishment of a point of view which will make this possible.

CRITERIA FOR A SOUND CONCEPT OF THE GOAL OF EDUCATION

If the major and subsidiary goals of education are to serve the purposes of teaching and teachers they should possess certain obvious characteristics. The first of these is clarity or apprehensibility. For the learner the goal toward which he is moving must be clear. It must be clear for the teacher also. This clarity is lacking in the case of subject-matter curriculums. The ordinary teacher, if asked what she was aiming at, would say that she was aiming to have the child learn his lessons. She might profess to be aiming to enable the child to master his textbooks or his subject matter If, due to some "course" in education, she were more sophisticated, she might say that she was aiming to adjust the child to life. All such haphazard or ill-digested purposes indicate the lack on the teacher's part of any clearly apprehended goal of education.

In the second place a suitable goal of education must be concrete, not abstract, as particular as possible, not general. It was its very concreteness that made subject-matter an alluring and practicable goal of the teaching process. Robbed of this concreteness, the teacher must find a new reality coached in other terms. In order to secure such reality we must do all that is possible to avoid the academic and meaningless categories which are a common fault of educational termi-

nology. The subjectivity of educational philosophy is a major confusion. It so often compels the teacher to build categories which have no objective counterpart. Individual differences, instincts, have no actual counterpart in the world of the seeable and the touchable. We describe them and then seek vainly for them in the classroom. What we have in this world in which we live is men and events. In our educational terminology we must respect the relationship between subjective and objective reality. Our categories must correspond to outer observable things. Only if there be a spade must we call a spade a spade. Let our goal of education be actual and verifiable.

THE GOAL OF EDUCATION IS NOT ADJUSTMENT

During the period of transition when teachers were hammering out more definite concepts concerning modern educational procedures, educators discovered the term "adjustment." It was a term of reduction. By the process of pounding and pummelling every bit of definite meaning out of their terms educational philosophers discovered the innocuous word "adjustment." Those who would oppose the word could have little to attack because there was so very little meaning in the word itself. It describes every thought, every movement, every action from heaving a sigh to running the thirty yard dash. It is the minimum form of stating the notion of process. It thoroughly annihilates the very notion of goal by focussing attention upon this matter of process. Education, they say, is life. So is the whole educative process deprived of definiteness, and the teacher's ideas are left dangling in air. Teaching becomes a dillying and dallying by the roadside. Let us get there when we can in care free fashion for we have no notion of where we are going. With such a philosophy, classroom procedure becomes enamored of itself and learning evaporates in the course of experience. The process of education must not be confused with its goal.

THE GOAL OF EDUCATION IS NOT CURRICULUM

It is equally false to regard the curriculum as the goal of education. This is to confuse the parts with the whole. It is to be atomistic and over analytical. Armed with her printed curriculum, the teacher approaches the task of teaching. Here is set out in professional array a

series of elements, bits, sections or atoms, curriculum goals she has been taught to call them. To reach these goals, to have the childreach them through learning is to accomplish the task of teaching. To arrange school work in such a way that the learner emerges with this smug learning or that, ability to spell the word *constitution*, or ability to find Baghdad on the map, this is to be a teacher. But unfortunately, to aim at such piecemeal results is bad. There are times when it is better not to learn to spell *constitution*, and times when one had better neglect Baghdad for Boulder Dam. Without primary reference to the whole learning individual no goal of the curriculum may be visioned as a desirable one. To regard the curriculum as the goal of education as to confuse the part with the whole.

THE GOAL OF EDUCATION IS PERSONALITY

The wholeness and the balance of internal relations is preserved only when human personality is regarded as the primary goal of education. To make human personality is the primary goal of both learner and teacher. It is only with this goal that people can become desirable as individuals and desirable as groups. For the group is not the antithesis but the synthesis of individuals. To quote from Floyd McKnight—"We must make a distinction between individual man and man in the mass. There can be no doubt that whatever we have of civilization, or whatever any people have ever had of civilization, has emerged from or through individual human beings. One solitary individual *thinks* a cathedral, a new kind of automobile, a revolutionary corkscrew or gadget or cannonball. Many men carry it into effect, but *one individual alone thinks it into being*. The force of a single individual, working alone and creatively in the plastic realm of thoughts, is the force that changes the world. . . .Little by little, in the forest and laboratory and thinker's den, our civilization has evolved—through individual man and only through individual man! It is important that we recognize this fact—important because we must not, if we cherish civilization, discourage or maltreat individual creators."

