

DIRECTING LEARNING IN THE ELEMENTARY SCHOOL

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TEACHER TRAINING
IN THE
DIRECTING LEARNING
IN THE
ELEMENTARY SCHOOL

TEACHER TRAINING SERIES

WALTER S. MONROE, GENERAL EDITOR

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MONROE: DIRECTING LEARNING IN THE HIGH SCHOOL

MONROE AND WEBER: THE HIGH SCHOOL

MONROE, DeVOSS, AND REAGAN: EDUCATIONAL PSY-
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GIFFORD AND SHORTS: PROBLEMS IN EDUCATIONAL PSY-
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TEACHER

KNUDSEN: EVALUATION AND IMPROVEMENT OF TEACHING

MONROE AND STREITZ: DIRECTING LEARNING IN THE
ELEMENTARY SCHOOL

PREFACE

ANY treatise on methods of teaching is, to a large extent, an exposition of the application of the concepts of learning and teaching held by its authors. In this volume, as is pointed out in the introductory chapter, we have endeavored to maintain a progressive point of view, and at the same time to avoid advocating practices that would appear radical to the average teacher or supervisor. Hence, our educational philosophy may appear to be somewhat lacking in logical completeness. It may even appear to be somewhat inconsistent at certain points. It is believed, however, that the essential items in this educational philosophy are consistently maintained.

A distinction may be made between the general plan of construction and the techniques employed in carrying out the plan. Techniques may be expected to vary from teacher to teacher, and in the case of the same teacher there probably should be variations from year to year. In other words, many of the details of teaching are relatively unimportant except as they contribute to the realization of the purpose of the school. On the other hand, the general plan of instruction and, especially, its spirit are important. Particular techniques advertised by enthusiastic advocates may, and frequently do, prove to be mere passing fads. The instruction in the "modern school," sometimes designated as progressive methods, is a combination of general procedures and techniques. Many of the techniques will doubtless be changed; but it appears that the general procedure, especially the spirit

of the instruction, is in the direction of educational progress. Hence we may expect it to be a more permanent phase of the development of our educational practice.

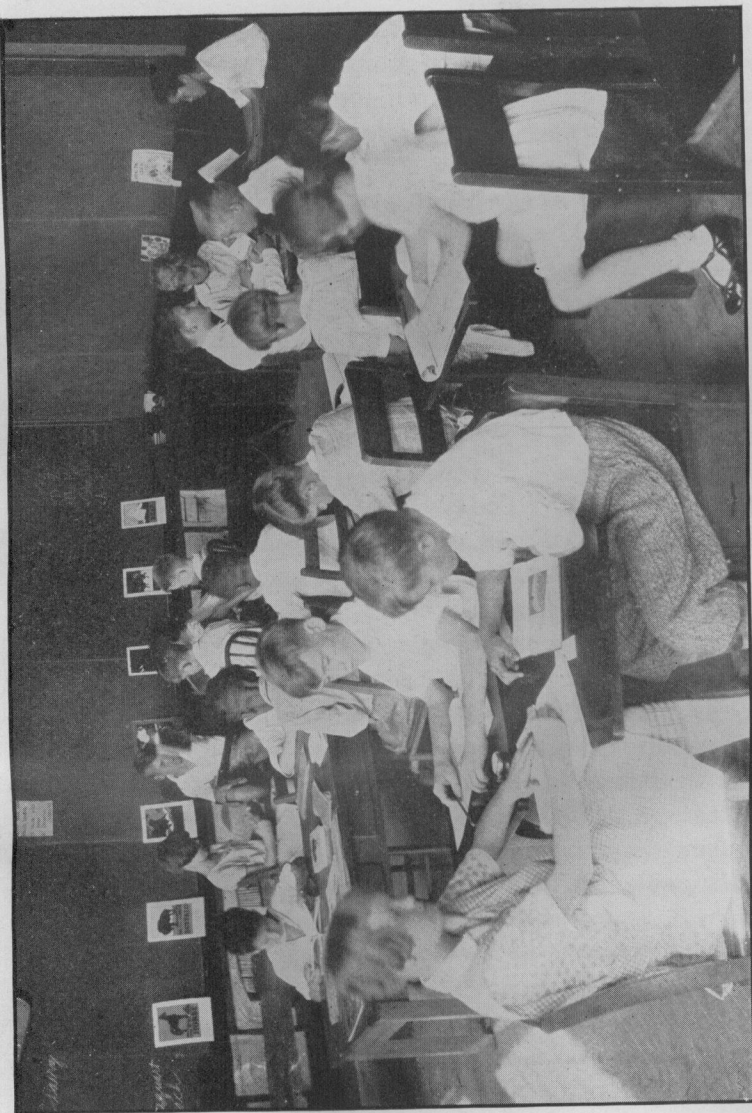
Since the pioneer studies by Rice appeared, there has been an increasing demand for a scientific evaluation of instructional techniques, and our educational literature, especially since 1918, has included many reports of investigations relating to methods of teaching on the elementary-school level. Hence it may appear that today a treatise on methods of teaching should be largely a summary of the results of research pertinent to the topics treated. It is true that educational research has contributed much valuable information, but the reported findings are exceedingly fragmentary and in some cases inconsistent. Consequently, although in preparing this volume we have endeavored to become acquainted with pertinent studies, the procedures and techniques of teaching presented are probably more largely the product of our own experience and thinking than they are a compilation of the results of scientific investigation.

