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January, 1930

Number Two

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# The TEACHERS COLLEGE HERALD

Rural Number and Advanced Summer  
Session Announcement



STATE TEACHERS COLLEGE  
SHIPPENSBURG, PENNSYLVANIA

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# .. The Teachers College Herald ..

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## PRESIDENT'S LETTER TO THE ALUMNI

Dear Alumnus:

The first semester of the college year 1929-30 will soon be a thing of the past. Thus far it has been an uneventful one: We need only record that our problems have been largely administrative ones, but these have not always been easy of solution.

We have 715 students enrolled and the problems of housing them, providing adequate class room facilities, and opportunity for extra curricular activity is an ever present one.

Fortunately, we can see light ahead for, if the State carries out its building program, we will have three new and adequately equipped buildings within the next five years. We expect to have our new library ready next fall as the plans have been drawn and approved and the contract will soon be let. Then will follow a new auditorium and a science hall, with an enlarged gymnasium. When these buildings are erected, it will be possible to utilize the present class rooms in "Old Main" for additional dormitory space. We are all looking forward to that time.

Home Coming Day was well attended by the Alumni of the odd-numbered years. We were especially gratified to note the large attendance of the "old grads", those who left the institution at least

twenty-five years ago. The speeches at the banquet were short as befitted an occasion of this kind, but every speaker pointed the way to still bigger and better things for Alma Mater. The date of Home Coming Day for 1930 has not yet been set but we believe that the clans from the even-numbered classes will have just as large and good a meeting next fall.

Then, too, "Dads' Day," under the direction of the Y. M. and Y. W. C. A., was an outstanding event. About one hundred and fifty fathers were here and we know they had a fine time. Mothers' Day will be held at a date to be announced some time after Easter.

The second semester will open Monday, January 27, and appearances indicate that we shall have the usual number of new entrants. We shall lose about forty students at the close of the first semester, through graduation and other causes. This will make it possible for us to take on a corresponding number of new students.

On January 1 we shall begin receiving applications for room reservations for next year. A large number of boarding students are rooming in private homes at present and the list will be still larger next year. For this reason, we ask you to see to it that your own sons or daughters, your younger brothers and sisters, and other young people in whom you may be interested send the room reservation fee (\$10.00) as early as possible so that they may secure a room in one of our campus dormitories. As rooms are assigned in the order in which applications are received, those who register early will secure the most pleasantly located rooms not claimed by students who are enrolled with us at present.

It may seem a far cry to Commencement and Alumni Day, but the time will pass rapidly—and it is not a bit too early for the classes that expect to have reunions to begin preparations for these events. The classes of '80, '85, '90, '95, 1900, '05, '10, '15, '20, '25, and '28 should be planning for a big reunion. Let me call your attention to the Commencement calendar: Saturday, May 24, is Alumni Day. The Alumni Procession will form on the campus for the parade at 1:15. At 2 o'clock the Alumni Reunion and Business Meeting will be held. This will adjourn at 3:30. Many of the classes will use the period immediately following for class banquets and reunions. Of course some of the classes will meet on the previous Friday night.

It is highly important that reservations be made by class officers as soon as possible so as to secure a place for a reunion. Shippensburg has three hotels: the Sherman House, the Fort Morris, and the Morrison Restaurant and Hotel. All of these have suitable rooms for a dinner and dance. The women's auxiliary organizations of the Church of God, Lutheran, Reformed and Penn Street United Brethren

Churches will furnish meals in the basements of their respective churches. But the important thing is to make your reservation early enough.

The New Year will be well under way when the January Herald reaches you but I trust that it will not be too late to wish all of you a very Happy and Prosperous New Year.

Fraternally yours,  
Ezra Lehman '89

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### SECOND SEMESTER OPENS JANUARY 27

As indicated elsewhere, about forty students will be graduated or will leave for other causes at the close of the first semester, January 25. This will make it possible for us to accommodate an equally large number of new students at the opening of the second semester. New classes will be organized for these so that they may take up the work without loss of time.

Students who will be graduated from high school in January or early in February may desire to continue their studies without loss of time. They can carry out this plan by enrolling with us. Others who were graduated from high school last year, but who were unable to enroll in September, will gain a half year in time of graduation by entering on January 27.

Graduates of the two year course not engaged in teaching may enroll for the advanced two year course. Registration should be made as early as possible so that the Dean of Instruction may arrange your classification in advance of your coming.

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### ADVANCED COURSES FOR TWO AND THREE YEAR GRADUATES DURING THE SUMMER TERM

The six weeks Summer Session opens Monday, June 23.

Present appearances indicate that at least one-half of the student body will be composed of graduates of the two and three year courses who are looking forward to the completion of the B. S. degree. We were gratified last summer to note that more than one-third of our student body was made up of our forward looking Alumni. In the light of legislative action in numerous states since then we feel that the term "forward looking" is peculiarly applicable to these students. For a number of states have raised the requirement for teachers in all grades to four years of academic and professional training in advance of graduation from high school, and a group at or near our borders have raised it to three years. Pennsylvania will undoubtedly advance its own standard to three or four years in the near future.

The two year certificates held by our graduates will continue to be legal in Pennsylvania, but when the holder of such certificate wishes to secure a position in a state with a three or four year standard, he will find that his two year certificate will not be accepted. Even in our own state a large number of superintendents and principals in progressive districts are requiring the baccalaureate degree or post graduate work in addition to the two year certificate.

Certainly every progressive teacher who holds either a two or three year certificate should plan to complete the four year course as soon as possible. The Summer course offers a fine opportunity to begin or continue this work.

One of the most encouraging features of our work is found in the fact that one-third of our present student body is enrolled in the four year course.

This course should be particularly attractive since the larger universities have accepted the graduates of State Teachers Colleges in the four year course as candidates for the Master's degree. Our own B. S. graduates were enrolled last summer in three of the outstanding universities as candidates for the master's degree. We believe this is as it should be. The universities and large colleges should carry on graduate work in advance of the baccalaureate degree and the Teachers Colleges should give the courses required for the bachelor degree.

At the recent Educational Congress held in Harrisburg, borough and city superintendents joined in paying tribute to the work being done by graduates of the four year course in the State Teachers Colleges.

They stressed the fact that these graduates were not only well trained academically, but that they were finely equipped professionally, that they knew how to outline a lesson and to present it to pupils. They called attention to the fact that these graduates understood the technique of teaching and that they had the proper attitude toward their work.

This was a fine tribute, especially when we remember that it is only four years ago that this and six other Normal Schools were recognized officially as Teachers Colleges.

A teacher with one or more years of experience in the public schools will be able to secure a good position when he or she completes the four year course. Why not return for the Summer Session and begin or continue the work needed for this degree?

We want to offer the courses needed by our graduates. You can help us if you will look over the appended list of subjects and tell us what two subjects you would like to take. Some of these you will

note are certain to be given. Others will be given if enough persons elect them. If you will notify us now which courses you desire to take we can arrange to meet your needs, but we may not be able to offer them if you and others interested do not give us the desired information. It may seem a long time till June, but we must make our arrangements in the matter of faculty and courses a considerable time in advance. Won't you help us to help you by giving the desired information promptly?

If you want a pleasantly located room, we ask you to send the ten dollar room reservation fee as soon as possible. If you expect to come as a day student, it is not necessary for you to send reservation fee in advance, but we do want to know the subjects in which you will be interested. In any event, fill out inside back page of cover and detach. Don't hesitate to ask questions about subjects in which you are interested.

The following courses will be open to those in the Advanced two year (B. S.) Course in Elementary Education.

To the graduates of the Primary-Kindergarten group:

Teaching of Arithmetic .....	3	S. H.
Teaching of Geography .....	3	S. H.
Teaching of English .....	3	S. H.
Teaching of Social Studies .....	3	S. H.

To the graduates of the Intermediate Group:

Teaching of Primary Reading .....	3	S. H.
Teaching of Number .....	2	S. H.
Kindergarten-Primary Theory .....	2	S. H.
Teaching of Primary Subjects .....	4	S. H.

To the graduates of the Rural Group:

Teaching of English .....	3	S. H.
Teaching of Number .....	2	S. H.
Kindergarten-Primary Theory .....	2	S. H.
Teaching of Primary Subjects .....	4	S. H.

To all the above groups the following courses will be available:

Education Psychology .....	3	S. H.
Educational Measurements .....	3	S. H.
American Literature .....	2	S. H.
Educational Biology .....	3	S. H.
History and Organization of Education in Pennsylvania .....	2	S. H.
Principles of Education .....	3	S. H.
Advanced Composition .....	3	S. H.
History and Appreciation of Art .....	2	S. H.
History and Appreciation of Music .....	2	S. H.

American Government .....	3	S. H.
Economics .....	3	S. H.

Other courses will be offered if elected by a sufficient number of students.

The following courses will be open to students who wish to secure the B. S. degree qualifying for teaching in Junior or Senior High Schools:

Educational Psychology .....	3	S. H.
Educational Measurements .....	3	S. H.
Health and Hygiene .....	3	S. H.
American Literature .....	2	S. H.
American Government .....	3	S. H.
Advanced Composition .....	3	S. H.
Philology .....	3	S. H.
History and Organization of Education in Pennsylvania .....	2	S. H.
Principles of Education .....	3	S. H.
Modern Novel .....	3	S. H.
Dramatic English .....	3	S. H.
Educational Biology .....	3	S. H.
Physiography (Geology) or Economic Biol. ...	3	S. H.
Economics or Political Science .....	3	S. H.
Mathematical Analysis Course II .....	3	S. H.
Teaching of Mathematics .....	3	S. H.
Geography of European Countries .....	3	S. H.

The following courses will be given if elected by a sufficient number:

English Literature .....	2	S. H.
Physics or Chemistry .....	3	S. H.
American History .....	3	S. H.
Human Geography .....	3	S. H.
Shakesperian Drama .....	3	S. H.
Mathematics I (College Algebra) or Mathematics IV (Dif. and Int. Calculus)	3	S. H.
Contemporary Poetry .....	3	S. H.
History of Education .....	3	S. H.
French—Third Year .....	3	S. H.