It is in this sense which we must think of the products of education. Not the petty identification of the customs of plateau Indians, or the negligible ability to reduce fractions but in terms of the humanity which it makes. Not in the sense of the trifling ministration of the

school, but in terms of the end product of schools and churches and homes and moving pictures and businesses and communities. What is civilization and the school giving us in the way of men? Education's goal is good men.

FORMS IN WHICH PERSONALITY APPEARS AS GOAL

To point to personality as the goal of education does not leave us without dilemmas. Immediately a thousand questions crowd upon us. What personality? How shall we conceive of personality? How portray it? How reveal it? How identify personality for each individual? What does it mean for the teacher? Who is this child? What is the specific meaning of this concrete? Such questions crowd upon us and cry out for an answer. At least some of them can be clarified and explained when we regard in simple terms the various forms in which this goal appears in the experience of children. The goal of personality, in order to be valid for the learner, must not be a philosophical term. It must have some concrete embodiment. It must be in terms not of words, but of men. How then may we hold up personality as a goal?

A REAL ADULT MAN

The most simple and direct form in which personality presents itself as a goal to childhood is in the form of an actual person, a real man whom the child may see and touch and know as only a person can be known. If only the child can see living before him and with him a man to whom he can look almost as to a god, his major problem of life is solved. To be that man becomes his living goal. Once a child identifies some specific man as worthy to be followed, his devotion becomes unstinting. Said one boy of ten to an adult whose exact height he knew—"When I grow up I am going to be just six feet tall." So slavish becomes a child in the presence of an accepted goal. But through proper care he must be freed from this slavery. He must learn that to be this man is not to be his height, to do his work, to enter his profession. But to live life with his values, and in time to improve and better these values.

To provide a child with a concrete, living embodiment of a good man is the primary goal of education. Children crave such a goal.

Like Diogenes, they seek incessantly for an honest man. Like David, they find that all men are liars. Yet the deep, deep longing is there. Occasionally it finds its expression in literature. In his autobiography, Rudolf Steiner has given this cry of childhood its model expression. Writing of his own childhood he says, "I was conscious of an overwhelming need. I craved men whom I could take as human models to follow." How often when this problem is not met the boy turns to a false hero, to the business man who has made a dishonest financial success, to the gunman or racketeer. For hero the boy will have, and woe be it to the society which denies him his need of a hero worthy of emulation. The human family is designed to meet this need. The child who finds it fulfilled in his own father is fortunate indeed. He is one in thousands. For the myriads the problem remains unsolved, and with it the problem of life. Tagging along behind, we teachers must do our best to succeed when others have failed. The teacher's primary duty is to be a real person.

AN OLDER BOY

It is notorious that a boy turns naturally to a boy who is a little older, a little stronger, a little more experienced than himself. The leader of the "gang" is a person of great influence. This influence may be for good as well as for ill, but it is seldom used by the school. There are many problems in society and in the school that can be solved indirectly through the assistance of an older boy. The older boy may accomplish much in the direction of a boy slightly younger, than an adult could ever accomplish. Alfred was a boy of twelve, bright, attractive, but experience rather than book-minded. The class in which he found himself was not an activity classroom. He could not get on with his teacher. He was constantly making small disturbances, making faces, upsetting things, disturbing the attention of others, making saucy answers, throwing paper about. His pet aversion was the arithmetic period, and it was here that he rebelled most strenuously. The principal of the school decided to make use of the services of James, an older boy, whose personality was exceptionally desirable. Having secured the coöperation of James, the principal allowed him to call at the classroom for Alfred each morning at the beginning of the arithmetic period and take him with him to a quiet part of the

school building or grounds. The older boy worked out some plans with the younger along the line of the latter's interests. He first allowed the younger boy to assist him in some painting he was doing, and in later days encouraged and helped Alfred to make a papier mâche mask he was anxious to make. In the conversation which accompanied this work the younger boy responded to the interest of the older, told him his troubles and his classroom antipathies and pranks. The older boy remonstrated with him with considerable directness. Quickly the younger boy's behavior improved, and he was soon able to take up regular work without causing disturbance. The older boy had become a hero, and his point of view and his word was law. Thus schools may make use of their own resources in terms of personality. The use of the older boy who has accomplished something worth while as a sympathetic aid to the boy just younger than himself is a valuable aid to education. It makes the goal of personality just a little nearer to the growing learner.