It is appropriate that we acknowledge our indebtedness to the writers to whom specific reference is made in the several chapters of this volume. Without the availability of reports of investigations and other writings from which information and suggestions might be secured, the preparation of this volume would have been impossible. We desire to acknowledge, also, our indebtedness to those teachers and principals who contributed illustrative materials or descriptions of teaching.

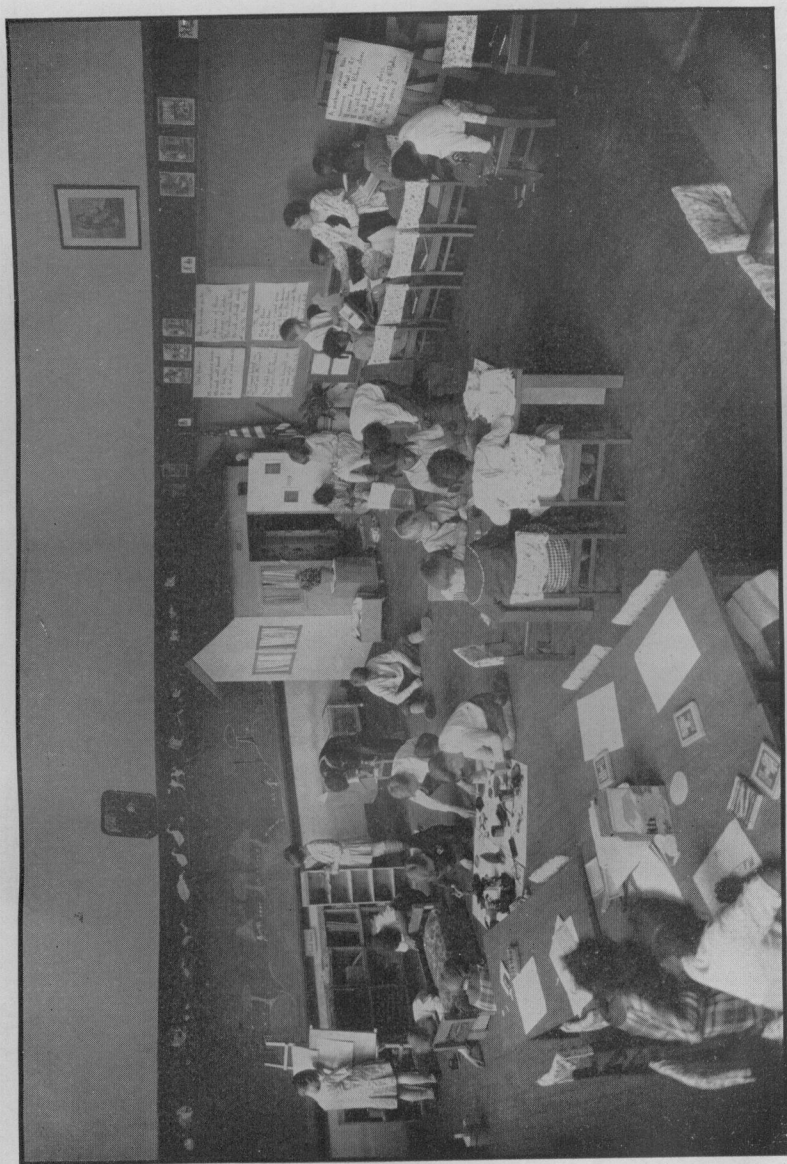
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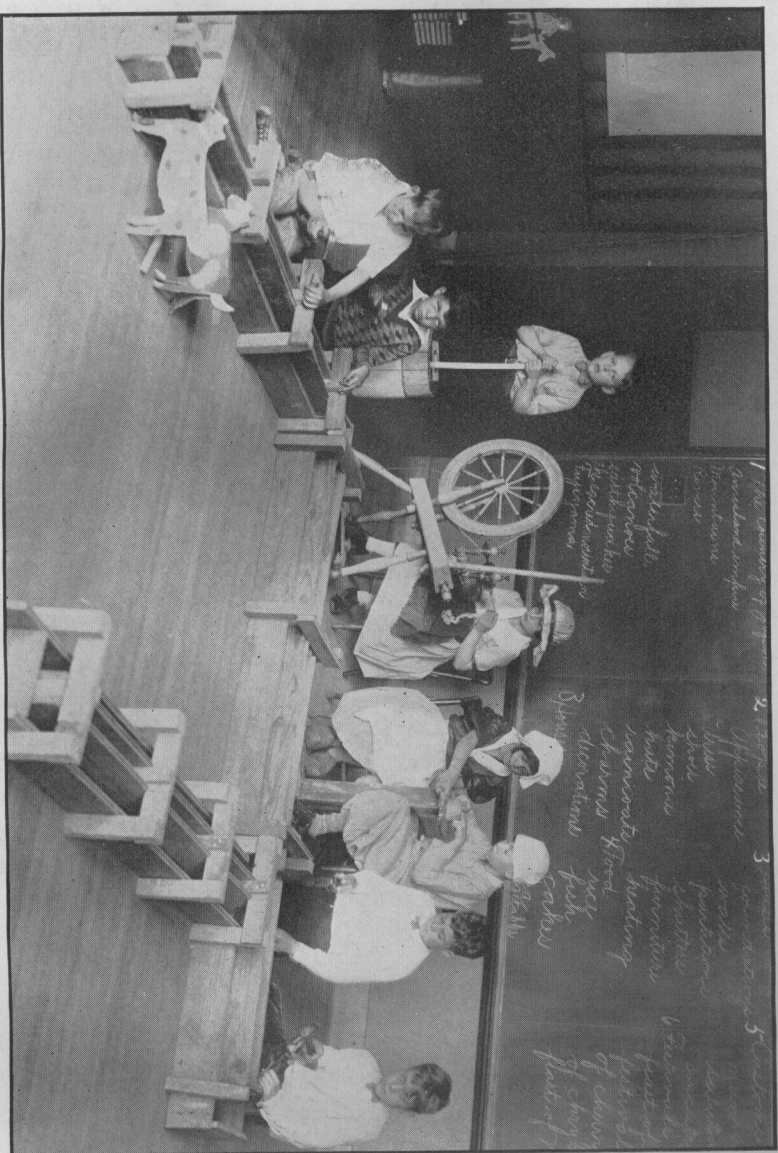
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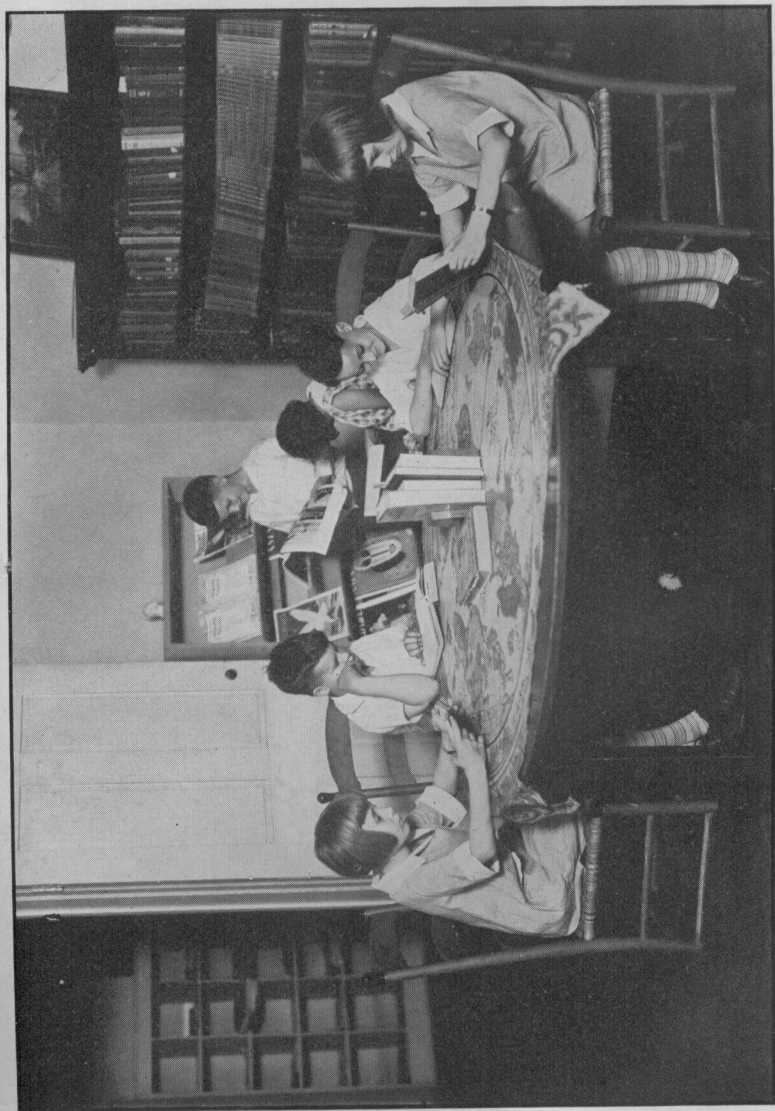
A TYPICAL SCENE IN A "MODERN SCHOOL," OHIO STATE UNIVERSITY, SUMMER OF 1930. MISS ANNA ENGEL,
SUPERVISOR OF SPECIAL CLASSES DETROIT, MICHIGAN, IS THE TEACHER.



