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TO THE  
ASSOCIATION

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## VIB. METHODS OF SUPERVISION IN BERKS COUNTY, PENNSYLVANIA

E. M. RAPP

County Superintendent, Reading, Pa.

In this county for many years a campaign has been waged to raise the standard of the rural schools along the following lines:

### I. IMPROVEMENT OF THE TEACHING FORCE

After fifteen years of a strenuous and aggressive campaign for a better type of teacher for our country schools, we are able to report for the coming year the employment of 350 state normal school graduates, 140 holders of state and county permanent certificates, 25 college graduates, 15 holders of professional certificates, and a score of holders of the provisional grade—the lowest grade certificate. Fully 95 per cent of the 550 teachers in Berks County had some state normal school training. Applicants for the lowest grade certificate for the last two years were supposed to have at least four years' high-school training supplemented by a year's professional training at a state normal.

Fifteen years ago 70 per cent of the teaching force held the lowest grade certificate. The greatest obstacle encountered in improving the qualifications of teachers were the so-called summer normals, academies, and seminaries, taught, for the most part, by mediocre teachers, where candidates for provisional certificates were prepared. That school was the most popular whose students readily would pass a superintendents' examination. Those subjects which would give self-reliance, vigor, and culture were set aside, and the minds of prospective applicants were sterilized and dwarfed in the perpetual drill of a handful of common branches. By rejecting the great majority of these applicants, these schools gradually went out of existence, until none of them survive today. Of the 550 teachers, 300 are male and 250 female, averaging 25 years of age, and fully 90 per cent are country-bred. The average salary is \$52.50 a month, or almost double that of fifteen years ago, and the average term not quite eight months. We are earnestly striving to keep the teaching corps in touch with the spirit of the times through

teacher's institutes, county, local, and district; association meetings and conferences, at least a half-dozen each year; reading-circle work; the county traveling pedagogical library, and by encouraging attendance at summer sessions of normal schools, chautauquas, and colleges.

## II. THE CONSOLIDATION AND CENTRALIZATION OF SCHOOLS

After an agitation of almost two decades, less than a score of small schools in this county are abandoned and the pupils transported to graded and central schools. Marked improvement has been made where this has been done. We are convinced that in the organization of a well-planned series of consolidated central schools with connecting high schools lies, in large part, not only the solution of the rural-school problem but the solution of the rural community problem as well.

## III. THE ENRICHMENT OF THE COURSE OF STUDY FOR COUNTRY CHILDREN

The course of study is largely the teacher, whatever it is on paper, and enrichment of the course must come principally through enrichment of the teacher. The slogans of our country have been for years, "stay on the farm" and "the country school of today for the country life of tomorrow."

Farm arithmetic, farm geography, country-focused literature are now the rule rather than the exception. Elementary textbooks in agriculture are found in all rural schools. We have tabooed the idealizing of captains of industry, railroad presidents, military heroes, standard-oil magnates, and beef-trust barons, and advocated the idealizing and intellectualizing of agriculture and country life. Every effort is made to place the school in agriculture into right relation to its environment, rather than to place agriculture into school. After all, the education that should be given boys who are to be farmers will make the best kind of foundation on which to rear the structure of any calling or profession. In order to give redirection of education in the country in this county the following movements were inaugurated:

a) The organization of boys' and girls' clubs for home industrial work with a membership of 1,500, organized seven years ago. This movement greatly vitalizes all school work, and this industrial work is correlated with drawing, language, composition work, arithmetic, and geography.

b) The organization of a country teachers' association.

The membership consists of every one of the 350 one-room teachers in the county and meets once a year at Reading for the discussion of rural-school problems. Only non-resident speakers are employed who are in sympathy with the country-life movement. Great good has come out of these meetings.

c) The establishment of a country-life book-shelf of 60 volumes in the office of the county superintendent and open free to every teacher and farmer in the county.

All of these books have a tendency to redirect the institutional life of the open country, to the end that a better rural civilization may be developed. A complete catalogue of the books is printed and forwarded to anyone desiring the same. The following are a few titles of the excellent publications:

*The Country Life Movement*, L. H. Bailey.

*Chapters in Rural Progress*, Kenyon L. Butterfield.

*The Rural Life Problem of the United States*, Horace Plunkett.

*The Training Farmers*, L. H. Bailey.

*Rural Wealth and Welfare*, George T. Fairchild.

*The American Rural School*, Harold W. Foght.

*Institutional Work for the Country Church*, Charles E. Hayward.