A COMPOSITE OF MANY PEOPLE

In actuality no child seizes upon one individual and imitates him through thick and thin. Each child follows in part many individuals. He sees the world around him peopled with many persons whose ways and accomplishments seem to him significant. He watches with admiration as the garage mechanic rights the wrongs of a stalled car, the pilot brings his airplane gracefully to a landing, the teacher solves some knotty problem, the doctor brings him through some treacherous illness. As he admires the acts of these people around him, they become in a partial sense the goals of his ambition. He would be as they are. He, too, seeks mastery in the world around him. The teacher who would be successful and valuable will thus mediate to him many individuals. In the first place, he will realize that he himself must often be the goal, the embodiment of values which the child will follow. There is no more despicable educational maxim for the teacher to follow or express than that which we sometimes hear in the words—"Don't do as I do but do as I say." The first thing of importance to the teacher is who and what he himself is. There is a sense in which the intimate and private life of the teacher is the most important thing to the school. For the teacher himself becomes the person who is the

learner's goal—many teachers, many goals. From each he should learn something that is the attribute of a man. Thus teachers must at times remove their eyes from books, and subject-matter, and curriculums, and examinations, and supervisors, and marks, and requirements, and schedules, and institutions, and find time to allow their children to know men, to know people, desirable people, able people, people who are worthy to be a part of that composite of many men toward which the learner may strive. Thus the children must be taken to see men of fine personality and great accomplishment, to talk to them, to know them. Travellers from the great ends of the world must be brought in to build for the children a notion of what they have done, lawyers, missionaries, inventors, policemen, artists, poets, singers of songs and builders of bridges must come into the school and know the children and be known of them. We must shake off our notion of ourselves as teachers of the abstract. We must lead children to the feet of the great men around them.

THE BIOGRAPHIES OF REAL MEN

There is a real fascination in the reading of biographies, as publishers who sell them will readily acknowledge. We know many men in part. A few days, a few months, a few years. But in the biography we have a whole life portrayed in its most significant relations. Biographies are men. Men in the best sense of the word—men as we would know them and as they would be known. Consequently, young people should have adequate opportunity to read the biographies of good and great men. On the shelves of the classroom libraries should be many biographies. From them children should choose any one or any few which seem to be related to their own lives. One youngster who was a poor reader, and who read little, chose Merejkowski's "Leonardo da Vinci" and was so inspired by the careful reading and study of this book that his natural tendencies toward art were much reinforced and built high. Leonardo da Vinci became to him a hero. He secured plates of his works, and sought out the two tiny sketches of this artist which are to be found in the Metropolitan Museum. "No one has carried on the work of Leonardo da Vinci," he said, "the scientific study of art." To such a continuation this boy at least for the time, is devoting himself. A careful study of some significant life may enable an individual to step high on the shoulders of a life already formed.

Biography need not always be complete. The separate accomplishments of great men living or dead should be held up for evaluation. Heroes of science like Pasteur, or of music like Beethoven afford a welcome relief from the undue attention that is sometimes given to conventionalized or overpopularized heroes. Living heroes are particularly difficult to deal with, for the heroes of an age are seldom found in the headlines of the tabloids. It takes the steady sifting of the centuries to distinguish the wheat from the chaff. We must watch ourselves in the questionable idealization of a Ghandi, a Lenin, a Sun Yat-Sen, and even a Lindbergh. On the other hand, the warmth and actuality of Picard's trips to the stratosphere make him obviously meaningful to the children of the time.

THE IDEAL HERO

The ideal hero is one whose life becomes especially significant not in the particular and personal sense, but in the racial sense. Such heroes, both secular and religious, stand before us as the epitome of all that is desirable in a man. Literature affords us many examples of such men, some of whom have been almost forgotten in a day of "scientific history." There is a school of historical interpretation which teaches with equal emphasis the cultural significance of Charlemagne and the reputed number of his illegitimate children. Its teachings have tended to make us forget our Galahads. And yet these ideal heroes are still with general meaning and significance today. We are in danger of becoming so "unmoral" that children ache for a moral now and again like the little lad who complained that a recent "Silly Symphony" was a poor one because it did not have a worth while or clear moral.

