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Educational Bulletin No. 55. Teacher Training Series No. 5.

# RURAL TEACHER TRAINING

IN INDIANA

27-525

APPROVED NORMAL TRAINING COURSES  
FOR CLASS A AND CLASS B PROFESSIONAL  
CERTIFICATES FOR RURAL TEACHERS

Prepared Under the Direction of

BENJAMIN J. BURRIS

State Superintendent of Public Instruction

OSCAR H. WILLIAMS

Editor

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1922

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INDIANAPOLIS:

WM. B. BURFORD, CONTRACTOR FOR STATE PRINTING AND BINDING

1922

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## INTRODUCTION

The rural school is the one social organization about which may be gathered the sympathies and active interests of the whole community life. It should, therefore, contribute to all phases of rural interest. Its work in turn should reflect the activities and interests of the community of whose life it is the organizing and directing center.

It is in the hope that the new courses for training teachers for rural schools may be more effectively organized and presented, that this little manual has been prepared. That it may prove useful in giving more definite meaning to these courses, is the belief and wish of those contributing to its preparation. It is generally conceded that the brief period of preparation allotted to young teachers necessitates more pointed and specific training than has hitherto prevailed.

While many persons have contributed to the material found herein, special mention is due the following normal school and college professors: Emma Colbert, Teachers College of Indianapolis; Marion Lee Webster, Indianapolis Normal School; W. W. Black, Indiana University; and J. L. McBrien, Chas. M. Curry, E. E. Clippinger, B. H. Shockel, J. H. Baxter, and F. S. Bogardus, of the State Normal School.

The thanks of the department are extended to these persons.

BENJ. J. BURRIS,  
State Superintendent of Public Instruction.



# RURAL TEACHER TRAINING

## IN INDIANA

The twelve weeks' courses for Class A and Class B training were recently reorganized with special reference to preparation for teaching in one-, two-, or three-teacher rural schools. It is now a well established rule that teachers having these limited periods of preparation may teach only in those rural schools which are not directly connected with a high school. Thus unexcelled opportunity is presented for giving the courses point and direction toward a definite end.

The courses outlined below constitute the approved courses for Class A and Class B training. A third twelve weeks' course is suggested as a continuation of the preparation for rural school service.

### CLASS A COURSES

#### FIRST TWELVE WEEKS

- Course 1—Rural School Teaching and Organization**..... 4 hours  
A few of the simple principles of teaching, and problems of organization and management, applied to the one-teacher school.
- Course 2—Primary Methods** ..... 4 hours  
Special methods covering the entire field of primary grade instruction (grades 1 to 3), with special attention to reading, arithmetic, geography, handwork and drawing. It should be offered by one skilled in primary grade instruction. Observation of skillful teaching in these grades is an important feature.
- Course 3—Reading** ..... 4 hours  
Oral and silent reading, with about equal emphasis on the interpretative side and oral expression. Subject materials chosen with reference to interests and needs of rural school children of the advanced grades. Standards of achievement are higher, but materials and methods of teaching this subject in these grades are stressed.
- Course 4—Arithmetic** ..... 4 hours  
A study of the fundamental processes and the percentage and mensuration applications, with special emphasis on the work of advanced grades of one-teacher schools. Standards again higher, but spirit and methods of procedure applicable to teaching this subject in these grades.
- Non-preparation Work** ..... 5 hours  
Includes the fundamentals of drawing, music, writing, agriculture, and physical education, each required of all, one hour per week. Such instruction as will be most helpful in the one-teacher rural school.

## CLASS B COURSES

## SECOND TWELVE WEEKS

- Course 1—Rural School Teaching and Management**..... 2 hours  
Continuation of corresponding course in Class A. Further attention to simple principles of instruction. Emphasis on organization and administration of the one-teacher school, with considerable attention to the community relations of the school.
- Course 2—Physiology and Hygiene**..... 2 hours  
Instruction in hygiene, based on elementary facts of human physiology. Emphasis on sanitation of school and home. Personal cleanliness of teacher and children, and importance of clean school houses and tidy school grounds, should be stressed.
- Course 3—Language and Composition**..... 4 hours  
Oral and written English, the prospective teachers being taken over exactly same exercises they will later take the children over in the intermediate and advanced grades of the one-teacher schools. Standards of achievement are higher, but spirit and method applicable to teaching this subject in one-teacher schools.
- Course 4—Geography for 4th and 5th Grades**..... 4 hours  
Content or subject matter course covering the field and materials described in the state course of study for these grades. Standards again higher, but spirit and methods of procedure applicable to teaching geography in these grades.
- Course 5—United States History for Grades 4, 5 and 6**..... 4 hours  
A subject matter course treated precisely as geography above. (For suggested texts see state course of study, pages 146-147.)
- Non-preparation Work** ..... 5 hours  
In drawing, music, writing, agriculture and physical education; each one hour per week, required of all. Continuation of work in these subjects for Class A.