*Adventures in Contentment*, David Grayson.

*Neighborhood Entertainments*, Renee B. Stern.

*Farm Boys and Girls*, William A. McKeever.

*Freckles*, Gene Stratton Porter.

*Co-operation Among Farmers*, John Lee Coulter.

*The Conservation of National Resources in the United States*, Charles R. Van Hise.

*The Satisfaction of Country Life*, James Robertson.

d) The introduction of a soil-survey report and map of Berks County into each rural school.

The copies bound in paper covers, including both manuscript report of 50 pages and map covering this area, were obtained from our representative in Congress. The survey took place several years ago by the Division of Soils, U.S. Department of Agriculture, and required the work of five experts for six months' field work and cost the United States Government \$30,000, two years elapsing before completion. The soil map constructed on the scale of one-inch to the mile, is over four feet long and nearly three and one-half feet wide, showing in colors where

each kind of soil occurs on each ten acres in the county. It also shows the surface topography, public roads, steam roads, streams, post-offices, trolleys, and bridges. As a means of preserving the maps, local school boards were requested to frame them and cover them with glass and have them hung on the walls of schoolrooms. This request was generally complied with—the cost approximating \$5 each. Teachers are now required to teach the salient features of the manuscript report in connection with the teaching of local geography to all eighth-grade pupils, and all eighth-grade applicants for graduation have to undergo an examination in local geography based largely on this report.

The township high schools are expected to teach more in detail this report in connection with the teaching of physical geography and geology.

e) The inauguration of Field Day and play picnic for country children.

Saturday, May 11, 1912, was an ideal day for the holding of the second Play Carnival in the county. The weather could not have been more delightful, and this accounted largely for the big attendance, estimated at over 5,000, fully 2,000 more than last year. The normal-school authorities at Kutztown again made ample provisions for the accommodation of the multitude, and visitors were highly pleased with the detailed arrangements that ministered so much to the comfort and joy of the occasion. The song festival of the various high-school students of the county, the games and rhythms of the kindergarten children, the calisthenic drill and singing of the practice-school pupils of the Normal, the marching and gymnastic games of the senior normal students, the outdoor demonstration of over 50 games adapted to all grades below the high school, and the field and track events were fully up to the standard set last year. A new feature this year was an oratorical contest which proved very popular. There were 11 contestants, each representing after a preliminary contest his or her respective community. The awards were made as to originality, English, and delivery. Since each oration was not to exceed four minutes in delivery, the contest lasted less than an hour. Contestants were required to select one of the following topics: "The Neighborhood Community—How Improved"; "Our Competitive Field Day Exercises"; "The Boy Scout Movement"; "Woman Suffrage"; "The Schoolhouse as a Social Center."

The entries in the track and field events were almost double those of

last year, and the records were better. The relay races proved most popular. Trophies in the form of cups, badges, and pennants were awarded the winners. There were in constant use all day the May poles, slides, bowling alleys, swimming pool, tennis courts, swings, horizontal bars, see-saws, teeter ladders, and sand pits. Since the inauguration of this movement, the play activities of almost every rural school have been stimulated, the repertoire of games of the children considerably increased, and playground apparatus installed in many school plots as well as farm homes.

f) The standardization of one-room schools. The plan of standardizing one-room schools was inaugurated several years ago, and this proved most effective in placing our rural schools on such a high plane. The first year 4 schools received diplomas; last year the number was increased to 41, and by the end of the coming school year, fully 150 will measure up to the standard and become "accredited."

Each teacher and director is supplied with a four-page circular setting forth the 50 minimum requirements for a standard one-room school. The teaching and organization of the school count 75 per cent, and the physical equipment 25 per cent. Several applications were refused on account of inefficient teaching. Nearly every one of the 350 single-room schools made effort to qualify in some of the specified conditions in order eventually to reach the desired goal. Directors are vitally interested in the project, and in several instances this resulted in the erection of first-class buildings, with all modern improvements. It resulted largely in the installation of 150 sanitary room furnaces combining a system of heating and ventilating, principally the Smith and Waterbury systems, and also the installation of a number of sanitary bubbling fountains for one-room schools. The school code making mandatory the display of the flag, planting of trees, and improvements of out-buildings greatly facilitated this movement.

g) The introduction of traveling art exhibits for one-room country schools modeled and planned somewhat after the Turner free traveling exhibit. To the Civic League of Reading belongs the credit of inaugurating this movement.