Religious heroes are still a potent means of guidance and inspiration. Here, however, the secular public school has little to say. The almost complete breakdown of serious religious education in many churches leaves thousands of children without much positive direction in the selection of a religious hero. The moving pictures are much more efficient in the provision of heroes than the churches.

THE DEEDS OF MEN, THE ACTS OF THE ACTIVITY PROGRAM

Men's acts are a part of themselves. Consequently, when we are observing and studying the significant acts of the past and current world we are studying men. Seeking out with this explorer or that,

we round the furthermost capes of the earth. We watch the swinging cathedral lamp of Galileo, or visit Tintern Abbey in the company of Wordsworth. We participate in the building of the Panama Canal, we dip to ocean depths in the bathysphere. Around us in our very community are men at work, their activities number into the countless thousands. They are driving horses, turning motion picture cameras, trimming gardens, building bridges, selling groceries, mounting ramparts, operating the telephone exchanges, printing magazines. All these manifold acts are the acts of men. In them we behold human life. We see a portrayal of human personality. When we build toward them we build toward personality. For it is in conduct and in actions that men are revealed, and it is through conduct and action that men are made.

Thus the children of our community should know of these acts, they should know of this world around us, how it is run for better or for worse. They should observe its activities and its men at work. They should themselves in their school life enter into these activities vicariously and develop similar activities themselves. For the activity program is but a means of living out the acts of life, those real and vital things which men and children do in realizing themselves.

BOOKS, IDEAS, IDEALS, MOVING PICTURES, SUBJECT-MATTER

But what is the place of the idea in the building of personality? A very real, a very actual, a very emphatic place. The setting up of personality as the goal of education so far from excluding the idea and ideal brings them to the education of the child with a new force, a new significance. An ideal is not now an abstract thing floating in air, but a concrete and real thing, clothed in the life blood of human personality. Rightly conceived, a thought or an idea is an act, and an act postulates a person who is the actor. Unattached thoughts have no more place in the experience of the learner than unattached balloons in the atmosphere of the classroom. But ideas in which children participate, their own ideas which find fulfillment in accepted significance, the ideas of a myriad books which find realization in accepted value—these are ideas in action. These are personality. Thus we bring to the aid of learners endless books—books in greater variety

than ever before, because they are directed toward more personal and significant needs—books which are the real books of real men, not the devitalized essence of abstract processes. Textbooks are the worst of books, for they frequently leave out the vitalizing element of human life, and present but the husks and skeletons of learning. To study from poor and dry textbooks is like taking food in pills. It is only when some teacher performs the miracle that the textbook revives and becomes significant to the child learner. It is in real books, not textbooks, that we find those full-length accounts of the living of men which give meaning to learning. But it is in the talking and moving pictures that the school will one day discover the greatest instrument for the education of human beings that the race has evolved since the discovery of the book. When schools compete with the community in the educational use of talking pictures, then can we portray learning in a life setting. When libraries of talking pictures are the order of the day, the efficiency of learning may be doubled.

BUILDING PERSONALITY[1]

Thus it is that the fundamental goal of education is personality. By conceiving of all that she does in making the lives of children in such terms the teacher will be protected from using ways that are dark and tricks that are vain. Such a concept will protect children from the formalism and inanities of devitalized subject-matter. It will build a school which proceeds through a series of activities to the realization of both the fundamental and subsidiary goals of education.

We need not hesitate to consider our subsidiary goals. In fact, without a definite curriculum the teacher is lost. In that curriculum will be found many of the minor goals of life. Ability to talk in an intelligent and convincing fashion, ability to cook a meal, ability to ride a cicycle, ability to quote Malvolio. All these and thousand others which involve subject-matter frequently, but action always, may crowd upon us as the subsidiary goals of learning. In and for themselves they mean little. As the isolated crumbs of learning they exist

[1] For a psychological interpretation of this theme see *Building Personality* by A. Gordon Melvin, The John Day Company, 1934.

in a meaningless vacuum. It is when they are approached via activities, when they are taught by the careful teacher in terms of their contribution to the personality of the learner that these minor things become of major importance. When the major goal of personality gives direction and significance to the minor goals of the curriculum the breath of life is blowing through the valley of dry bones.

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