### COURSES OPEN TO STUDENTS LACKING STANDARD CERTIFICATION

The following courses will be open to students who wish to secure the renewal of a Partial Elementary Certificate or the State



Standard Certificate. These courses may also be counted toward the completion of the two year course:

	Credit Allowed
Oral Expression -----	2 S. H.
Hand Writing -----	1 S. H.
Physical Education -----	1 S. H.
Psychology and Child Study -----	3 S. H.
English II -----	3 S. H.
Music II -----	1½ S. H.
Art II -----	1½ S. H.
Nature Study -----	2 S. H.
Teaching of Primary Reading -----	3 S. H.
Teaching of Number -----	2 S. H.
Educational Sociology -----	3 S. H.
Children's Literature and Story Telling -----	3 S. H.
Educational Measurements -----	3 S. H.
Health and Hygiene -----	3 S. H.
Student Teaching in Training School -----	6 S. H.
Teaching of Primary Subjects -----	4 S. H.
Teaching of Arithmetic -----	3 S. H.
Teaching of Geography -----	3 S. H.
Teaching of Social Studies (History) -----	3 S. H.
Teaching of English -----	3 S. H.
Teaching of Reading -----	3 S. H.

All courses are open to teachers in service who may wish to specialize along certain lines of study.

### EXPENSES FOR THE SUMMER SESSION

Tuition is free to all students from Pennsylvania. Students living outside the state must pay \$35.00 tuition.

The expenses to boarding students from Pennsylvania are the enrollment service fee of \$15.00 and \$48.00 for board, furnished room, laundry, light and nurses and doctor's services in the infirmary for a period of three days or less. A deposit of ten dollars is required so that a room may be reserved. This is credited toward the payment of the enrollment fee when the student enters.

The charge to day students is the registration and service fee of \$15.00 for the session.

Books and supplies can be secured at the supply room. The cost of these items should not exceed seven dollars.

All fees and expenses must be paid before the student will be ad-

mitted to classes.

If a student is unable for any reason to enter College for the Summer Session the \$10.00 reservation deposit will be returned provided notice of inability to enter is given not later than May 26. No reservation deposits will be returned after that date.

Attention is called to the catalogue regulations: "Students will not be allowed to board outside the building except with parents or near relatives." By "near relatives" is meant brother or sister, uncle or aunt, or grandparents. As all boarding students can be accommodated in our dormitory during the summer session, this rule will be strictly enforced.

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### RURAL TRAINING SCHOOL

Pleasant Hill one teacher training school will be open during the six weeks of the summer session. The school offers an opportunity for a limited number of students to do teaching under supervision; special demonstration in grades one to eight will be given before the college methods' classes.

Two types of class and study programs will be used—the typical program for one teacher schools and the Shippensburg Adaptation of the Better Teaching Unit and individual help program in one teacher schools. The latter will be of interest to experienced teachers who are eager for new ideas. This work will be in charge of Miss Hannah A. Kieffer, Director of Rural Education.

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### OPPORTUNITIES FOR STUDENT TEACHING DURING SUMMER

The Campus Training School will be in operation during the six weeks of the Summer Session. Opportunity will thus be afforded for student teaching in all grades to a limited number of students. As it will not be possible to accommodate all applicants, those who wish this opportunity are urged to apply at once, indicating the group or grades in which student teaching is desired. Such persons will be informed whether it is possible to give them the opportunity sought.

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### SUMMARY OF COURSES OFFERED DURING THE SUMMER SESSION

1. Renewal of the partial elementary certificate. The branches taken for this purpose will all count toward the State Standard Certificate and graduation from the two year course in the Primary-Kinderergarten, Intermediate, or Rural School Group. Certain of these

branches also count toward the completion of the four year (B.S.) course.

We shall offer a number of studies that count directly toward the completion of the advanced two year (B.S.) course. A list of these subjects is given elsewhere.

2. Subjects required for the State Standard Certificate. These branches may also be credited toward the two year Normal Certificate.

3. Subjects required for the two year certificate in Primary-Kindergarten, Intermediate or Rural Groups.

4. Subjects required for the advanced two year (B.S.) course. Open to graduates of the two year Normal School course.

5. Subjects required for the Four Year Curriculum (B.S.) in Elementary Education. (This course fits for supervisory positions and principalships of elementary schools, ward buildings, etc.)

6. Subjects for the Four Year Curriculum (B.S.) in Preparation for Teaching in Junior and Senior High Schools.

7. Special courses open to those holding Standard, Normal School or college certificates, who wish to give special attention to some phase of educational work.

The program of classes for the Summer Session will appear in the April number of the Herald.

### REGISTRATION FOR THE FALL TERM

The Fall Session (First Semester) will open Tuesday, September 2nd. Registration of boarding students will begin January 1st, and rooms will be assigned at a later date strictly in the order of which applications were received. All applications for a room must be accompanied by an advance reservation deposit of ten dollars. This sum will be deducted from the first payment when the student enters in September.

In case a student is unable to enter as originally planned, the advance reservation deposit will be returned if notice is sent to the President of the College not less than three weeks prior to the opening of the semester.

We urge a prompt reservation of rooms as soon as possible. This year a large group of boarding students were unable to secure rooms in our campus dormitories and are rooming in private homes in Shipensburg. They take their meals in the college dining hall and have all the privileges accorded students who room on the campus. Every indication points to a still larger number of students next year who will be compelled to room off the campus.

All students seventeen or more years of age, who are residents of

Pennsylvania will receive free tuition if they sign a statement indicating that it is their intention to teach at least two years in the public schools of the State after graduation. The necessary expenses exclusive of books, supplies, etc., are:

Enrollment and service fee of \$20.00 for each semester. This fee includes registration and keeping record of students, library, athletics, lectures, entertainments, student welfare, health service (including services of registered nurse and physician and use of infirmary for a period of three days or less), laboratory fees and the college weekly paper. Boarding including furnished room, laundry, heat and light cost \$288.00 for the college year of thirty-six weeks. The total necessary expense for the items listed above is \$328.00 annually. Day students will pay an Enrollment and Service fee of \$20.00 a semester.

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## MEETINGS OF THE COUNTY ALUMNI ASSOCIATIONS

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### ADAMS COUNTY

The Alumni and former students of Adams County held the largest and most successful meeting in their history during the noon hour on Tuesday of Institute Week.

The banquet was held in the dining room of the Methodist Episcopal Church, Gettysburg, which was decorated in Red and Blue, the college colors. Guile Lefevre, '17, Principal of the Gettysburg High School, was Toastmaster. The speakers included Dr. Ezra Lehman, '89, President of the College; Dr. J. S. Heiges, '91, Dean of the College; Dr. Garry C. Myers, '05, of Cleveland College, Cleveland, Ohio; Superintendent Raymond Shank, '07; and former Superintendent H. Milton Roth, '89. The Alumni voted a gift of \$100.00 to the College to swell the Alumni Endowment Fund. Among the guests present were graduates of Millersville, West Chester, and Kutztown State Teachers Colleges.

The following officers were re-elected for the coming year: J. Floyd Slaybaugh, '16, President; C. I. Raffensperger, '17, Vice-President; Mrs. C. C. Taylor, '21, Secretary; Leslie V. Stock, '21, Treasurer.

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### BEDFORD COUNTY

Though the weatherman did not smile upon the efforts of the Bedford County Alumni, their enthusiasm overcame all the difficulties occasioned by a downpouring rain and the worst fog of the sea-

son. Forty-six sat down to a banquet at noon on Wednesday, December 18, in the Washington Hotel, Bedford, Pa. Mr. Frank A. Arnold, '04, presided, and introduced Supt. Lloyd H. Hinkle as first speaker. He paid a high tribute to Shippensburg State Teachers College and its graduates. Dr. Lehman brought the greetings of the institution and spoke of the advancement that has been made in recent years. Other speakers were W. F. Benner, '97, of Hopewell, Pa.; Mrs. R. L. Fyan, 1900; Ross K. Snyder, '26; Mrs. W. B. McIntyre, '10; Mrs. Bertha Henry, '91; and Mrs. S. E. Lee, '99. Miss Winona Garbrick, '26, rendered a musical selection.

The Association voted to effect a permanent organization and a committee was appointed to bring this about and to arrange for a picnic of the Alumni and former students of the county late in May or early in September. It is fair to all concerned that we should say that the meeting of the Bedford Countians was one of the most enthusiastic that it has been our privilege to attend during the year. As a result of their interest, Bedford County has doubled its attendance at the college during the past two years.

### CUMBERLAND COUNTY

The Alumni and former students of Cumberland County held their annual get-together dinner at the Argonne Hotel on Wednesday, October 9. Prof. Harley presided and called upon a number of the members for short talks. All responded, voicing their interest in the continued growth of their Alma Mater. Among the guests present were Supt. Potter of Carlisle, and Prof. Yoder of Ivyland.

Prof. W. M. Rife, '91, was re-elected President and Miss Mary Yeager, '16, Secretary.

### DAUPHIN COUNTY

Dauphin County always has a successful banquet and the annual affair held on October 7 in Zwingli Hall at Green and Verbeke Streets, Harrisburg, was fully up to the standard of previous years. Raymond Bressler, Assistant Director of Agriculture, was Toastmaster. Major Linn Adams, Head of the State Constabulary, was the principal speaker of the evening and gave an interesting address. Dr. J. S. Heiges, Dean of the college, spoke of the encouraging outlook at the institution. A quartette composed of Misses Hamme and Baumgardner and Messrs. Richard and M. D. Wolfe, rendered several musical selections. Miss Kathryn Heefner, '23, sang a solo.

Officers for the coming year are: Mrs. Ernest Wolf, '99, President; Raymond Bressler, '04, Vice-President; Jessie Wright, '04, Secretary; and John F. Kob, '08, Treasurer.

### FRANKLIN COUNTY

The Franklin County Alumni Association of the Shippensburg State Teachers College held its annual banquet in the basement of St. Johns Reformed Church School, November 20, 1929, from 11:30 A. M. until 2:00 P. M.

After dinner had been served, Prof. R. G. Mowery, '06, as Toastmaster led the group in the singing of Auld Lang Syne, Carry Me Back to Old Virginny, and The Long, Long Trail.

Short and interesting addresses were made by Dr. Lehman and Dr. Heiges from the College; Mr. McDowell, Music Director of the Institute; Dr. Hall Quest and Dr. Rigdon, Institute Director.

The girls of the College, accompanied by Miss Randall, Supervisor of Music at the College, presented a number of musical numbers.

The following officers were elected: H. G. Etter, '16, President; J. L. Brake, '21, Vice-President; C. Gail Walker, '24, Secretary-Treasurer.

Eighty-four persons, representing twenty-four classes were present.

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### MIFFLIN COUNTY

Alumni and ex-students of the Shippensburg Teachers College, now residing in Mifflin County, met Tuesday evening, December 3, 1929, in the Coleman Hotel at Lewistown, Pa., in celebration of the third annual banquet and dance of the Mifflin County Alumni Association of that college.