Each exhibit contains a dozen carefully selected pictures mounted on cardboard peculiarly adapted for one-room schools and accompanied by books and leaflets on picture studies for the teacher. The child thus becomes familiar with a dozen good pictures a year.

The following constitutes exhibit No. 5 and gives an idea of the excellent selections of pictures:

"Horse Fair," Rosa Bonheur	"Washington," Stuart
"Madonna of the Chair," Raphael	"The Blacksmith," Frere
"A Morning Landscape," Corot	"Return from the Farm," Troyon
"Sir Gallahad," Watts	"Harvest Moon," Mason
"Can't You Talk?" Holmes	"Caritas," Abbott Thayer
"Escaped Cow," Dupre	"Feeding Her Birds," Millet

These pictures tell the story of happy animal and child life, of vigorous action, of mother love, and love of Nature.

Since the inauguration of this movement there are no longer found on the walls of our schoolrooms advertising cards, chromos, faded prints of authors, tissue-paper flowers, pictures of military heroes, and battles on land and sea, or even classic ruins of a "dead" past. No unframed pictures are allowed on the walls of schoolrooms, and to guard against overdecoration less than eight wall pictures are suggested. Within the last ten years thousands of dollars have been expended in indoor art and the money thus expended was raised principally through the activity of teachers and patrons by means of entertainments given by school children. Spiritualization through environment is a potent factor in rural uplift.

*h)* The publication of a monthly bulletin devoted chiefly to glorifying the constructive uplift work of teachers, patrons, and directors.

Ten numbers, covering the school year, of a thousand copies each, are forwarded free to every teacher, director, and interested patron. This bulletin, varying from 12 to 24 pages, with no advertising matter, is in fact the clearing-house of information of all educational activities within the county. The front-line school districts are kept constantly in the limelight. This local booster journal is no mean factor in stimulating school activities.

*i)* Schools as social centers. A beginning has been made in the county whereby schoolhouses have been used as social centers principally through the organization of school and home associations. There is no reason why country schoolhouses should not be used more and more for all sorts of social activity, instruction, and amusement. The idle moments of a schoolhouse, whether in the city or country, are a social

waste. They should be made to yield a larger service to society. Every schoolhouse, city or country, more or less, can be made a triple social center as follows:

*A teaching center.*—Kindergarten; elementary high school; continuation, commercial, trade, and technical; immigrant (adult), English, arithmetic; defective, crippled, deaf, dumb, blind, tubercular, anaemic.

*A recreation center.*—Organized play, team, gymnastic, athletic, folk-dancing; evening recreation classes, clubs, study, games, dramatics, music (piano, orchestra, vocal, etc.), baths, luncheons, holiday celebrations, native celebrations, marksmanship, boy scouts, white wings.

*A civic and health center.*—School city, town hall, people's forum, debate, community interests, public officers' reports, children's district court, mothers' club, parents' association, art exhibit, traveling libraries, humane society, employees' co-operation, sanitation, medical supervision, sex hygiene, visiting nurse, civic festivals, day nurseries.

j) A rural-school survey. In co-operation with the Bureau of Education at Washington, D.C., all arrangements have been made for an inventory in the fall of the county's rural schools and social forces and assets, calculated to acquire accurate information and to increase still further interest by teachers and patrons in the schools and social conditions of the county and thus produce better communities. This first-hand rural research will afford a most intensive and thorough study of rural conditions, and its conclusions will be published in a manual.

According to latest statistics, the urban population of Berks County increased from 49.5 to 54 per cent. This makes a 4.5 per cent increase as compared with a general ratio in the entire state of 5.7 per cent. In other words, country people elsewhere in Pennsylvania are moving to cities faster than in Berks County.

The city of Reading was greatly disappointed in not reaching the desired goal of 100,000 population—the ratio of increase of the city falling to 21.9 per cent. There is every reason to believe that redirection of education in rural Berks County is an important factor in checking the movement of population to its city. This redirection of rural education also now sends five boys to technical college while sending one to classical college. The world needs few scholars, but many bread-winners.

SAMPLES OF TWO BLANKS USED IN BERKS COUNTY

APPLICATION FOR A DIPLOMA FOR THE STANDARD ONE-ROOM SCHOOL

*District* . . . . .  
*Name of school* . . . . .

This Diploma can only be obtained by the hearty co-operation of the Teacher and the School Board. The Teacher, together with the Secretary of the School Board, is to answer *each* question carefully, and if the School is found to meet all the requirements on the points noted, a diploma will be granted as a testimonial of the fact. This diploma becomes the property of the School and should be framed and hung in the room. This application, after all the questions have been properly answered, must be signed by both the Teacher and the Secretary of the School Board, and will be filed in the Office of the County Superintendent, together with sketches of the teachers.