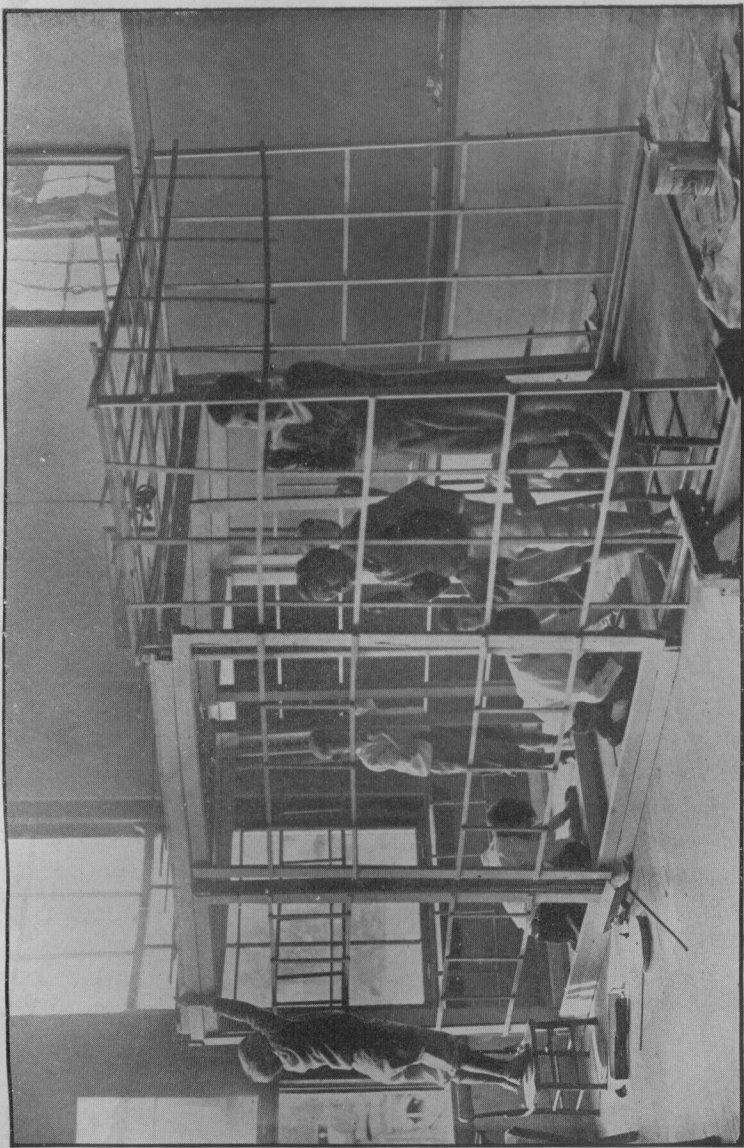
ACTIVITIES IN A FIRST-GRADE ROOM. MISS SIBYL DE WEESE, DAYTON, OHIO, TEACHER.