The inclement weather prevented many from adjoining counties from being present, but a very spirited gathering attended the celebration, which began at 6:30 P. M. with the banquet served in the main dining room of the hotel. This was followed by a short toast by Thomas F. Beck, principal of the Lewistown High School, who paid a great tribute to the work which the graduates of the Shippensburg Teachers College were accomplishing in the teaching rank of Mifflin County, and of the high standards of the college.

Professor Beck's toast was followed by a short, humorous toast by W. A. G. Linn, a graduate of the college, in the class of '01. Samuel Shearer, coach and teacher at Lewistown High School, made some very interesting and appropriate remarks. Mr. Shearer was a graduate of the college in the class of '16.

The toastmaster and president of the association, Paul S. Lehman, Esq., of the class of '21, then introduced his father, Dr. Ezra Lehman, President of the Shippensburg Teachers College, and paid a fitting tribute to the work which had been accomplished in the sev-

enteen years of Dr. Lehman's presence at Shippensburg. Dr. Lehman then told of the rapid growth of the institution and the recent changes and appropriations granted by the State Department for new buildings. The speaker continued at length to tell of the new science hall, auditorium and library that will be erected in the near future. Dr. Lehman complimented the Mifflin County Alumni Association in having sent twenty-five students from Mifflin County who are now attending the institution.

A short business meeting was held in which the date for the next year's reunion was definitely set for the Tuesday of Institute Week for Mifflin County teachers, and the following officers were elected for the ensuing year: President, Blair Hess, '23, Yeagertown, Pa.; Vice President, Dr. Howard M. Smiley, '93, Lewistown, Pa.; Secretary-Treasurer, Dorothea Ulsh, '28, Lewistown, Pa.

Following the business meeting dancing was enjoyed between the hours of nine and eleven thirty o'clock, with music furnished by Stetson Kieferle's orchestra. Cards were enjoyed by those who did not care to dance. The meeting closed with the singing of the Alma Mater.

### PERRY COUNTY

The second annual meeting of the Perry County Alumni of the Shippensburg State Teachers College met Thursday, December 5, in the Sunday School room of the Methodist Episcopal Church in Bloomfield in connection with the annual Perry County Institute.

The meeting included a dinner that was served by the women of the church. The president of the Alumni Association, C. R. Coyle, of Marysville, was the toastmaster. J. S. Heiges, Dean of Instruction at the college; Miss Frances W. Oyer; Training Teacher at the college; and D. A. Kline, County Superintendent of Schools, were the other speakers.

The officers of the association were re-elected. C. R. Coyle, '16, President; Ralph Swan, '25, Vice-President; and Miss Irene Ritter, '26, Secretary-Treasurer.

Sixty-three members of the Alumni were present.

### YORK COUNTY

York County held its annual banquet in the dining room of Ralph's Restaurant on Wednesday noon, November 27. Portis Smith, '07, of Wellsville, presided and presented the representatives of the college, Dr. Lehman, Dr. Heiges, and Mr. Mark, all of whom spoke briefly. Hon. J. G. Glessner, one of our most active Alumni, spoke in favor of establishing a York County Scholarship fund for the as-

sistance of deserving York County students. Other members voiced the similar sentiments.

It was decided to hold future Alumni reunions in the evening so as to have more time for social features and to make it possible for graduates from Hanover to be present.

The following officers were elected: George Kauffman, '27, President; A. C. Rawhouser, '86, Vice-President; Mary H. Heiges, '28, Secretary; Helen M. Bennett, '26, Treasurer.

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### TO MEMBERS OF THE CLASS OF 1900

Your Alma Mater beckons, and your classmates and friends hope to greet you on Alumni Day, Saturday, May 24th, 1930.

It is indeed no small privilege to be invited, after thirty years of active participation in the worlds work, as one of the honor guests on this important day. We trust that every living member of the "Naughty Naughts" will make every effort possible to be present.

Mark the date on your calendar and plan to be present. DO IT NOW.

J. E. McCullough

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### ALUMNI PERSONALS

'77. Our friend J. L. McCaskey of Pittsburgh is doing yoeman service for the State Hemlocks Park Association. He is using all his own influence and calling upon his friends to help secure \$200,000.00 from the appropriation available for parks. No one is more interested in the development of the Cumberland Valley than is our friend McCaskey. He positively refuses to grow old and is just as youthful as any of our recent graduates.

'83. D. Keller Stamey of 142 E. King St., Shippensburg, Pa., gave an evening of readings, impersonations and characterizations in the Chapel of the Shippensburg Memorial Lutheran Church on November 7. Mr. Stamey is a graduate of the Neff College of Oratory and for a number of years was head of the Department of Interpretations in that institution.

'86. Laura B. Staley, who recently resigned her position as Supervisor of Music in the Lower Merion Schools and who is still actively engaged in everything that makes for the advance of music, is Chairman of Rural Music in Pennsylvania. She recently visited in the far West and had a most enjoyable trip through Nevada and California.

'89. Mrs. Margaret Krall has recently addressed a number of Women's Clubs in the interest of the State Federation of Pennsylvania Women. On November 18, she presided at the Central District meeting at Mansfield, Pa.



'90. Assistant Superintendent M. H. Thomas of Harrisburg addressed the Hummelstown Parent-Teacher Association on "The Future of Children" at the regular meeting November 21.

'96. Dr. Ernest M. Gress, State Botanist, of Harrisburg recently spoke on "Masonry" at the annual Ladies' Nite meeting of the Masonic Club of Fulton County.

'99. G. Will Henry was the principal speaker at a meeting held in the Warfordsburg High School Auditorium, November 16, under the auspices of the Warfordsburg I. O. O. F.

'02. H. E. D. Gray was elected President of the Waynesboro School Board at its recent reorganization.

'08. Earle H. Scheaffer was elected a member of the Harrisburg Chamber of Commerce Board of Directors on November 4. Earle is also past President of the Exchange Club of Harrisburg. He is Manager of the Southern Pennsylvania District of the Fidelity Mutual Life Insurance Company.

'09. Prof. Emory J. Middour, Assistant Master of the Mercersburg Academy, addressed the adult Bible classes of Waynesboro at a meeting held November 24 in Waynesboro.

'10. Mrs. Verna Wolf Railing now resides in Suffolk, Virginia.

'11. J. Frank Faust, Principal of the Chambersburg High School, was recently elected President of the Franklin County Teachers Association.

'15. Liberty McClelland, who filled the position of Dean of Girls in a private school in Easton, Pa. for several years, has accepted a position as Dean of the three thousand girls in the Scarsdale, New York, High School.

'15. Rhea Squires, teacher of Music and Art in the Junior High School at Hagerstown, Md., was a representative of the Washington County Teachers Association at the annual meeting of the Maryland State Teachers.

'16. Howard Etter of Shippensburg, is now Assistant Principal of the new consolidated school at Jacksonville, Cumberland County.

'20. Fred D. Lamberson is teaching in the Duquesne, Pennsylvania, High School. He also served as Assistant Football Coach and Baseball Coach.

'21. Paul S. Lehman was the speaker on the Armistice Day Program in Lewistown.

'23. John F. Brougher of Mechanicsburg is now one of the State Supervisors of Secondary Education. He was recently appointed to

this position by Dr. John A. H. Keith, State Superintendent of Public Instruction. Mr. Brougher had been serving as Supervising Principal of the schools at Clark Summit, Pa. He received his Master degree from Teachers College a few years ago.

'26. Mrs. Lena Thomas Charlesworth is teaching a fifth grade room in the schools of Virga, N. J. She resides in Westville, N. J.

'26. Ernest R. McClain recently received the degree of Bachelor of Arts from the University of Pittsburgh. He is now teaching in the Ferndale Junior High School, Johnstown, Pa.

'27. Ray Booz recently accepted a position on the staff of the Central Y. M. C. A. of Minneapolis, Minn.

'27. Anson Throne is Principal of the Newton Township Consolidated School at Oakville.

'28. Monroe S. E. Gobrecht, Assistant Principal of the Dry Run High School, has arranged for the presentation of five one-act plays to be given by the members of the Sophomore Class of the high school.

'29. The many friends of Eleanor Hayes will be pleased to learn that she is rapidly recovering from the attack of typhoid fever which has kept her from her school for a considerable time.

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### ANNOUNCEMENTS

Mr. and Mrs. Jacob Sadosuk of Mount Union announce the engagement of their daughter, Olga, '26 to Irwin J. Clement of Toms River, N. J.

Mr. and Mrs. William K. Crozier, 1523 Swatara St., Harrisburg, Pa., announce the engagement of their daughter Helen, '24, to Herbert G. Kline of 312 S. Fourteenth St., Harrisburg, Pa.

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### CUPID'S COLUMN

Gipe—Snyder. Miss Louise Snyder '27 of Chambersburg, R. R. 10, was married to Mr. Edgar G. Gipe of Chambersburg at the Reformed Parsonage, Marion, Pa., by Rev. John G. Sanders. They will make their home in Chambersburg.

Dolbin—Shearer. Mr. and Mrs. John Shearer of Duncannon have announced the marriage of their daughter, Miss Roxzanna Shearer '25 to Mr. Robert S. Dolbin of Harrisburg. The wedding took place on June 28 in St. George's Protestant Episcopal Church, Fredericksburg, Virginia. Mr. and Mrs. Dolbin will reside in Duncannon.

Shaffner—Harlacher. Miss Anne Marie Harlacher '27 of Progress, Pa. and Mr. Charles Howard Shaffner of Camp Hill, Pa., were

married in the Camp Hill Methodist Episcopal Church on November 9 by the Rev. W. W. Willard. Mr. and Mrs. Shaffner will make their home at 37 N. Fifteenth St., Camp Hill, Pa.

Blanch—Kirk. Mrs. Blanche Kirk has announced the marriage of her daughter, Miss Dorothea Grace Kirk '27 to Mr. Karl H. Blanch '23 of Highspire, Pa. The wedding was solemnized on October 19 in the Washington Memorial Chapel, Valley Forge, Pa., with the Rev. Dr. W. Herbert Berk officiating. Mrs. Blanch taught in the Hulmeville Public Schools and Mr. Blanch has been engaged as instructor in English in the Wenonah Military Academy, Wenonah, N. J.

Bothwell—Upperman. Miss Sara Upperman '23 of Pleasant Hall and Mr. Kenneth H. Bothwell '27 of Highspire were married in the Presbyterian Church at Springfield, N. J., on Oct. 5 by Rev. George Liggett, D.D. Mr. and Mrs. Bothwell are teaching in the public schools of Hillside, N. J., and will reside in the Lexington Apartments, Elizabeth, N. J.