A list of schools which have received diplomas will be published from time to time in the Public School Bulletin as well as in the local papers. In course of time a pamphlet will be issued, showing what has been accomplished by the schools in bringing about better school conditions for the country children. The shortcomings and deficiencies may take some time to rectify, but they should be brought up to the standard as indicated as soon as possible.

The country school can be made a vital force in the solution of the problem of country life. The problem of country life is the problem of more complete living, the enrichment of the life of the individual.

The right kind of a country school taught by a teacher who is in sympathy with all that is richest and best in country life will give children the finer ideals, and in a generation we will have a race of people who will choose to remain in the country. And they will find pleasure and profit in doing so. There is no reason why the physical condition of the country school in this county should not be equal to the best farm house in the county.

This application should be forwarded to the County Superintendent whenever all the requirements are complied with. There is no reason why every one of the 350 one-room schools in Berks should not be standardized.

Will you help to make the one-room schools in Berks the best in the U.S.?

GROUNDS

1. Are there thriving shade trees?

N.B.—Under the Code School Boards shall provide and maintain a proper number of shade trees.

2. Is there ample playground?

N.B.—An acre of ground should be secured for every rural schoolhouse; and, if two acres can be obtained, it will be so much better.

The school grounds and buildings should be used for social and recreation purposes. Playground apparatus should be provided.



3. Are the grounds in a neat, proper, and sanitary condition?

*A. Waterclosets*

1. Are there two waterclosets, and are they at least twenty-five feet apart?

2. If less than twenty-five feet apart, are the approaches or walks thereto separated by a closed partition wall or fence, not less than seven feet high?

3. Are the *entrances* to waterclosets outside the school building properly screened? The new code makes this mandatory.

N.B.—Place screens on two sides of the building. Plant hardy perennial vines against the screens and train them so as to cover the entire structure.

4. Are they kept clean, comfortable, and sanitary, or are they dismal, dirty, dingy, disagreeable and disgraceful, devil-devised dens, with sin-scratched walls and sin-producing suggestions?

5. Is their condition repulsive to the fine tastes and pure moral tone of the child?

6. Are they what they should be, or are they "seminaries of sin," whose vicious, venomous, voiceless, vice-producing virus is sufficient to annul the whole moral influence of the best of Teachers?

N.B.—In erecting new buildings, indoor sanitariums and closets should be provided.

Under the new code there must be at least two closets for each building where both sexes are in attendance. Closets must be at least twenty-five feet apart. If less, they must be separated by a closed partition wall or fence, not less than seven feet high.

Boards shall, not less than ten days prior to the opening of each annual school term, and oftener if necessary, have all closets properly cleaned and disinfected by the use of fresh dry slacked lime or other proper disinfecting material.

Closets near streams should have cement vaults not too deep and so arranged as to remove readily all excrement and waste matter.

All privies should be suitably constructed and painted inside and outside.

Rough sanding the interior will prevent obscene writings and drawings.

*B. Flagstaff*

Is there a flagstaff and the necessary appliances therefor upon or near the school building?

N.B.—Under the code, Boards shall, where they are not otherwise provided, purchase a U. S. flagstaff and the necessary appliances therefor, and shall display said flag upon or near each school building in clement weather, during school hours, and at such times as the Boards may determine.

*C. Fuel House*

Is the fuel house convenient and in good condition?

N.B.—It is best to have all fuel in the cellar of the building. Dilapidated coal bins are an eyesore.

*D. Drinking Water*

Is there a sufficient supply of good, pure drinking water in each district?

N.B.—Earthen water jars with spigot and cover are suggested as a covered water receptacle for the schoolroom.

Teachers should insist on each child having an individual drinking vessel.

An artesian well should be found on each ground where the supply of water is not readily obtained. Best of all install sanitary bubbler fountains now on the market.

## SCHOOLHOUSE

1. Does the room have at least fifteen square feet of floor space for each pupil?

2. Is it painted and in good repair?

N.B.—The porch floors and steps should be of cement in order to be most economical to the taxpayers.

*A. Lighting*

1. Is the light admitted from the left and rear?

N.B.—It is illegal to admit light from the front of the seated pupils. Bilateral lighting is legal.

2. Does the total light area equal at least 20 per centum of floor space?

N.B.—Protecting cellar and door transoms of glass with wire screening of small mesh is a saving of money.