## SUGGESTED THIRD TWELVE WEEKS' COURSES

- Course 1—Rural Community Civics.**  
**Course 2—Geography for Grades 6 and 7.**  
**Course 3—United States History for Grades 7 and 8.**  
**Course 4—Agriculture.**

All are subject matter courses, dealing with the materials and methods of the grades specified.

Unprepared Work, continued as before.

## COURSES IN DETAIL

### I. CLASS A COURSES

#### FIRST TWELVE WEEKS

##### **Course 1.—Rural School Teaching and Organization. 4 hours**

This course is planned primarily to prepare the beginning teacher for the work of organizing and managing a one-teacher school in the open country. It should also give a working knowledge of the elementary principles involved in teaching children. The objectives are therefore immediate and definite.

These purposes and the conditions under which young teachers, after twelve weeks of intensive training, will enter upon and pursue their work, should constantly be uppermost in the minds of instructors who conduct the course. While some background of understanding of rural life conditions and of the relation to these conditions of the rural schools must be built up, yet the point of view is essentially a practical one. The problems which the novice teacher is to meet in her first school are to be dealt with in a practical way. This suggests the method to be employed.

Wherever possible, the topics for discussion should be stated as problems. Frequently a project may be undertaken. Some attention should be paid to practical exercises, illustrative drawings, sketches, plans, objects, and the materials actually used by the teacher in a rural school. The suggestion is made that such materials be put in permanent form and kept by the student teacher for later use.

It is believed that in such a course the basic principles of instruction and management will become sufficiently established in the minds of these teachers as to be of use to them should they later become engaged in other types of schools.

In accomplishing its primary purpose of giving the child the knowledge, attitudes, and skills, essential to him for playing his part in the world in which he is to live, the school employs the following means:

- I. The social organization within and without the school.
- II. The curriculum of studies.
- III. The daily class instruction by the teacher.



This analysis of means employed by the school suggests the broad outlines of the course.

I. A study of the social organization should include:

1. The life of the rural community. Its advantages, faults, and conditions making for or against social stability.
2. The rural school as a center of community life.
3. Organizing the school for effective management, in relation to, (a) the community as a whole, (b) the patrons, (c) the pupils and their work, (d) the daily program of activities. Consider what may be done before the term begins; what should be done on the opening day; how a program of studies should be made; how to interest patrons in the school; how to keep records and prepare reports; how to make the school a real community center. The community and its life and needs should constitute the point of view to be stressed in every part of the course.

Have the student teachers examine actual daily programs of rural schools and construct a good working program for their own schools. Consider the more important problems connected with the promotion and gradation of children, the grouping of children by grades, and the possible combinations of the various subjects prescribed by the state course of study. Encourage them to visualize their actual school communities and explain how the school may be made a living force in these very communities.

4. Elements in effective management: (a) securing regular attendance, (b) school discipline and government, (c) use of proper incentives, (d) making records and reports. Discuss typical situations, e. g.,—habitual tardiness, irregular attendance, poor home conditions,—from the point of view of their causes and a practical remedy.
5. The school plant and premises. Consider from the standpoint of the rural community, such items as location, size of grounds, building, furniture, and equipment. How to beautify the school grounds.

Plan an excursion to an actual one-room school. Use the standard score-card in scoring the school. Get necessary data from county superintendent. Describe and justify the Indiana classification of schools.

7. School sanitation and hygiene. A very important topic. Consider from the point of view of cleanliness, lighting, ventilation, heating, and seating. Study the Indiana schoolhouse sanitation law of 1911.
8. Organization of the school for administrative purposes. Work this out for the township schools in Indiana.
9. The teacher and her professional advancement.

Slightly more than half the term should be given to this division.

- II. The elementary curriculum (course of study) of the rural school. Consider the basic and the supplementary studies required by the needs of the rural community. Organize these into a curriculum. Compare the courses constructed (a) with two or more city school courses, (b) with the state common school course of study.

Two or three weeks on this division.

- III. Principles of instruction as embodied in the recitation. Consider the three principal purposes of the recitation and how to accomplish these. Types of recitation method with considerable attention to questioning, lesson preparation, and assignment. How to use standard tests.

Remainder of term on this section.

Basic textbooks:

Wilkinson, Rural School Management.

Betts, The Recitation (Riverside Educational Monographs).

#### REFERENCES

Betts. New Ideals in Rural Schools (Riverside Educational Monographs). Houghton. Excellent view of the rural school problem.

Carney. Country Life and the Country Schools. Row, Peterson.