Welsh—Wilkinson. The wedding of Harold Croft Welsh '17 of Waynesboro and Miss Margaret Wilkinson of Fayetteville took place on October 18 in the United Brethren Church of Shippensburg. The ceremony was performed by Rev. J. Stewart Glen, the pastor of the church. Mr. and Mrs. Welsh will reside at the Fulton House, McConnellsburg, where Mr. Welsh is Principal of Schools.

Harr—Nesbit. Mr. Robert L. Harr of Rose Garden and Miss Mary E. Nesbit '25 of Dillsburg were married at their newly furnished apartment, 121 Evergreen St., Harrisburg, Pa., by Rev. J. Sutton of Rossville, on October 10. Mrs. Harr had been teaching in the Le moyne Junior High School.

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### STORK COLUMN

WATSON. Mr. and Mrs. Gerald Watson, 225 S. Nineteenth St., Harrisburg, Pa., announce that William Gerald Watson arrived at the Harrisburg Hospital, November 20. Mrs. Watson was Miss Margaret Eshleman '18, and Mr. Watson is also a member of the same class.

STRICKLAND. Mr. and Mrs. Frank H. Strickland, 1544 Oak St., Lebanon, Pa., announce the birth of a son at the Harrisburg Hospital, November 18. Mrs. Strickland will be remembered as Miss Sue Shive, '19.

BERT. Mr. and Mrs. Reese E. Bert, 46 Campbell St., East Williston, N. Y., announce that a permanent boarder named Charles Reese Bert came to their household on November 24. Mr. Bert is a graduate of the class of '21.

MACLAY. Rev. and Mrs. Charles Maclay of Fannettsburg, Pa., announce that a son, Charles William Maclay, arrived at their house on October 17. Mr. Maclay was graduated at this institution in 1919.

BENDER. Mr. and Mrs. Lloyd A. Bender announce the birth of a daughter, Joan Bender, at the Carlisle Hospital on October 18. Mrs. Bender was Alice Hetrick, '17.

ALLEMAN. A daughter came to the household of Mr. and Mrs. William Alleman of Cumberland Avenue, Shippensburg, Pa., on October 2. Mrs. Alleman was Mary Allen, '18.

JACOBY. Mr. and Mrs. D. C. Jacoby of Carlisle, Pa., announce the birth of a son, William Kerr, on May 13. Mrs. Jacoby was Margaret Bender '21.

JENSEN. From far off Chemupo, Corea, comes the announcement of the birth of a daughter, Clair Lee Jensen, on October 11, to Rev. and Mrs. H. A. Jensen. Mrs. Jensen was Maude Keister, '22, of New Cumberland, Pa.

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## OBITUARY

### MRS. FRANK A. FAILOR

Mrs. Frank A. Failor, '02, of 55 E. Simpson St., Mechanicsburg, Pa., died at the Harrisburg Hospital on November 21 after an illness of one week. Mrs. Failor, who will be remembered as Mame Harlan, was born at Newville and, after her graduation from the Shippensburg Normal School, taught nine years. Mrs. Failor is survived by her husband and four sons, Richard, Frank, Donald and Paul and one daughter Mary. She was buried in the Newville Cemetery.

### MRS. RUTH H. BRIDGETTS

Mrs. Ruth H. Bridgetts, '11, of Harrington, N. J., died at the home of her mother, Mrs. Emma Retta Gorkes, 1223 North Second St., Harrisburg, Pa., on July 24, 1929. Mrs. Bridgetts, who will be remembered as Ruth Gorkes, was a former teacher in the schools of Harrisburg.

### ESTHER M. GROOME

Miss Esther M. Groome died in Philadelphia on Thanksgiving Day after a brief illness. Miss Groome will be remembered by many of our graduates and former students as an instructor in the Art Department of this institution. She also was the head of the Art Department in the West Chester State Normal School and served in that position for twenty-six years.

After retiring from teaching, she established a studio in Phil-

adelphia and produced many oil and water color paintings. She was buried from the residence of her brother, Dr. J. C. Groome, 126 W. Louthers St., Carlisle, Pa.

### RURAL TRAINING SCHOOL CENTER 1929—1930

Pleasant Hill School, Shippensburg Twp. Cumberland Co. Pennsylvania

Prof. Ralph Jacoby ----- County Superintendent

Prof. Wm. M. Rife ----- Assistant County Superintendent

Prof. O. Lee Shulenberg ----- Assistant County Superintendent

Mr. Harold Park ----- Vocational Director

Miss Grace Seyfret, R. N. ----- County Nurse

### BOARD OF DIRECTORS

Mr. C. E. Hollinger ----- President

Mr. H. B. Craig ----- Secretary

Shippensburg First National Bank ----- Treasurer

Prof. J. K. Stewart

Mr. Charles Funk

Mr. J. M. Smith

W. P. Harley, A.M. ----- Director of Training Schools

Hannah A. Kieffer, A.M. ----- Director of Rural Education

### PLEASANT HILL SCHOOL

Mrs. Edna Stamy Fox, B.S. ----- Training Teacher

Grades I to VIII inclusive ----- 38 pupils

### WEST END TWO-ROOM SCHOOL,

### SHIPPENSBURG, PA.

Mrs. Mabel B. Stock ----- Training Teacher

Grades I & II ----- 45 pupils

Miss Edith Morrison ----- Training Teacher

Grades III & IV ----- 38 pupils

### RURAL GROUP SENIORS IN TRAINING, 1929-30—49

### COLLEGE FACULTY ADVISERS

Marion A. Blood, A.M. ----- English

H. L. Burkholder, A.M. ----- Writing

Grace E. Kyle, R.N. ----- Professional Services

Nora A. Kieffer, A.M. ----- Arithmetic

M. Irene Huber, B.S. ----- Art

Claudia Robb, B.S. ----- Health Education

Mrs. J. K. Stewart, A.B. ----- Social Studies

Iona Devers, B.S. ----- Music

Mary A. York, A.M. ----- Reading

Hannah A. Kieffer, A.M. ----- Geography

## FOREWORD

The reports of experiments in elementary education are inspiring, helpful and challenging to the educators responsible for providing equivalent educational opportunities for Pennsylvania's farm population.

Better Teaching in the consolidated rural school and also the one-teacher rural school with eight grades requires a program sufficiently flexible to permit of class planning, class instruction and class discussion. This program should also permit of group and individual activities with and without the teacher's aid but always with the teacher's approval. This program, if not submitted by the superintendent, should be approved by him. The Rural One-Teacher Schools of Illinois, Circular No. 234 (1929) prepared by Mr. U. J. Hoffman, State Supervisor of Rural Schools and issued by Dr. Francis G. Blair, State Superintendent of Public Instruction, contains the type of program that permits of Better Teaching and that leads to the "Superior One-Teacher Schools" found in that State.

Better Teaching is possible where the teacher is acquainted with modern classroom technique and has the ability to direct the activities of different groups, so that the planning, the impression activities and the expression activities whether class, group or individual will lead to the mastery of subject matter and also to the development of the whole child.

Better Teaching in one-teacher schools, as in graded schools, requires equipment of all types. "What the best and wisest parent wants for his own child, that must the community want for all its children" (John Dewey). Equipment is essential to good teaching whether the organization is on the one-teacher or the consolidated plan.

In order to do Better Teaching in a one-teacher school the support of the community is essential. The members of the community should be as well informed on educational progress as on progress in scientific farming, growth of hydro-electric power, the new model automobiles, etc.

Better Teaching is possible in every type of school including the one-teacher school. The following pages should prove a challenge to all teachers and patrons interested in better teaching technique. At no time should these tentative suggestions be imposed upon a class. They should be used as guides by the teacher in working with her pupils. "Education is growth." The Shippensburg plan has been evolved gradually and is constantly undergoing improvement as different groups of teachers and children work with it.

**BETTER TEACHING UNIT AND INDIVIDUAL INSTRUCTION PROGRAM FOR ONE-TEACHER SCHOOLS**  
 Submitted by Hannah A. Kieffer and Co-workers at Shippensburg State Teachers College 1930

TIME	CLASS & SUBJECT	GRADES	DIRECTED ACTIVITY	FREE ACTIVITY
<b>BLOCK A</b>				
9:00-5	Bible Reading & Prayer	Entire School -----	Formal -----	Maximum time limits on units.
9:05-10	Music -----	Entire School -----	Variety of Types -----	
9:15-20	Reading D ----- A-B Silent Reading	Grades I-II ----- Grades V-VI-VII-VIII ---	Types adapted to group -- Types adapted to pupil leadership on unit plan <b>40M Better Teach. Units</b>	Drill Activities under pupil lead- ership includes drill for learn- ing and testing individuals, groups and classes.
9:35-40	C-B-A Arithmetic -----	Grades III-IV-V-VI-VII-VIII	30M Class-Study and Drill M. T. W. Th. Fri. III IV III IV Drill V VI VII VIII Units 10M Group Activity and Individual Help	Expression Activities Dramatiza- tion preparation; sandtable pro- jects; handwriting practice; spelling games; booklets and charts assembled; school files assembled; Educational games played, a privilege in recogni- tion of achievement.
<b>BLOCK B</b>				
10:15-15	Recess -----	Entire School -----	Supervised play on the playground	
10:30-20	D Reading -----	Grades I-II -----	Variety of types -----	Library reading stressed.
10:50-15	III Geography 2 ----- C Nature 1 ----- C History-Civics 2 -----	Grade III ----- Grades III-IV ----- Grades III-VI -----	Modern class procedure based on project idea	Group preparation for club, and public meetings.
11:05-15	D Arithmetic ----- Alternat Instruction	Grades I-II -----	Class procedure best adap- ted to primary children	
11:20-40	C-B-A Geography 4 ----- IV-B Hygiene 1 ----- B Nature Study 1 ----- A Agriculture 1 ----- Homemaking Club 1 -----	Grades V-VI ----- Grades IV-VI-V ----- Grades VII-VIII -----	<b>40M Better Teach. Units</b> 20 M Class-Directed Study M. T. W. Th. Fri. IV A. B. Hyg. B. 20M Group Activity and Individual Help—3 days B Nature Study, Monday Agriculture, Friday Home Making, Friday	Bench-work, all types of activities adapted to grades II to VIII  Relaxation periods encouraged.
12:00-60	Lunch at table or desks --	Entire School -----	One hot dish a day -----	Playground activities.