*B. Ventilating*

1. Is there at least 200 cubic feet of air space per pupil?

N.B.—Windows being the only means of ventilation shall admit of ready adjustment both at the top and bottom.

A ventilating device to protect pupils from currents of cold air is a legal requirement.

Costly devices are not necessary. It is best to combine heating with ventilating.

A thermometer is a legal requirement for every schoolroom or recitation room. Use good thermometers.

Every schoolroom shall not have less than 200 cubic feet of air space per pupil, and every school building more than one story high shall supply each room with fresh air at the rate of not less than 30 cubic feet per minute for each pupil.

The temperature of rooms should not be less than 60° nor more than 68° Fahrenheit.

*C. Heating*

1. Is the school provided with a sanitary room furnace?

2. Is the common heating stove, if any, inclosed in part with a shield or jacket made of galvanized iron?

N.B.—An unjacketed stove is illegal. In this age it is time to abolish the common heating stove altogether from schoolrooms and substitute cellar heat or sanitary room furnaces, combining a system of heating and ventilating.

*D. Shutter Fastenings*

1. Are there shutter fastenings on the shutters, or is the teacher compelled to invoke the aid of a friendly rail from a nearby fence to keep them quiet on a windy day?

N.B.—The stronger the fastener the better.

*E. Blackboards*

1. Has the schoolroom an ample natural slate blackboard suitably placed?

N.B.—A room without slate blackboards is now regarded a curiosity.

*F. Decorations*

1. Are the walls and ceiling suitably painted?

N.B.—A tinted kalsomine will cost but little, if any, more than the whitewash. Wallpaper should not be permitted.

2. Is there picture molding on the walls?

## G. Floors

## 1. Are the floors in good condition?

N.B.—The best floors consist of blocks of wood, with asphalted joints, placed on a bed of cement.

All cleaning of the floors should be done daily, at the close of the afternoon session, after all the pupils have left the building.

## FURNISHINGS AND SUPPLIES

## 1. Are the desks and seats adjusted to the children and properly placed?

N.B.—Single adjustable desks and seats are preferable. Where not adjustable there should be at least three sizes of desks.

## 2. Is the teacher supplied with a good desk and chair?

## 3. Are there recitation seats?

## 4. Are there shades upon the windows?

N.B.—Shades in pairs are preferable, that is, one at the top to draw downward, and one below to draw upward. Remember that the springs in roller shades may wear out.

5. Is there a sufficiently large bookcase or wall closet to house the supplies and library books? Bookcases should be artistic.

## 6. Are there at least 50 readable books in the school library?

N.B.—Each township should appropriate at least \$10 to each school each year, to maintain the school library. See State Course of Study for suggested list of books.

7. Is there a reading-table provided with papers, magazines, and periodicals?

N.B.—There should be at least one farm journal like *Farm and Fireside*, *The Country Gentleman*, *Country Life in America*, etc. Among other periodicals are the *American Boy*, *Youth's Companion*, *St. Nicholas*, *World's Work*, *Literary Digest*.

## 8. Are the wall pictures well selected and well framed?

N.B.—Have no unframed pictures upon the walls. Casts, if any, should be well placed.

## 9. Is the school provided with a good thermometer?

N.B.—Boards can afford to pay at least \$1 for a good mercury thermometer.

## 10. Is the thermometer well placed?

## 11. Is there a waste-basket in the room?

## 12. Is the school supplied with a good clock?

N.B.—Clocks should be cleaned every year.

## 13. Is the school provided with a globe?

N.B.—A globe costing less than \$3 will answer all purposes for one-room schools. A \$10 globe is a waste of money.

## 14. Is the school provided with a set of outline maps in a roller case?

N.B.—The maps should not cost over \$25 for a full set.

## 15. Is there a sufficient supply of dictionaries?

N.B.—Dictionaries over ten years old are out of date.

## 16. Is the school provided with all necessary supplies?

## 17. Is the school provided with all the necessary textbooks?

## ORGANIZATION

1. Is the monthly report book well kept?
2. Is the textbook record accurately kept?
3. Does the teacher have in his possession last year's teacher's term report?

N.B.—Directors would do well not to pay the last monthly salary until such report is properly filled out.

4. Is there a copy of the course of study as prepared by the Department of Public Instruction for reference?
5. Is this course of study closely followed?
6. Is the school supplied with a copy of the minimum requirements for admission into high school?
7. Are formal tests given to pupils preparing for township graduation?
8. Is there a definite program of study and another of recitation?