A "Dutch Unit" in the Third Grade. Miss Florence M. Wright, Cincinnati, Ohio, Teacher.



A GOOD CLASSROOM LIBRARY. ANTIOCH SCHOOL, YELLOW SPRINGS, OHIO. MISS MILLIE McLEES, PRINCIPAL.



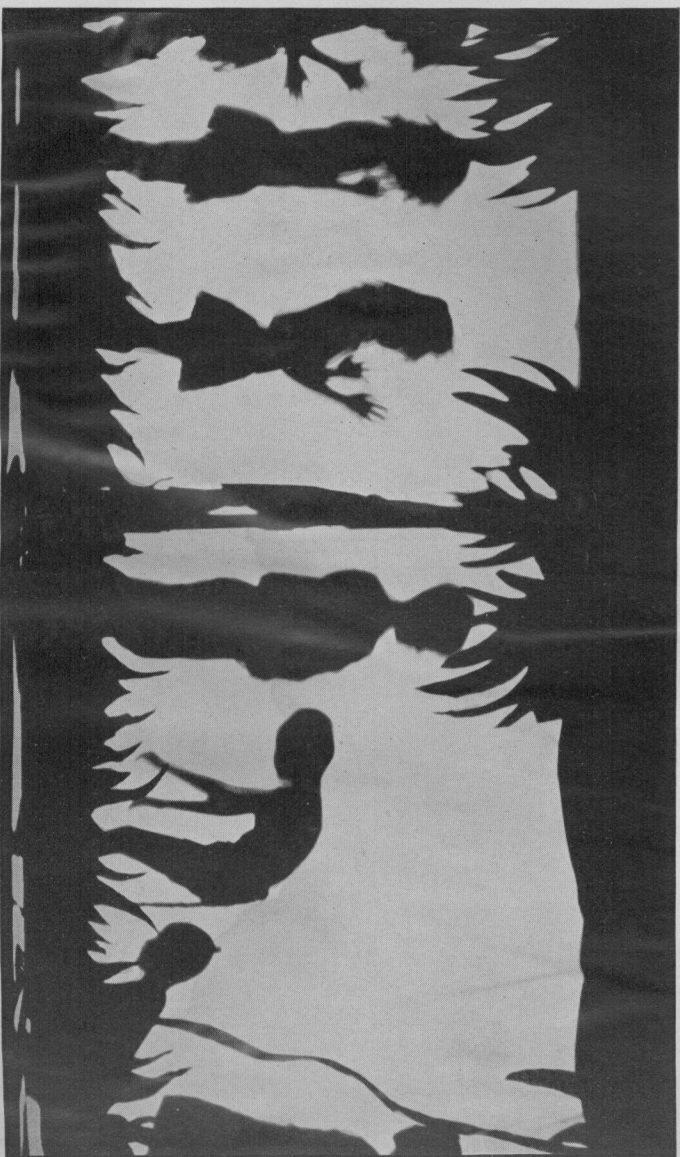
A SOCIAL-STUDIES ACTIVITY: (1) JAPANESE HOUSE IN PROCESS OF CONSTRUCTION. THIRD GRADE, KILGOUR SCHOOL, CINCINNATI, OHIO. MISS FLORENCE M. WRIGHT, TEACHER.



A Social-Studies Activity: (2) Partially Completed Japanese House. Third Grade, Kulgour School, Cincinnati, Ohio. Miss Florence M. Wright, Teacher.



LINOLEUM BLOCK. BY PATRICIA EVANS, THIRD GRADE, OHIO
STATE UNIVERSITY ELEMENTARY SCHOOL, COLUMBUS, OHIO



WITH FRECKLES IN AFRICA. A SHADOW PICTURE PRODUCED AT STATE TEACHERS COLLEGE, MILWAUKEE, WISCONSIN. THE CHILDREN DESIGNED THE SCENERY, AND THEN DRAMATIZED THE STORY WHILE THE PICTURE WAS TAKEN. USED BY PERMISSION OF ADELAIDE M. AYER, DIRECTOR OF TEACHER TRAINING, STATE TEACHERS COLLEGE, MILWAUKEE, WISCONSIN.

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