TIME	CLASS & SUBJECT	GRADES	DIRECTED ACTIVITY	FREE ACTIVITY
<b>BLOCK C</b>				
12:55-5	Assemble School -----	Entire School -----	Pupil Government -----	All types of educative seatwork devices used by pupils.
1:00-20	D Reading -----	Grades I-II -----	Variety of Types ----- including silent reading	
1:20-60	C-B-A English 4 C-B-A- Oral Reading 1	Grades III-IV ----- Grades V-VI ----- Grades VII-VIII ----- Gr. III-IV-V-VI-VII-VIII	<b>60M Better Teach. Units</b> 40M Class-Directed Study M. T. W. Th. Fri. C C C C Aud. A B A B Read. 20 M Group Activity, Individual Help	Rest periods encouraged. Socialized atmosphere prevails; rules formulated by pupils only when rights of others are not considered.
2:20-25	D-C-B-A Handwriting 2	Entire School -----	Instruction and Practice - 5 min. Review Upper grades 10min Instruct Primary 10 min. Instruct Upper Grades	School government handles all problems in discipline with the help of the teacher. Pupil directed oral reading encouraged when pupils qualify for leadership.
	D-C-B-A Spelling 3	Grades II-VIII -----	Class assignment — test Individual study—test	Sequence in abilities, skills, habits recognized and at all times a high goal as an objective.
<b>BLOCK D</b>				
2:45-15	Recess -----	Entire School -----	Free Play -----	Units carry a maximum time limit.
3:00-15	Oral Expression 4 -----	Grades I-II -----	Impressions Stressed -----	Rapid workers develop additional individual expression units involving a more enriched experience intellectually and socially.
3:15-15	Art 1 Primary ----- Art 1 Upper Grades -----	Grades I-II-III ----- Grades IV-VIII -----	Art periods may be combined or separate Variety of types -----	
3:30-30	C Oral & Silent Reading 4 B-A History-Civics 4	Grades III-IV ----- Grades V-VI-VII-VIII -----	<b>30 M Better Teach. Units</b> 20M Class-Directed Study	Recognition of required and additional achievements is essential as an ultimate goal.
4:00	A Hygiene 1 ----- Dismissal -----	Grades VII-VIII ----- Entire School -----	10M Group Activity, Individual Help	

**EXPLANATIONS:** In arranging this program all State requirements were considered. Alternation of instruction and subject matter by years is in keeping with the State Syllabus. History and Civics are alternated by years or by days.

Oral Expression for grades 1 and II includes stories: literature, history, civic virtue, hygiene, nature: poems and picture study; English habit formation games; a limited amount of blackboard work. Group Grades I, II, III in hygiene.

In introducing the unit plan of instruction it will be advisable to develop one block a term using a more formal program for the other three blocks. The Better Teaching Unit time distribution is suggestive; arrange to meet your needs.

Letters concerning this unit program will be answered if return postage is enclosed.



## INTERPRETING THE PROGRAM

1. Please study this program with an attitude of open-mindedness.
2. Rearrange Block A to meet the needs of your school this term.
3. Discuss the advantages of this new program with your pupils in grades three to eight inclusive.
4. If the pupils offer suggestions which will improve the program in terms of your needs, by all means use them.
5. Begin Better Teaching Units with the seventh and eighth grades. When these children are progressing and pleased with the plan, develop a Better Teaching Unit with Group B. When the two groups are able to go forward with their plans according to schedule, invite Group C to participate. At all times follow the state plan of alternation in branches (One-Teacher Elementary School Handbook of Organization and Course of Study for Pennsylvania.—P. 90).
6. Select one unit of your blocking of subject matter for the year and conduct a planning lesson with the class. (See Teacher and Pupil Guides for Planning Better Teaching Units. The Better Teaching Units listed in this number of the Herald may be used as guides for the teacher).
7. You, as the teacher, should aim to develop in the minds of the children clear concepts of units of work to be mastered before they begin their investigations.
8. Copies of guide steps in the hands of the children until concepts are clear will save much time.
9. As different units are developed the expression work should show sequence in terms of desired growth.
10. The class discussion and conference work should be under the direction of the teacher whose business it is to see that reports, etc., given by pupils are worth while.
11. Habits of different types to be developed during the school year should be listed and specifically worked upon by the pupils.
12. Psychological principles should be followed in the acquiring of these habits.
13. Plan drill units with each group. The learning steps are emphasized the first four days of the week under leaders chosen by the classes and the teacher. Each Friday the contests may be held under the direction and with the help of the teacher. Individual dif-

difficulties and needs are noted for later practice periods. Achievements are recorded and new work planned.

14. Objective tests should be used for pretesting, the learning step, reviews and final testing.

15. Progress and achievement may be recognized by the use of graphs, a good story, a poem, approval by the group or class or school, etc.

16. The space provided for exhibits and the school room in general should give evidence of activity units in progress or completed by pupils.

17. Daily activities should be motivated by club and school programs. An English Club may serve as the unifying factor in presenting to the school and to the public final best results of work in health, poetry, reading, arithmetic, geography, etc.

18. What is your attitude toward creative work of pupils? Do you encourage, counsel, and suggest when higher standards are essential and do you approve of achievement on the various levels?

19. Have you and the children placed your approval on certain free activities while other have been rejected until "freedom with control" is possible as a result of definite habits, attitudes and ideals?

Free activity periods must be introduced gradually. High ideals of conduct must be the goal of the entire school. The teacher must lead very definitely in developing these ideals. "We cannot remind ourselves too often that mere removal of restraint in an impoverished situation, and without heightened self-control and mutual goodwill, is not real freedom."

Children must be led to understand that "freedom means not liberty to do anything that one pleases to do, but an enlarged opportunity to please to do, or to choose, from among those things which public opinion says are right and desirable." (From the Primary School by Annie Moore.)

20. What type of attitude prevails in your school room? Are you considered a friend and helper or a dictator? To be a teacher who has established bonds of sympathetic understanding and mutual helpfulness with the children involves high ideals and goals toward which all are striving. It does not mean "soft pedagogy" on the part of the teacher and familiarity on the part of the children. The teacher who is a true friend and helper causes the children to desire and attain a finer and better type of conduct, workmanship, scholarship, etc.

21. Do the children share in the responsibility for good school government? The teacher must hold the school to high standards.

It is the duty of the teacher to keep firm control at all times and places where the "instructed conscience" of the children is not equal to the demand.

22. Do you have a Room Committee of children whose duty it is to adjust window shades, read the thermometer, place the window boards as needed, etc.

23. Do you recognize that the best teachers use many different types of class and group activities during the impression stage and different types of class and group activities during the expression stage? Ample time should be given for clinching and helping those who need help. For this reason the class periods and the supervised periods will vary. Sometimes three class periods in succession are necessary while at other times only one or two a week will be required.

24. Have you asked your superintendent to help evolve or approve a program which will enable you to introduce the Better Teaching program?

25. Have you blocked tentatively units of subject matter for the term? The program in Health Instruction by Months for Grades I to VIII submitted by Miss Helen McCray, Department of Public Instruction, Harrisburg, Pennsylvania is a fine example.

26. Have you copies of units in the process of development on your desk for your superintendents when they visit? Plan books for each class are helpful. Tentative plans, achievements and problems for discussion with the superintendents should be listed.

27. Have you sent copies of units developed to the Director of Rural Education so that the department may benefit by your problems and successes?

28. Are you approaching your children from day to day with an eagerness to do Better Teaching or are you satisfied to follow the question and answer method or the testing of children with vague concepts?

29. How many books on Better Teaching have you read this year?

30. What have you added to your educative seatwork files?

31. Are you buying supplementary instructional material as you invest school funds gained through community effort?

32. Are you changing your environment or is it changing you?

## TEACHER AND PUPIL GUIDES FOR PLANNING BETTER TEACHING UNITS

These guides are submitted by the Director of Rural Education after developing units of subject matter with teachers in training from January 1928 to January 1930.

1. Plan all units co-operatively with the pupils who are to develop the unit.
2. Select the unit in keeping with the blocking for the year.
3. Word the major problem and the minor problems.
4. Analyze the minor problems giving specific questions and specific references. Suggest required reading and a list of supplementary readings. The new vocabulary should be listed both in assignment and during preparation. Correlation of material bearing on the problem from other subjects should be encouraged.
5. Types of pupil activities with a maximum time allotment is arranged by the pupils and the teacher.
6. Expression units by the class, group or individual plan should be selected and developed with minimum essentials as guides.
7. Drill projects should be planned and leaders chosen.
8. Encourage creative work by groups and individuals.
9. Review work should be stressed by objective tests and expression work.
10. Reviews at lengthened intervals may be given by using educational games as well as objective tests.
11. Impression activities need special emphasis and much time. Here is where tools of different types aid in developing clear concepts. Directed study and individual help should be stressed.

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### A BETTER TEACHING UNIT IN GEOGRAPHY

This unit was tentatively planned for a demonstration before the Huntingdon County Institute in October 1929 with a class of seventh grade children from the Mount Union Schools, Miss Mabel Cornelius, teacher.

The revised unit was reviewed with the Rural Teachers of Northumberland and Carbon Counties. The unit is submitted as a tentative guide for teachers interested in Better Teaching Units in Geography.

**MAJOR PROBLEM:** Why have the North Central States become such an important group?

## MINOR PROBLEMS:

- A. How do the people of this group compare with the people of the groups we have studied?
1. Study pictures in your texts and note similarities and differences.
  2. Add other questions listed by the class.
- B. How do the people of the North Central States make a living?
1. Why does agriculture rank high among the leading activities in this area?
  2. Why is this the greatest corn producing region in the U. S.?
  3. What are some of the factors that aid in the production of corn?
  4. List five of the states leading in the production of corn.
  5. Locate these states on your outline map.
  6. Make a graph comparing the corn production in this group with the production in the United States.
  7. What becomes of the large corn crop produced in this area?
  8. Why does wheat thrive here?
  9. Why is this a great live stock region?
  10. Why is dairying an important industry?
  11. What other agricultural industries do we find?
- C. What mineral resources are found in these states?
1. Account for the rank of these states in the production of iron ore, copper, salt, zinc and lead.
  2. What methods of mining are followed?
  3. How are the minerals used?
  4. What factors have helped to give this group of states much available fuel and water power?
- D. How do you explain the increase in manufacturing in the Central States?
1. Learn what you can about:  
The rubber industry of Akron.  
The pottery products made in Cincinnati.  
The shoe industry in St. Louis.  
Why Chicago is the world's greatest meat packing city.  
Why Ohio, Indiana and Illinois rank first in the manufacture of farm machinery.

- E. Why are the people of the Central States interested in forest resources?
1. How have the forests influenced the development of this area?
  2. Has deforestation affected erosion?
  3. Are there areas unsuited to other purposes?
- F. How do these states meet their transportation problems?
1. Are they satisfied?
  2. How many great railway centers do we find?
  3. What interest has this area shown in aviation?