Eggleston and Bruere. *The Work of the Rural School*. Harper.

Woolfer. *Teaching in Rural Schools*. Houghton.

Seeley. *A New School Management*. Hinds, Noble. A practical treatise. See especially Ch. IV, "The First Day of School"; Ch. V, "The Daily Schedule of Work."

Foght. *The American Rural School*. Macmillan.

Cubberly. *Rural Life and Education*. Houghton.

MacGarr. *The Rural Community*. Macmillan.

## Course 2.—Methods for Primary Grades. . . . . 4 hours

This course should be based on some knowledge and appreciation of the instincts, interests, and capacities of children of the first three grades. A considerable portion of the early part of the course should be devoted to a presentation by the instructor of the principal topics embraced in some such book as Kirkpatrick's *Fundamentals of Child Study*, and Gilbert's *What Children Study and Why*. The former of these books emphasizes the nature of the child; the latter the method of presentation.

The following outline embraces the principal topics relating to primary methods:

### A. Primary Language Work.

(1) Story Telling.

(2) Reading.

(3) Composition.

(a) Oral.

(b) Written.

I. Spelling.

II. Penmanship.

(4) Phonics.

(5) Dramatization.

### B. Primary Arithmetic.

(1) Exercises in judging relationships.

(2) Exercises in counting.

(3) Exercises in measuring.

(4) Discovering number relationships.

(a) Addition, subtraction, multiplication, etc.

(5) Memorizing number relationships.

(6) Learning the symbols which express these relationships.

- (7) Reading and writing numbers.
- (8) Applying this knowledge in further learning.  
Problems, games, contests.  
Tests of ability and achievement.

C. Handwork for Primary Grades.

- (1) Clay, object-modeling.
- (2) Paper and cardboard construction.
- (3) Making booklets.
- (4) Deskwork to modify reading, spelling, and arithmetic.

REFERENCES

- Kirkpatrick. *The Individual in the Making*. Houghton.  
 Dynes. *Socializing the Child*. Silver, Burdette.  
 Dobbs. *Primary Handwork*. Macmillan. Very practical.  
 Krackowizer. *Projects in the Primary Grades*. Lippincott.  
 Gesell. *The Normal Child and Primary Education*. Ginn.  
 Norsworthy and Whitley. *Psychology of Childhood*. Macmillan.

**Course 3.—Reading . . . . . 4 hours**

The subject matter for this course should be selected from the textbooks used in the upper grades of the Indiana schools. The Elson *Readers* (4th, 5th, and 6th grades) and the Baker-Thorndike *Every Day Classics* (7th and 8th grades) should be accessible to all students for reference purposes. Two volumes, preferably the Elson *Grammar School Reader*, Book I, and the Baker-Thorndike *Every Day Classics*, Book VII, should be owned by all students, and may be made the basis for the exercises of the course. Attention is called to the excellent Manuals which accompany these Readers and which should prove helpful to instructors offering this course.

All these books are so rich in material which has stood the test of time that the instructor should feel free to use those selections that he has found by experience best fitted to illustrate the various phases of advanced reading work.

Among the points that should receive emphasis in such a course are the following:

1. *Basic reading matter for children* should be mainly chosen from the familiar poems and prose pieces that the people have long since taken to their hearts. Much of this

literature is very simple, can easily be understood and enjoyed by children, and, since it embodies the ideas commonly accepted by the race, is of fundamental importance in the education of the young citizen. Aesop's *Fables*, Franklin's *The Whistle*, Longfellow's *The Village Blacksmith* and *The Arsenal at Springfield*, Lanier's *Song of the Chattahoochee*, Hawthorne's *A Rill from the Town Pump*, Burns' *For A' That and A' That*, are all illustrations of the type. Very recent material should not be omitted entirely, but it should largely be a matter for supplementary reading.

2. *Interpretation and oral expression* should go hand in hand. While the power of silent reading is the accomplishment most to be desired, it must not be forgotten that skill in oral expression is its most satisfactory test. Good oral reading need not be confounded with elaborate elocutionary effects. It should be a natural, simple "carrying over" of the meaning, modified of course by the reactions of the reader. Teachers should be encouraged to read more to children, thus by illustration leading the children to better oral expression. Attention should be constantly focused upon the meaning, as oral expression has as its only object the expression of meaning.

3. *The literary background.* Many selections become much more significant if the circumstances out of which they grew are known to the reader, e.g., the incidents in the Crimean war which led Tennyson to write *The Charge of the Light Brigade* and Bayard Taylor to write *A Song of the Camp*, or an account of the stone tower at Newport in connection with Longfellow's *The Skeleton in Armor*, or a picture of the Nautilus shell in connection with Holmes's *The Chambered Nautilus*. When a poem is thus vitally related to actual things it no longer seems foreign. Pictures, historical and biographical information, and musical settings may all be brought, as occasion allows, to furnish background material. All such material should, of course, be strictly subordinated to the end in view, that of throwing light on the selection studied.