N.B.—An improperly arranged daily program means a fearful waste of time.

9. Is the school library used effectively?
10. Is the home reading of the children properly directed?
11. Does the teacher encourage children to take interest in industrial training?

12. Is the attendance regular?

N.B.—A certificate of award will be granted to each child attending every day in the term.

13. Is the play of children properly directed?

N.B.—Country children should play more.

14. Does the teacher have a list of pupils coming under the compulsory attendance law?

N.B.—Registration lists are obtained from secretaries and should be in hands of teachers before the school opens.

15. Is the compulsory attendance law strictly enforced?

## THE TEACHER

1. Does the teacher receive a salary of at least fifty dollars per month?
2. Does the teacher hold at least a permanent certificate?

N.B.—College and normal diplomas are preferable.

3. Does he attend the county institute, local institute, and association meetings?

4. Does he read the books of the Berks County Teachers' Reading Union?

5. Does he subscribe for and read at least two good educational journals?

6. Does he try to create sentiment in his community in favor of consolidation and centralization of slimly attended schools, where social and physical conditions permit?

N.B.—A parents' association should be organized in every district to co-operate with the teacher to make the schoolhouse more of a community center.

7. Are you endeavoring to make the school a social center?

.....Teacher  
 No. .... Secretary of School Board  
 Filed.....

N.B.—This application was specially prepared for the schools of Berks County by Superintendent E. M. Rapp.

### A SELF-GRADING CERTIFICATE OF SUCCESS

CAN YOU GIVE YOURSELF 100%?

FOR THE SCHOOL YEAR ENDING JUNE, 19—.

*The Teacher, 100%*

*A. Personality, 20%*

1. Physical: health, habits, industry, ability to do things, cleanliness, neatness of attire.
2. Mental: moral worth, habits, disposition, temperament, individuality, originality, power of initiative, self-control, sarcasm, sincerity of purpose, attitude toward children, ability to meet people.

*B. As a Student, 15%*

1. Lines of study pursued.
2. Lectures attended.
3. Vacation schools attended.

*C. Professional Development, 15%*

1. Problems of teaching studied.
2. Work in township institutes or teachers' meetings in cities and towns.
  - a) Preparation.
  - b) Presentation.
3. Attitude toward educational meetings.
  - a) Attendance.
  - b) Participation.
4. Lectures attended.
5. Vacation schools attended.

*D. As an instructor 20%*

1. Preparation.
  - a) Before coming to class.
  - b) Assignments.
  - c) Skill in bringing the pupils into the right conscious attitude for the new truth to be presented.
2. Presentation.
  - a) Knowledge of the mind of the pupil.
  - b) Knowledge of the matter to be presented.
  - c) Knowledge of ways of presentation.
  - d) Skill in presentation.
3. Comparison or interpretation based on children's experiences.
  - a) Skill in keeping the minds of all of the children centered on the new truth being presented, and upon their own experience that will help them interpret at the same time.
4. Generalization.
  - a) Skill in leading pupils to draw correct conclusions and to state them well.
5. Application.
  - a) Skill in making pupils realize the new truth as their own. Ability in leading pupils to discover that school problems are life problems.

*E. Government 15%*

1. Two ways.
  - a) Through the conscious use of rewards and punishments.
  - b) Through the inspiration of personality.
2. Two types of order.
  - a) Constrained, unnatural and dead.
  - b) Free, natural, and alive with the busy hum of industry that accompanies the understanding that each pupil is to do his work without disturbing his neighbors.

*F. Community Interest 15%*

1. As illustrated by—
  - a) Ability to keep pupils from withdrawing from school.
  - b) Ability to secure regularity in attendance.
2. As illustrated by—
  - a) Ability to send common-school graduates to high school.
  - b) Ability to send high-school graduates to higher institutions.
3. As illustrated by—
  - a) Care of school property, keeping records, and making reports.
  - b) Sanitary conditions, decorations, and neatness.
  - c) Ability to establish and maintain libraries and young people's reading circles.

- d) Co-operation with teachers, supervisors, and school officials in school plans, exhibits, and meetings.
- e) Part taken in the plans and affairs of the community.

Total Grade . . . . .

..... Teacher

At the end of the school year carefully mark the above schedule, and if you find that you fall below "50" quit teaching for the sake of the children, for your sake, and the sake of the State.

[Compliments of Superintendent E. M. Rapp.]







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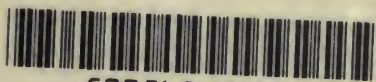
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