The subject matter of the textbook should be covered. Specific references for each problem should be given at first. All additional references should be listed by the teacher and the pupils with each pupil using a different reference book. Two books that should be in the hands of the teacher for constant use are: *A Teacher's Geography* by M. E. Branom, published in 1928 by The Macmillan Co. and *Unit Studies in Geography* by Rose B. Clark, published in 1926 by The World Book Co.

**VOCABULARY:** Each unit presents a new vocabulary which must be listed by the pupils and the teacher, studied and drilled until mastered. The following is a limited list on the preceding unit: ice age, boulders, Moline, Omaha, Milwaukee, Duluth, Appalachian, portage, hinter land, cyclonic storm, barometer, tornado, Des Moines, Sault St. Marie, Wichita.

**EXPRESSION UNITS** possible:

1. Charts on industries.
2. Graphs on the following: area, amount of any product, temperature at different periods, rainfall as to amount at different periods, population as to states and also in different large cities.
3. Motion Pictures developed by children depicting journeys to industries, to cities, different natural scenery and points of interest.
4. Outline Maps: wall or desk, if started for the United States, fill in this group of states as to political, physical, climate, transportation, economic population.
5. Booklets on industries, states, etc.
6. Dramatization: Early settlers in this area. Correlate with History.
7. Debate: That the construction by the Federal Government

of a deep waterway from the Great Lakes to the Gulf of Mexico would benefit the entire country.

8. Encourage children to suggest other forms of expression.

**DRILL UNIT Suggestions:**

1. Name and locate these states on an unmarked outline map.
2. Name and locate the Great Lakes and connecting links.
3. On an outline map trace three important railways.
4. Locate the coal fields; the iron ore centres; copper, lead and zinc areas.
5. Locate Great Plains, Central Plains and Lake Plains.
6. List twenty-five leading trade centres and associate an interesting fact with each.
7. Practice pronunciation and use of vocabulary previously listed.
8. Use good place geography questions found in the textbook.
9. Use important review questions found in the textbook.

Examples of **Objective Tests and Review Questions** to be used for clinching and practice testing as well as final testing:

1. Why are the middle and northern highways impassable during the winter months?  
Corn goes to market "on the hoof". Explain.
2. The two largest cities of the Ohio Valley are \_\_\_\_\_ and \_\_\_\_\_.  
An important mineral product of Eastern Kansas is \_\_\_\_\_
3. Match the following:

City	Manufactured Article
Detroit	flour
Minneapolis	rubber
Akron	automobiles
Chicago	shoes
St. Louis	farm machinery

4. Name the following mineral products of the Central States:

Two fuels found in the Appalachian Plateau

Two metals mined in the Ozark Plateau

## References:

The Americas, Book II by Atwood—Thomas, published in 1929 by Ginn and Co.

Advanced Geography by Dodge—Lackey, published in 1928 by Rand McNally and Co.

## Interesting Journeys through the Central States:

A day in Chicago.

Visiting the automobile shops in Detroit.

Plowing with gang plows.

A trip through the International Harvester Company's plant.

A trip to the stock yards in Kansas City.

A summer on a cattle ranch.

A trip on the Great Lakes.

A visit to the great power dam at Keokuk.

An excursion visiting creameries and dairies in the Central Plains.

Lantern slides on "Meat Packing for the World".

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## TYPES OF PUPIL ACTIVITIES

for a

### Better Teaching Unit in Geography — Class B

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**Time allotment:** 2 weeks, 40 minutes, 4 days a week (See program).

**FIRST DAY:** (1) 20 minutes—Plan the unit with the class. The pupils record in note books the class conclusions written on the blackboard by the teacher.

(2) 20 minutes—Discussion on the class, group or individual expression units. Reference material collected.

**SECOND DAY:** (1) 20 minutes—Directed individual investigation. This is the impression period when the textbook and all supplementary books and materials function.

(2) 20 minutes—Group activities involving the use of materials with individual help as needed.

**THIRD DAY:** (1) 20 minutes—Class conference for reports on progress to date. Types of expression work chosen and minimum essentials listed to avoid waste in learning.

(2) 20 minutes—Group activities for the development of a map project; objective tests on problems which were discussed in conference. Individual help given by the teacher as needed.

**FOURTH DAY:** (1) 20 minutes—Directed individual study of new



problems. Summaries noted in writing for reports in class conference.

(2) 20 minutes—Group and individual conferences on problems and expression work. Individual help by the teacher as needed.

FIFTH DAY: (1) 20 minutes—Directed individual study of problems concluded. Summaries organized for class discussion.

(2) 20 minutes—Group and individual work on expression units.

SIXTH DAY: (1) 20 minutes—Class conference on summaries of all problems. Specific directions for clinching of unit planned.

(2) 20 minutes—Group activities and individual help continued.

SEVENTH DAY: (1) 20 minutes—Directed individual review through objective tests which have been assembled for this purpose.

(2) 20 minutes—Group and individual practice work on clinching steps. Geography games, journeys on outline maps, etc. may function here.

EIGHTH DAY: 40 minutes—Written response to unit using objective test. Expression units submitted to be checked upon by the teacher and developed further by the pupils.

COMMENTS: Remember this is suggestive only. The distribution of time may be different with different units. More time may be needed on class work until the children have acquired definite abilities and skills.

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### First Steps in the Development of a Better Teaching Unit in Arithmetic—Fourth Grade

This unit was actually developed with a group of children. The major unit is long division. This unit whether developed by either one of the two accepted methods is difficult. It is, therefore, most essential that the children become really interested as a result of the introductory lessons.

In order to master long division the teacher should use a carefully graded list of exercises for practice. This involves abstract work of a difficult type. Hence, it is necessary to spend more time on the introductory steps than in some other subjects or types of processes.

It is important that the first learning steps are directed in a skillful manner by the teacher. This requires a number of class periods in succession. The length of the periods should conform with the regular program. (See program.) Clear concepts may be gradually

developed through class and group work while preparatory drill work of a specific nature is being done during the periods designated for study and individual help.

The aims of the teacher were (1) To develop clearer concepts along informational lines, such as average standard prices of various foods, weights used in selling such foods in small quantities and in large quantities, difference in prices in terms of quality, quantity, freshness, etc.; (2) To develop a desire to explore and master the unit known as long division; (3) To develop an attitude of interest in other people and a spirit of service, good-will and helpfulness.

MAJOR PROBLEM: How much will two "real" Christmas baskets for needy families of the community cost and how much must each pupil pay?

MINOR PROBLEMS:

A. What should a Christmas basket contain?

1. List all articles which the class wishes to include.

Children listed a fowl, potatoes, peas or corn, celery, cranberry sauce, jelly, bread, butter, coffee, milk, fruit cake and mints. Other items were suggested but had to be eliminated because probable cost was a constant factor to be considered.

2. What are the market prices of turkey, chicken, goose and duck?
3. What is the weight of an average size fowl of each kind; also large size?  
A committee was appointed to secure information on numbers two and three. The class then decided to buy large chickens.
4. What are the market prices of the other articles listed?
  - a. Prices on canned goods.
  - b. Prices on green groceries.
  - b. Why these prices are different.
  - d. Why fruit cake is more expensive than some other kinds?
5. What is the method of measuring each article included in the list in small quantities; in large quantities?
6. How much of each should be bought for each family to be supplied?  
Size of each family had to be considered and the mothers

of the pupils were consulted as to the quantity of each article to be bought for each family.

B. How shall we find the total cost?

The class was divided into two groups. Each group listed the contents of one basket and found the total cost. The accuracy of the numerical work was checked by members of the group comparing results. The total cost of the two baskets was given by combining the results found by both groups.

C. If we give baskets as planned, how much must each member of the class pay?

1. A member of the class suggested an Arithmetic Journey to learn how to do this. They then listed different roads over which to travel, viz.—Addition, Subtraction, Multiplication, Division. Problems such as, “If a bill of 24c is to be paid by four persons, how much must each pay?” were solved. Division Road was finally chosen as the desired road.
  2. Problems involving division of numbers such as \$3.69 divided by three were solved.
  3. Short division examples were reviewed and the steps were evolved by writing the solutions in full as in long division.
  4. Class decided to list the steps evolved as guide posts on “Division Road.” These steps were divide, multiply, subtract, compare, annex. As each step was associated with a specific response the class became conscious of specific difficulties involved, such as, the sequence of steps, the uncertainty of quotient figures before multiplication is completed, etc. These were starred and listed as dangerous cross roads between guide posts.
  5. Class decided to list the guide posts on each sheet of paper when practicing division until work can be done without guides.
- D. If market prices change before purchases are made, the numbers will not be the same as listed now. How shall we develop the habits and skills necessary to solve any problem in long division at any time?

1. The need of the textbook now became clear to all.
  2. The table of contents was consulted and specific references on division were listed. Supplementary texts were also consulted and references listed.
  3. The remainder of the unit was planned with the help of the teacher.  
(See Teacher and Pupil Guides for Planning Better Teaching Units.)
- E. The class decided it would be impossible to limit the Christmas Basket project to the class. A member of the class was appointed to present the matter to the entire school and invite them to join in the project. The problems which were discussed were:
1. Why each pupil should earn the money and not expect parents to give it without effort on the part of the children.
  2. Types of work available for children and charges for the same were listed.

Comments: The drill work carried on during practice periods was purposeful and equally interesting. Individual difficulties in addition, subtraction, multiplication and short division were anticipated, detected, and stressed before they were met in the complex process called long division.

This experience led the children into long division with interest and success. Arithmetic is more than a skill subject. Its practical applications make joyful experiences possible.

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## A BETTER TEACHING UNIT IN COMMUNITY HISTORY

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The 1927 Rural Seniors discussed this project in class. The main points were summarized for the class by Earl R. Shank and published in the January, 1927, Herald. The 1929 summer session students who taught at Pleasant Hill school reorganized the work on a Better Teaching Unit basis. This work was reviewed by the Rural Group teachers of Northumberland and Carbon Counties.

The following tentative guides are submitted for other teachers to improve upon and use;

MAJOR PROBLEM: What can we learn concerning the history of this community?