4. *Organization in the reading lesson.* Every real piece of literature is an organism with a definite plan or arrangement of material. The realization of this inherent plan is the first step in preparing to teach it. A selection may consist of a string of closely related moral reflections, as in Longfellow's *A Psalm of Life*, the dramatic climax of some great adven-



ture, as in Joaquin Miller's *Columbus*, ironical comment upon some well-known platitude, as in Holmes's *Contentment*. Whatever the point to its organization, that point becomes the guide in teaching it. For teachers to grasp fully this fundamental thing in a selection will dispel the vagueness that is so common in the teaching of reading in the grades. Teachers should be encouraged to make simple lesson plans for well-known selections. Such plans should name points to be brought out and the steps to be taken in making them clear.

5. *Assignment of reading lessons.* Particular emphasis upon the kind of preliminary comment and questions that will serve to stimulate interest in and curiosity about the selection to be read.

6. *The proper use of dramatization* deserves attention. This should never be made elaborately theatrical, and should never be pushed beyond the natural inclination of children to "act out" their understanding of the situation. The active effort to stand in place of another tends to do away with the self-consciousness which is so apt to take hold of children in the upper grades. Perhaps this self-consciousness accounts for the fact that children seem often to read more poorly in the seventh or eighth grade than they did in the third. Skillful use of dramatization will lead to a natural, forceful expression.

7. *The lighter, humorous selections* should have a prominent place. They not only furnish relief, tending to keep the mind sanely balanced, but they cultivate keenness and cleverness of mental activity.

Basic textbooks:

Elson, *Grammar School Reader*, Book I.

Baker-Thorndike, *Everyday Classics*, Book VII.

Supplementary textbook (recommended):

Davis, *Technique of Teaching*. Ch. 3.

(This book will be useful as a supplementary text in all Class A and Class B courses.)

#### REFERENCES

Klapper. *Teaching Children to Read*. Appleton.

Huey. *The Psychology and Pedagogy of Reading*. Macmillan.

**Course 4.—Arithmetic . . . . . 4 hours**

The first few days should be given to an examination of the state elementary course of study, pp. 37-44; with a view to becoming familiar with the objectives and materials of the intermediate and advanced grades in Arithmetic.

This course should give the beginning teacher a distinct understanding of what constitutes the work of each of these grades and a clear notion of how to organize the work in arithmetic in a one-room school. Using the textbook adopted for use in the elementary schools as the basis for this course, the prospective teacher will not only become familiar with the subject matter which he must present to his own pupils but will indirectly acquire correct methods of presentation. The method of instruction employed should illustrate the methods of presenting the subject to children.

Basic text:

Wentworth-Smith, *Advanced Arithmetic*.

Supplementary text (recommended):

One from list below, and Davis, *Technique of Teaching*, Chapter 5.

To supplement the subject matter for this course such books as the following will be valuable:

*Modern Advanced Arithmetic*, David Eugene Smith.

*The Appleton Arithmetic*, Young and Jackson.

*The Stone-Millis Arithmetic Complete*, Stone and Millis.

To supplement the method in this course, the following reference works are recommended in the order named:

*Principles and Methods in Teaching Arithmetic*, Overman.

*Modern Arithmetic Methods and Problems*, Lindquist.

*The Teaching of Arithmetic*, Stone.

*The Teaching of Arithmetic*, Paul Klapper.

*How to Teach Arithmetic*, Brown and Coffman.

## II. CLASS B COURSES

### SECOND TWELVE WEEKS

**Course 1.—Rural School Teaching and Organization. 4 hours**

This course is a continuation of Course I in Class A. It should consist of (1) a somewhat broader study of the ele-

mentary principles of teaching, and (2) a more comprehensive view of organization and administration as applied to the one-teacher school. Considerable attention should be devoted to the wider community relations of the school.

The principal topics bearing on organization and administration should be taken up about as suggested in parts I and II of Foght's "The Rural Teacher and His Work". This book is recommended as the basic text.

The experiences of the student teachers in their teaching situations of the past year should be constantly drawn upon.

For a study of principles, one of the two following textbooks is recommended in the order of preference:

Freeland, *Modern Elementary School Practice*.

Bagley, *The Educative Process*.

### **Course 2.—Physiology and Hygiene . . . . . 2 hours**

This is an elementary course, embracing the primary facts in human physiology and the principles of personal hygiene and school sanitation. It should deal with the more important elements underlying the healthy body, and should stress the factors which determine health and hygiene in the school, the home, and the community. Special applications should be made to health and sanitation in rural communities.