MINOR PROBLEMS:

- A. Who used this land before the early settlers arrived?
  1. Which tribes roamed over this area?
  2. What can you learn of their customs and ways of living?
  3. How did they treat the early settlers?
  4. Have you heard or read any legends about the Indians of this territory? Summarize in writing giving reference and date of reference.
  5. Have you seen any Indian relics? Photograph or make drawings and give reference and date of reference.
- B. From which country or countries in Europe did the early settlers come?
  1. Why did they come?
  2. Who were some of their leaders?
  3. Where did they locate?
  4. List some of the names. Give some of the different spellings if possible. Give references.
- C. How did the early settlers live?
  1. Describe a log cabin.
  2. Which is the oldest house in the community?
  3. Name some of the things that the early settlers used which are being used today; which are not being used today.
  4. Photograph and describe early furniture which you own, choice pieces only. Make drawings of other pieces.
  5. Compare the methods of preparing meals by the early settlers with our methods today.
  6. Have you seen a room furnished with antique furniture? Describe it.
  7. Have you been to Mount Vernon or Weiser Park? Use post cards to illustrate your description.
- D. Schools.
  1. Compare an early school with our school.
  2. Where did the teacher live?

3. Photograph the oldest building in the community.
  4. Have you any old textbooks, at least 75 years old? Copy two interesting pages for the file.
  5. Make a list of all old books in the community giving the name and address of the owner in each case. Also give the exact title of the book, the name of the author, publishers and date of publication.
  6. Name leading citizens of the community who at some time attended our school. Tell briefly about their achievements.
  7. Copy any descriptions of early schools.
- E. Where were the early churches built?
1. How did the settlers go to church?
  2. How did the interior compare with the interior of our churches today?
  3. Were the services similar to ours?
  4. How should we care for old burial plots on the farm? Old cemeteries?
- F. How did the early settlers travel?
1. Where were the first roads?
  2. Can you find any old maps? Make copies.
  3. Have old residents relate what they recall of legends of early travel. Give reference and date of reference.
  4. Clip pictures of the history of transportation.
  5. Where were the canal routes?
  6. When were railroads built in this section?
  7. What can you learn about the early inns?
  8. List books where good descriptions on travel are found.
- G. How did the early settlers make a living and supply their needs?
1. Where were the mills in the community?
  2. Copy a description of a blacksmith shop.
  3. Copy a description of a country store.
- H. How did the early settlers solve their problems of government?

1. Name some of the early political leaders.
  2. Who were the Revolutionary heroes from this community?
  3. Where are the Revolutionary heroes buried?
- I. Where were the early forts located in this section?
1. Why were they built?
  2. Who can write an interesting description of a fort you have seen?
  3. Copy the description of an Indian attack on an early fort.
- J. Add any topics that may have been omitted.
- Expression Unit:

1. Development of a community file. Two copies should be assembled; in fact, individual files may be developed.
2. Copies of deeds, maps, legends, etc. should be made. All should have reference and date of reference.
3. Kodak pictures of historical places, fine old buildings, pumps, mills, doorways, samplers, china, pewter, furniture, Indian relics, old glass, hooked rugs, old quilts, old fireplaces, etc., should have authentic titles and accurate dates. They become valuable data in a file. Children will thus become acquainted with fine Pennsylvania antiques and will prevent their being sacrificed to antique collectors. The relics of the Pennsylvania pioneers should remain in the homes of their descendants and should be appreciated and preserved by them.
4. A list of old books, records and furniture found in the homes of the community should be filed with the consent of the owners.  
This data will be valuable for research work with the consent of the owner.
5. Expression units should be assembled and exhibited once a year at a Parent-Teachers meeting. Community interest and support will thus be secured.

This unit of work is developed in most school systems during the fifth or sixth year. The reference material must come from the homes and the State Library. This unit cannot be completed within a time limit. It is hoped that the attitudes and interests will continue through life. The community interest is essential to the success of this unit.

## A TENTATIVE AND LIMITED BOOK LIST FOR TEACHERS EAGER TO DO BETTER TEACHING

- Burton and Others:** The Supervision of Elementary Subjects. D. Appleton & Co., New York City, 1929.
- Burton, William H.:** The Nature and Direction of Learning. D. Appleton & Co., 1929.
- Clark-Otis-Hatton:** First Steps in Teaching Number. World Book Co., Yonkers, New York, 1929.
- Clouser & Millikan:** Kindergarten-Primary Activities Based on Community Life. Macmillan Co., New York City, 1929.
- Coe, George A.:** Am I Getting an Education? Doubleday Doran Co., Garden City, New York, 1929.
- Coe, George A.:** Law and Freedom in the School, University of Chicago Press, 1926.
- Department of Public Instruction, Harrisburg, Pa.** Educational Monographs.
- (1) Visual Education & the School Journey, 1927.
  - (2) The Object-Specimen-Model as a Visual and Other Sensory Aid and a Blackboard Technique, 1929.
- Dewey, John:** The Sources of a Science of Education, Horace Liveright, New York, 1929.
- Hague-Chalmers-Kelly:** Studies in Conduct, Books I & II, University Publishing Co., New York City, 1928.  
(Contains stories to be told to children)
- Kelty, Mary G.:** Teaching American History in the Middle Grades of the Elementary School, Ginn & Co., 1928.
- Miller, Harry Lloyd:** Creative Learning and Teaching, Charles Scribner's Sons, New York City, 1927.
- Mossman, L. C.:** Teaching and Learning in the Elementary School, Houghton Mifflin Co., New York City, 1929.
- Palmer, Anthony Ray:** Progressive Practices in Directing Learning, Macmillan Co., 1929.
- Rugg, Harold:** (1) An Introduction to American Civilization with pupil's work book and Teacher's Guide.  
(2) Changing Civilizations in the Modern World with pupil's work book and Teacher's Guide. Ginn & Co., New York City, 1929.



- Rugg, Harold & Shumaker, Ann:** The Child-centered School, World Book Co., Yonkers-on-Hudson, New York, 1928.
- Schmidt, C. C.:** Teaching and Learning the Common Branches. D. Appleton & Co., 1929.
- Standard Service Course of Study and Manual for Primary Arithmetic. Scott, Foresman & Co., New York City, 1929.
- Thorndike, E. L. and Gates, A. I.:** Elementary Principles of Education. Macmillan Co., 1929.
- Waples, D.:** Problems in Classroom Method. Macmillan Co., 1927
- Whitcomb-Beveridge:** Our Health Habits. Rand McNally & Co., New York City, 1927.
- Wood-Freeman:** Motion Pictures in the Classroom. Houghton Mifflin Co., 1929.
- Thayer, Vivian Trow:** The Passing of the Recitation. D. C. Heath Co., New York City, 1928.

The Pennsylvania School Journal and the Journal of the National Education Association contain excellent book reviews. For titles of books omitted from this list due to lack of space review the lists in these two magazines regularly.

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## A LIMITED LIST OF PRACTICE AND DRILL MATERIAL

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### ARITHMETIC:

- Brueckner** Drills in Second and Third Grade Arithmetic. Educational Test Bureau, Minneapolis, Minn.
- Green, Knight, Ruch, Stuebaker** Economy Remedial Exercise Cards. Scott, Foresman & Co., New York City.
- Green, Stuebaker, Knight, Ruch** Economy Problem—Solving Exercise Cards. Scott, Foresman & Co.
- Ruch, Knight, Stuebaker** Arithmetic Work-Book. Grades 4 to 8 inclusive. Scott, Foresman & Co.
- Brueckner, Anderson, Banting, Merton** Remedial Exercises in Arithmetic. Grades 3 to 8 inclusive, John C. Winston Co., Philadelphia.
- Schorling-Clark-Potter** Instructional Tests in Arithmetic (Remedial Practice Books) World Book Co., Yonkers-on-Hudson, N. Y.

**Adams, R. E.:** Practice Problems in Arithmetic, Grades 3 to 6 inclusive. Row, Peterson & Co., Philadelphia, Pa.

**Kuhn's Drill Test**—An Automatic Self-verifying Game of Arithmetic, Addition, Subtraction, Multiplication, Division, (Fundamental Facts), Fractions (Parts of Numbers), Column Addition. Two drill tests in each box, price per box, 96c net. The Educational Device Co., Inc., 115 West Center St., Medina, N. Y.

**Self-Verifying Seatwork**—Word Building, Word Matching, Arithmetic, etc. for Reading, Spelling and Arithmetic at 25c to 50c per box. Milton Bradley Co., Philadelphia, Pa.

#### CIVICS:

**King, Myra:** Citizenship Games and Devices. Gem Publishing Co., Los Angeles, Calif.

#### ENGLISH:

**Lyles, Victoria:** My Progress Book in English—Two books for each grade from grades 4 to 8 inclusive. American Education Press, Inc., 40 South Third St., Columbus, Ohio.

**Matravers, C. H.:** Drill Material for English Corrective Exercises for Language Errors. Laidlaw Bros., 36 West 24th St., New York City.

**Otis & Wilson:** Modern English Exercises. Tollett Publishing Co., Chicago, Ill.

**Pribble-Brezler** Practice Cards in English. Set 1 for Grades 3 to 6; Set II for Grades 7 & 8. Lyons & Carnahan, Chicago, Ill.

**Rand, Helen:** Better Sentence Builders. Scott, Foresman & Co. The Wisely—Gifford Standardized English Exercises. Allyn and Bacon, New York City.

#### GEOGRAPHY:

Game of Flags, Parker Bros., Inc., Salem, Mass.

Geographical Game, Milton Bradley Co., Philadelphia, Pa.

Geographical Cross Word Puzzle Book. The Geographical Press, Columbia University, New York City.

#### HANDWRITING:

**Lister & Myers:** Penmanship Scale, Board of Education, New York City.

West, Paul V.: The New American Handwriting Scale. A. N. Palmer Co., New York City.

**HEALTH:**

National Dairy Council, Chicago, Ill. Free materials: Games, plays, stories.

National Tuberculosis Association, 370 Seventh Ave., New York City. Free materials.

Playground and Recreation Association of America. 315 Fourth Ave., New York City. Interesting health material.

**NATURE:**

**Dunn and Troxell:** Mother Nature Reading Series.

Book I—Baby Animals for Grades 1 or 2.

Book II—By the Roadside for Grade 3.

Book III—In Field and Forest for Grade 4.

Row, Peterson & Co., Philadelphia, Pa.

Game of Wild Birds. Geo. P. Brown & Co., Beverly, Mass.

Game of Flowers, Parker Bros., Inc., Salem, Mass.

**MISCELLANEOUS:**

Knots and Whys of Science. Milton Bradley Co.

Game of Useful Knowledge, Milton Bradley Co.

Game of Riddles, Milton Bradley Co.

The American Education Press, Inc., 1123 Broadway, New York City offers weekly sheets of reading material for the grades.

My Weekly Reader I—Grades 1 & 2.

My Weekly Reader II—Grades 3 & 4.

The News Outline—Grades 5 & 6.

Current Events—Grades 7 & 8.

Write for prices to close of school year.