Some attention should be given to the teaching of the subject in the advanced grades of rural schools. The course of study should become familiar, especially for the sixth year and above. See State Elementary Course of Study, pp. 179-192.

Basic text:

Emerson and Betts, *Physiology and Hygiene*.

Supplementary text (recommended):

Ritchie, *Sanitation and Physiology*.

### **Course 3.—Language and Composition . . . . . 4 hours**

I. Throughout the course attention should be given to the kind and amount of language and composition work for each of the intermediate and upper grades and to methods of presentation. See State Elementary Course of Study, pp. 154-156; and 223-233.

II. Language.

A. Half of the time should be given to language study.

B. Emphasis should be placed upon correct use of



verbs, pronouns, adjectives, and adverbs. The student should be taught, for example, to explain why one should say: The book is *lying* on the table; The box had *sat* there a long time; There *are* several reasons; The teacher helped Mary and *me*; *Whom* do you want; She seems *cheerful*; He replied *cheerfully*. Some attention should be given to colloquialisms, such as *might of*, *hissself*, *ain't*, and *hadn't ought*.

### III. Composition.

- A. About half of the time should be given to oral and written composition work.
- B. Oral composition.
  1. The student should talk to the class without notes. The talks may be reminiscences, stories, and opinions.
  2. Teach correct position, distinct articulation, clear voice, and pleasing conversational style.
- C. Written composition.
  1. Themes should be written neatly with ink on only one side of paper of uniform size and quality. The teacher should refuse to accept themes not written neatly and carefully.
  2. The teacher should read all written compositions and indicate errors. The student should make all corrections.

IV. Spelling. Some attention should be paid to the teaching of spelling; the technique of selection, presentation, and drill on spelling of words. See Davis, *Technique of Teaching*, Ch. 2.

#### Basic text:

Robbins and Row, *Studies in English*, Book One entire and Book Two, pp. 227-376.

Arnold, *The Mastery of Words*, Books One and Two.

#### Supplementary texts (one recommended):

Clippinger, *Written and Spoken English*. Silver, Burdett.  
Davis, *Technique of Teaching*, Chapters 2 and 4.

See references at end of these chapters.

## Course 4.—Geography for Fourth and Fifth Grades. . . 4 hours

### I. Subject Matter

The work outlined in grades four and five in the state course of study. The work covered in Book 1 of the adopted text in Indiana. This is the first-cycle survey of the continents, oceans and countries. Book 2, for use in grades six and seven, gives the second-cycle and more complex treatment.

### II. Emphasis

Emphasis should be placed upon those simple and foundational phases which can be grasped by children of the fourth and fifth grades. Chiefly they are as follows: (1) Location, size, shape and outline of home area, continents, oceans and countries, and their effect upon climate and life in each instance. (2) Transportation routes—river, railroad, road, lake, ocean and air: the urban and rural centers which they serve. A discussion of what is learned by travel along the routes. (3) Surface forms of home area, continents and countries, and depths of the ocean, and in each instance effect upon climate and life.

Numbers (1) and (2) should be emphasized in the fourth grade, and numbers (3) and (2) in the fifth grade.

### III. Topics of the Course

1. Fourth grade: six weeks.
  - A. Statement of subject matter and objectives of the fourth grade. See State Elementary Course of Study.
  - B. Home geography for the fourth grade.
    1. School room: Concept of its size, shape, and outline, by means of words, drawings, maps, photographs, pacing, etc. Effect of its size, shape and outline upon life of pupils and children. Same concerning location of schoolroom; and concerning transportation routes within the schoolroom.
    2. Same treatment of schoolhouse, yard, and home community area.
  - C. Continents, oceans, countries (chief emphasis on North America). Concept of location, size, shape, and outline, by as many means as are feasible. In each instance, the effect upon climate and life.

- D. Journey geography: problems in railroad, road, river, lake, ocean and air routes of travel, and discussion of what is learned by travel along these routes.
- E. Stories: People of various climates, continents and countries.
- F. Discussion of books, maps, photographs, slides, and other material which should be used by pupil and teacher in the fourth and fifth grades of geography. *Collection and preparation of as much of such material as is feasible, by the student in class for actual future use in teaching in the grades.*

Topics A and B should be completed before the remainder are taken up.

Topics C, D, and E are carried on throughout the remainder of the six weeks: two days of each week being given to topic C, two days to topic D, and one day to topic E. Topic F should be treated throughout the course wherever most pertinent.

## 2. Fifth grade: six weeks.

- A. Statement of subject matter and objectives of the fifth grade. State Elementary Course of Study.
- B. Home geography for the fifth grade.
  - 1. School yard: concept of its surface forms by means of words, maps, drawings, photographs, pacing, etc. Effect of its forms upon life of pupils and teacher.
  - 2. Same treatment of home town and home area.
- C. Continents, oceans, countries (chief emphasis on United States): Concept of the surface forms and shore waters by as many means as are feasible. In each instance, the effect upon climate and life.
- D. Journey geography: like that of grade four, but paying more attention to effect of surface forms.
- E. Stories: of peoples and life in different land forms and coastal regions, as for example mountains, plains, plateaus, rough lands, smooth lands, bold coasts, intricate coasts, harborless coasts. An example is the John Fox Jr. Stories of the rough lands of the Southern Appalachians.

F. Discussion of materials and preparation of them, etc., as outlined in F of fourth grade.

Succession of topics as in fourth grade.

#### IV. Procedure in Class Work

Throughout the course the topics should be studied and taught by the teacher and the students as content matter to be taught to pupils in the fourth and fifth grades. The technique of teaching geography to the fourth and fifth grade pupils should be learned by the student through the studying and teaching of the subject matter by the teacher and student. Teaching of geography in the fourth and fifth grades should be held constantly in mind.

Not all of the subject matter of grades four and five can be covered. Concrete type lessons, problems, and projects are advised.

There should be some actual teaching by a student, the teacher and the rest of the class playing the part of the pupils.

There should be some observation of geography teaching in grades four and five, by an expert teacher of children, teaching children with the students observing.

#### TEXTBOOKS

Basic text: Book I of the Atwood-Frye series, adopted in Indiana.

Supplementary (recommended): An advanced text to enrich the student's knowledge of geography, such as *Principles of Human Geography*, by Huntington and Cushing, John Wiley and Sons, New York.

#### Course 5.—United States History for Grades Four,

Five, and Six..... 4 hours

1. Spend two recitation periods with the class in securing a general view of the requirements of the State Elementary Course of Study in History for Grades four, five and six.
2. Set aside three recitation periods for observation. Three periods should be devoted to a discussion of observation lessons. This leaves forty recitation periods to be used for regular work in the classroom.

3. Select from the State Elementary Course of Study a series of project subjects that are most important and apportion them among the forty recitation periods, indicating just how much time is to be given to each project.
4. Organize lesson-projects in detail. Begin by making definite assignments based on library material to make sure that students know the main facts of the subjects they are to organize as projects. Then in class work out the projects step by step until the project outlines are completed. Do this with at least two projects. Then assign the class the task of formulating a project outline on an assigned subject and when these outlines are ready, make them the basis of critical examination and discussion during one or two recitation periods. Another subject should then be assigned in the same way and a similar critical discussion should follow. Five recitations of this type should be completed. This will take at least ten recitation periods.
5. The next step is to develop recitation technique. This involves organization of lesson plans as single units. A definite model lesson plan based on the textbook and a very small amount of collateral material should be placed before the class. These plans should provide for story-telling, biography, and dramatization, as well as the use of an elementary text. The technique of the recitation should be developed in this way by asking the class to organize lesson plans for at least ten lesson units. The study and critical examination of these plans will require at least twenty days.
6. The remaining seven or eight days should be given to discussion of and practice in the use of maps, diagrams, charts and pictures and in testing and reinforcing weak points in subject matter or technique that have appeared during the term.

Basic textbooks:

There being no state-adopted textbook for use in these grades, the instructor is free to use any of the books listed on pages 146-147 of the State Elementary Course of Study.

The following are recommended:

Beard and Bagley. A First Book in American History.  
Macmillan. (Grades Four and Five.)



Woodburn and Moran. Introduction to American History. Longmans. (Grade Six.)

For teaching technique: Davis, Technique of Teaching, Chapters 1 and 6.

## OBSERVATION OF TEACHING

Each of the subject matter courses, as well as courses in principles and method, should include not fewer than three full period observations of demonstration teaching. In all cases either the instructor in charge of the course, or the regular teacher in the demonstration school, should present lessons which will serve to illustrate the principles, methods, and subject matter under consideration. Each observation period should be preceded by careful instructions on what to observe and followed by discussion of what was observed. Written reports embracing the elements involved in the recitation may well be required of all student teachers.

The following suggestions are offered on what to observe: (a) school "atmosphere" and physical setting of the school-room, (b) organization and management of the school, (c) use of correct English and correction of errors, (d) daily program of work, (e) types of recitation employed, (f) special devices used in teaching reading, language, spelling, geography, arithmetic, history, etc., (g) attention given to individual needs of pupils.

The state department expects to issue fuller outlines embracing these points.

For reference the following are suggested:

Maxwell. Observation of Teaching (Riverside Educational Monographs). Houghton.

Davis. Technique of Teaching, Chapter 1.