**MAGAZINES:**

Progressive Education, The Progressive Education Association, Washington, D. C. \$3 per year. A quarterly review of the newer tendencies in education.

Modern Education, Harter Publishing Co., 2046 East 71st St., Columbus, Ohio. \$1 per year. A quarterly magazine devoted to progressive methods and materials of instruction for elementary schools.

The Rural Seniors, 1929-30, helped compile this list. A more complete list will appear in a later issue of the Herald.

### Summary

In the better schools of today pupil participation and pupil activities are displacing the formal, imposed procedure of the teacher. When children help plan, Better Teaching Units must be recognized as flexible and not to be followed in a formal way but constantly adapted to the needs, interests, and abilities of the pupils. The typical life situation is illustrated in school work when different types of procedure such as given in Geography, Arithmetic and History are constantly being developed. The writer has aimed to suggest a limited unit in Geography, an introductory unit in Arithmetic, and a continuous unit in History. The Arithmetic unit was developed with the cooperation of Miss Nora A. Kieffer. The writer is indebted to a great many teachers for valuable suggestions and helpful criticisms.

If this material is helpful to you in your teaching, we invite you to suggest topics for future numbers of the Herald.

The Rural Department wishes all Alumni members of the Department and all other readers of this Herald a happy and prosperous New Year.  
Hannah A. Kieffer

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## A SOCIALIZED CONTRACT

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In this article I shall briefly describe a somewhat different type of correlation of subject matter in the development of a unit.

The time given was a period of three days previous to Thanksgiving Day.

Grades four to eight were included in this project, while grades one, two and three followed the usual procedure.

An appropriate Thanksgiving poster, made previously by a member of the school, became the starting point of discussion and stimulated thinking along lines which led the class to decide upon the particular unit the teacher had in mind.

A committee of pupils was sent to the library to select books containing pertinent material, thus adding to the material already furnished by the teacher.

Then the children were ready to plan the work which they desired to accomplish. I shall outline this briefly:

1. At least twenty readings.
2. Classify readings (Literature, History, Geography, etc.)
3. Write at least one original story or poem.
4. Learn the geography about England, Holland and New England.
5. Plan a Thanksgiving dinner for the family and find the cost.

6. Work out an original Thanksgiving game or puzzle.
7. Compete for the most complete list of words which might be used for a Thanksgiving spelling lesson.
8. Study one masterpiece, and make two or more drawings (turkey, deer, Indian, Pilgrim, Dutch boy or girl, men or women, Mayflower).

All agreed to summarize results in booklet form and in giving a Thanksgiving program.

At the end of the planning period each pupil set to work; some were reading; some were drawing (source material was placed on the table); some were consulting their history and geography texts for information. Time passed incredibly fast, and Miss Devers, our music supervisor, arrived to teach Thanksgiving songs. Then one group asked if it might design an appropriate border for the blackboard; another group wanted to trace on a slated blackboard map the route the Pilgrims traveled. The next day children brought in newspaper clippings telling what president proclaimed the first national Thanksgiving Day, and the part that Sarah Hale played in working for its annual observance. And so in many ways the children showed initiative, eagerness, and joy in participation.

At the end of the three day period I found that some pupils had read thirty selections; several had written unusual poems; the winner in the spelling contest had a list of one hundred correctly spelled "Thanksgiving" words; each child had finished his booklet attractively in good Palmer Method form; and all members participated in the program given by the English Club.

EDNA STAMY FOX, B. S.

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## SILENT READING ACTIVITIES FOR BACKWARD CHILDREN IN THE PRIMARY GRADES

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Mary E. York

The teacher is often at her wits-end in providing independent reading activities for backward children. As nearly every school has some children of this type, it is hoped that these suggestions may fill a widely felt need. Of course, a child of very low mentality is not capable of carrying on any reading activity. But the "backward" child is capable of performing such as are here suggested.

1. Following simple directions:—

Ex. The teacher makes a stencil by cutting the silhouette of a duck from a card. Below the picture, she writes:

"Draw two ducks,  
Color one yellow.  
Color one brown.  
Cut out two ducks."

On the wall the teacher should have a color and number chart to which the child may refer in case of difficulty. She may also have a wall picture dictionary for identifying such phrases as "Cut out", "Draw", "Color", "Paste".

## II. Matching Exercises—

Have a number of words, or phrases printed and a number of pictures on small separate cards. The child may match these. For the purpose of self checking, the name of the picture may also be written on the back.

Ex. The animal discs published by the Harter School Supply, Cleveland, Ohio.

## III. Multiple Choice Exercises—

Paste a picture on a card. Ask a number of questions about the picture on the card. Follow each by a number of answers, the correct one of which the child is to indicate.

Ex. What is the dog doing? Eating Sleeping Running  
How many boys are there? One Five Two Ten  
When the child has finished, he may have access to a key card and so check his own answers.

## IV. Yes-No Exercises—

Ask a number of very simple questions on a card. Write "No" and "Yes" after each. Have the child indicate the correct answer. (The card can be perforated so that a mark may be made on a paper underneath, and so used many times).

Ex. Do dogs walk? Yes No  
Do dogs talk? Yes No

## V. Riddles—

These should be simple. If the child cannot write, allow him to answer by drawing.

Ex. I catch mice.

I can purr.  
I have fur.  
I have a long tail.  
Draw me.

#### VI. Picture Choice Exercises—

Place a number of pictures opposite a word, phrase or sentence. The child chooses the proper picture to fit the phrase.

Ex. Gates is at present preparing a number of such exercises to be published by the MacMillan Pub. Co.

For additional suggestions, refer to Gates "Improvement of Reading" or Gates "A Method of Teaching Primary Reading," published by Macmillan Company.

The material accompanying the Curtis Smith Picture Story Method published by the World Book Company is useful for children deficient in hearing or having a foreign language handicap. It is also valuable for its picture dictionary—"Work and Play with Words" a work booklet published by Hall & McCreary Co. is helpful for slow readers.

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## PHONICS IN THE FIRST GRADES

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Mary E. York

When the beginning reader has acquired a stock of about fifty sight words for a basis of comparison, and begins to note the similarities and differences in the detail of words, the time is ripe for beginning systematic training in phonics.

We need to recognize that there are three fundamental processes in this training. They may be termed, development, drill and application. Development is the process of calling the child's attention to a particular phonic element. Drill is the process of fixing this element so that it will be recognized in various situations. Application is the utilization of the knowledge of phonics in unlocking new words.

The materials for development should be determined by the child's needs. The initial consonants s, t, p, m, c (hard), b, d, are those which occur most frequently in word lists and should therefore be developed first. Other initial consonants to be developed in the first grade are f, r, l, w, g, n, h, k, and j.

There is much difference of opinion on the question of teaching so called "family endings." If they are taught, the simple ones with

the short vowel sounds should be developed in the first grade, first. For example, at, ill, an, en, ell, in, og, and un.

A suggested method of procedure follows:

1. The child hears and notes a number of words with the same initial consonant.
  - Ex. The teacher recites, "Sing a Song of Sixpence." T. asks, "Which words sound alike?"  
The child answers, "Sing, Song, and Sixpence."  
T. asks, "Which part sounds alike?"  
C. answers "The first part."  
T. asks the children to name other words which begin as "sing" does.
- II. The child sees and points out a number of words which have the same initial consonant.
  - Ex. T. writes the above rhyme on the board.  
C. underlines the words which look alike. C. points out the initial "s" as the common feature of all.  
T. writes another sentence or rhyme on the board and asks the child to point out the words which resemble "sing".  
C. suggests other words to write on the board.
- III. A drill exercise is carried on for fixing the newly developed consonant.
  - Ex. The teacher places a number of word cards with different initial consonants in the chalk tray. Child collects all those which begin as "sing" does.  
A guessing game is carried on—Teacher says, "I'm thinking of something which shines in the sky. Who can guess what it is?" Children guess "stars" or "sun."  
The teacher may make a chart with a picture, and a key word at the top.
- Ex. Use a picture of a little girl with the name, "Sally" beneath. Whenever new words with initial, "s" occur in the child's reading, add them to the list. You may term these lists houses, or families or farms, or any other name which might appeal to the child.



IV. Phonic analysis is applied to new words containing the element, to aid in pronouncing them. If all the elements of the word have been developed previously, this is largely a matter of blending known elements as "s at". But if only one element is known the remaining part must be recognized by comparing it with similar known words, or getting it through context. Another step which may be carried on in connection with this unit is that of blending the consonant "s" with known endings such as **S un**, **s ell**, and **s ad**. This is really a drill process. A number of devices can be constructed of oak tag.

Ex. Write a number of endings on a circular card. Write "s" on a movable strip and prefix it to the endings, to form words.

For general policies, to follow in teaching phonics, refer to the Twenty-Fourth year Book of the National Society for the Study of Education (Part I)..

Many good suggestions can be obtained from Dougherty, "How to Teach Phonics."

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### COUNTRY LIFE CLUB NOTES

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The Country Life Club organized the first week of school, September, 1929, electing Franklin Sweigert of Franklin County, president and Oneda Collins of Adams County, secretary. The enrollment for the semester is ninety. Due to the size of the club and the hour of meeting which is 6:30 every Tuesday, an afternoon group was organized for the winter months. Craig Hemphill was elected president of this group and Vivian Brumgard, secretary. This group meets at 3:15 every Wednesday.

The fall activities of a miscellaneous type have been in charge of an efficient program committee under the leadership of Carl Sherbine of Cambria county. Two guests addressed the club, Dr. Lee Driver of the State Department and Superintendent J. L. Finafrock of Franklin county.

The major activities for the second semester will be to become acquainted with Pennsylvanians, past and present, who have made real contributions along various lines. Each club member is doing

research work on an individual topic. The findings are to be presented to both groups and filed for further use by the club members and the Rural Department. At least two guest speakers will appear on the program during the second semester.

Plans for the tenth anniversary of the Rural Department are being formulated. Work on the 1931 Herald has been started. Suggestions from the field on these two topics will be welcomed.

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### LIBRARY PASTE RECIPE

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Materials: 3 cups cold water, 3 cups flour, 3 cups boiling water, 1 teaspoon salicylic acid, 1 tablespoon carbolic acid or lysol, 1 tablespoon alum and a few drops of wintergreen.

Mix together the flour and salicylic acid; add cold water and mix until smooth; add this mixture to boiling water, which is in the upper part of a double boiler. Cook until the mixture is clear and of the consistency of cream (adding boiling water as needed). Take from the fire, strain through a wire strainer; add carbolic acid or lysol and oil of wintergreen and pour into glass containers. This gives 1 quart of paste which will keep indefinitely.

Used and recommended by the Rural Department.