Hahn. Projects in Practice Teaching. University Publishing Company,

## NON-PREPARATION SUBJECTS

### AGRICULTURE

#### COURSES A AND B

1. Courses of study in agriculture. (See State Elementary Course of Study.) How determine for a community; who shall outline; community problems the basis; concrete examples.

2. Teaching agriculture. Aims; methods—academic and practical.
3. Projects—vocational and club. Define; outline; show relation; give concrete examples.

### INSTRUCTION IN DRAWING

The object of Art Instruction should be to lead the children to observe; to know; to appreciate; and to choose that which is beautiful and fitting. This will apply to everyone and everything every day. The purpose is to add to the joys of life of every child who enters our schools, and is not to train or discover unusual talent.

#### CLASS A COURSE

1. In this short course emphasis should be placed on getting the prospective teacher started on blackboard illustrating for general use. This should not be confined to exacting, painstaking, careful representations but rather to quick work in order that the teacher may be more forceful in the presentation of any subject.

2. Give lists of materials generally used and suggest substitutions that can be made for much of the more expensive material.

3. Explain terms and definitions used in Art discussions.

4. Consider the fundamental rules that underlie all good design, such as order, balance, harmony or fitness, etc.

5. Suggestions as to accumulating beautiful pictures, from magazines and elsewhere, and the use of these in teaching other subjects and for wall decorations; and as to acquiring labels, posters, advertisements, colored bottles, and pebbles, etc., that are helpful in devising color schemes. In this children will learn to choose the good.

6. Methods of undertaking a program in which the children are taught to observe and take notes concerning the birds and flowers; trees; fruits; skies; perspective appearances; beautiful features of houses and yards. The school-house, furniture and playgrounds should come in for their share of attention. Civic pride and personal interest should be made to furnish stimulus.

7. Instructions in pencil holding; use of crayons, chalks, brush work, color, etc.

8. Draw from objects, and from memory, representations such as leaves; vegetables; fruits; trees; and one face of plane surface objects, etc. Draw in outline, silhouette or color.

9. Use of ruler, compass, etc.

Geometric problems for use in the construction of polygons, and the development of surfaces which will lead to the making of boxes, etc., of paper or cardboard, or other material, and which will furnish objects for decoration. This may be done with color or "cut outs" or stick printing, etc.

10. Some rules of Perspective to observe and remember in drawing solids.

#### CLASS B COURSE

Continuation of problems suggested for Class A with the object of giving the prospective teacher more practice in Drawing and completion of projects.

#### WRITING

##### CLASS A AND CLASS B

The teacher must be able to write a good, plain, modern style specimen *on the board*, FIRST.

To this end most of the practice work should be done at the board.

Give movement exercises that are suited for use in writing capitals and small letters.

Emphasize the importance of "continued good positions."

Suggest devices to be used by children in the beginnings in Writing.

#### MUSIC

##### CLASS A

The primary aim of this course is to prepare these prospective teachers (who are to teach in the one-room schools) to lead the daily singing in these schools. There is no thought of preparing them to teach music.

Following is a suggested outline for such a course:

1. Teach the nature of the child voice and its proper use in singing. The student should be taught how to use her own voice in such a way that her singing will be an example in tone quality for the children to imitate.



2. Teach, by rote, a large number of songs suitable for use as rote songs in the one-room schools. The student should be required to learn these songs well enough so that she can sing them alone and with the proper tone quality. She should have a copy of each song learned.

3. Teach the use of the pitchpipe in starting these songs. It will be necessary to teach enough of scale singing and key signature to enable them to establish the feeling for the key when starting songs. Each student should have a pitchpipe.

4. Each student should be given actual experience in starting and directing songs, the class being used as pupils.

5. If there is any time left after doing the work suggested under 1, 2, 3 and 4 it could be well spent in giving a little ear training.

#### CLASS B

A continuation of the work outlined for the A Certificate Course is suggested with the following additions:

1. Ear training, consisting of oral and written tonal dictation and enough rhythmic work to establish definite note values.

2. Some work in elementary sight singing.

First Year Music by Hollis Dann is suggested as a suitable text for the rote song work.

### PHYSICAL EDUCATION AND GAMES

#### CLASS A

The following outline presents a working plan of discussion and practical exercises. Two weekly periods for each division (I, II, etc.) will constitute a fairly good distribution of time in the course.

#### I

A. Discussion—

- (1) Purpose and scope of physical education.
- (2) Systems of physical education, and their value.
- (3) Essentials in physical education.

B. Practice in gymnastic positions.

- (1) Commands and execution of same.
- (2) Hands on hips.
- (3) Hands on neck.
- (4) Head forward, backward and sideward.

C. Indoor games suitable for Grade 1.

## II

- A. Discussion—
- (1) Gymnastic apparatus, kind and use.
  - (2) Location of apparatus on school grounds.
- B. Practice in gymnastic positions.  
(Review "B" of Lesson I.)
- (1) Arms bend upward.
  - (2) Arms forward raise.
  - (3) Arms sideward raise.
  - (4) Arms upward raise.
- C. Outdoor games suitable for Grade I.

## III

- A. Marching commands and execution of same.
- (1) Right face.
  - (2) Left face.
  - (3) About face.
  - (4) Forward march.
  - (5) Halt.
- B. Review "B" of Lessons I and II.
- C. Indoor games suitable for Grade II.

## IV

- A. Discussion—
- (1) Nature and function of play.
  - (2) Educational value of games.
- B. Practice in gymnastic positions.
- (1) Stride forward.
  - (2) Stride sideward.
  - (3) Stride backward.
- C. Outdoor games suitable for Grade II.

## V

- A. Discussion—
- (1) Organization of games.
  - (2) Sex and age determination of games.
  - (3) Variation in games.
  - (4) Apparatus for playing games.

- B. Practice in gymnastic positions.  
 (Review "B" of preceding lessons.)  
 (1) Heel raising (on toes).  
 (2) Knee bending.  
 (3) Leg raising.
- C. Indoor games suitable for Grade III.

## VI

- A. Marching commands and execution of same.  
 (Review "A" of Lesson III.)  
 (1) Mark time.  
 (2) Forward march from "mark time" and "halt".  
 (3) To the rear march from "mark time" and "halt".  
 (4) Double time.  
 (5) On toes.
- B. Review preceding gymnastic positions.
- C. Outdoor games suitable for Grade III.

## CLASS B

## I

- A. Discussion—  
 (1) Value of good posture.  
 (2) Normal posture, standing and sitting.  
 (3) How normal posture is maintained.
- B. Practice in gymnastic positions.  
 (1) Trunk forward.  
 (2) Trunk backward.  
 (3) Trunk sideward.  
 (4) Trunk twist.
- C. Indoor games suitable for Grade IV.

## II

- A. Discussion—  
 (1) Causes producing spinal curvature, round shoulders, protruding stomach, hollow chest, hollow back, and flat feet.

- B. Practice in gymnastic positions.  
 (Review preceding positions.)  
 (1) Lunge forward.  
 (2) Lunge backward.  
 (3) Lunge sideward.  
 (4) Lunge outward.
- C. Outdoor games suitable for Grade IV.

## III

- A. Discussion—  
 (1) Methods of examination for physical defects.  
 (2) Use of measuring and weighing charts.  
 (3) Exercises necessary to overcome faults.  
     Stated under "Discussion" of Lesson VIII.
- B. Marching commands and execution of same.  
 (Review "A" of lessons III and VI.)  
 (1) To left march; to right march.  
 (2) Step sideward; backward.  
 (3) Column left; right.  
 (4) Right dress.  
 (5) At ease.
- C. Indoor games suitable for Grade V.

## IV

- A. Discussion—  
 (1) Determining factors in good health.  
 (2) Care of eyes, ears, teeth.  
 (3) Health inspection.  
 (4) Hygiene of schoolroom, building and school utensils.
- B. Review gymnastic positions and marching.
- C. Outdoor games suitable for Grade V.

## V

- A. Discussion—  
 (1) Daily, weekly, and yearly programs of physical education and games suitable for the various grades.
- B. Review gymnastic positions and marching.
- C. Consideration of more highly organized games; volleyball, playground baseball, hand ball, bat ball, etc. Tournaments, mass games and athletics, point systems and badge tests.

## ADMINISTRATIVE REQUIREMENTS

1. The basic texts in all subject matter courses should be the adopted textbooks for the corresponding grade of work, but in all cases it is recommended that these textbooks be supplemented by the use of more advanced textbooks and appropriate supplementary reading.

2. Observation of teaching during six weeks is required in all courses dealing with subject matter and methods. A minimum of three full period observations for each subject is prescribed. Such observation should be properly directed.

3. To the end that proper facilities for demonstration teaching be provided, at least one class in each of the three levels,—primary, intermediate, and grammar grade,—of elementary grade instruction should be provided during a period of at least six weeks. Only teaching of superior quality should be offered. One demonstration or classroom teacher for every seventy-five student teachers in training is required.

4. No substitutions are permissible, except when (in summer of 1922) identical courses listed in Class B may have been carried in Class A.

5. The usual standards governing size of classes and teaching load of instructors, are understood to apply.

June 1, 1922.

BENJ. J. BURRIS,  
State Superintendent of Public Instruction.

OSCAR H. WILLIAMS,  
State Supervisor of Teacher Training.









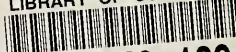
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