

TYPES OF ELEMENTARY TEACHING AND LEARNING

INCLUDING PRACTICAL TECHNIQUE AND
SCIENTIFIC EVIDENCE

BY

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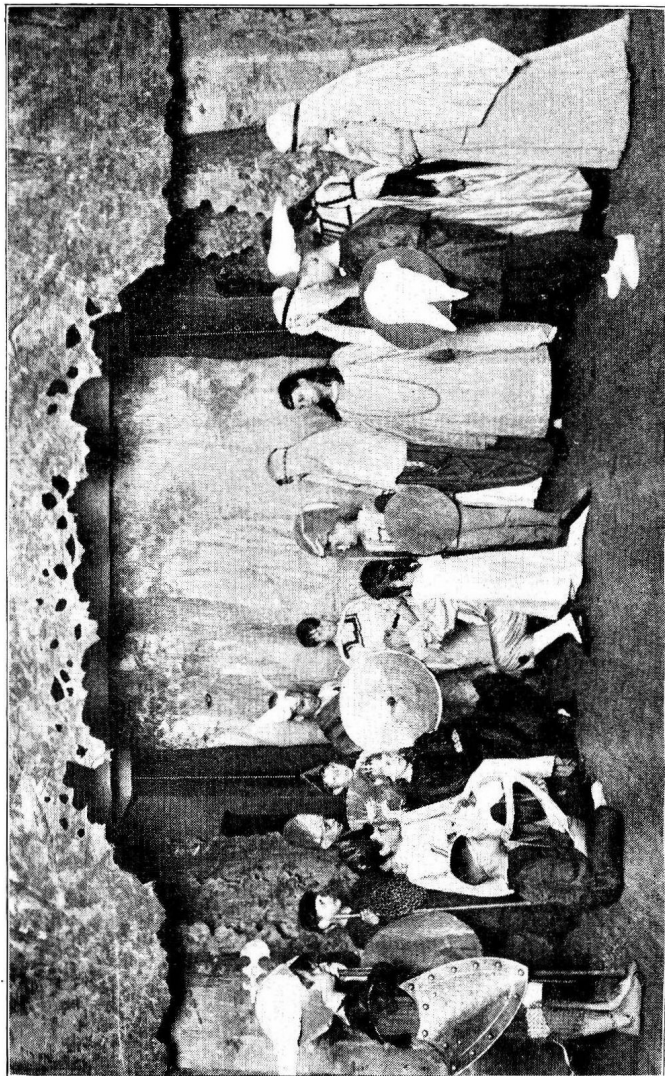
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Courtesy of The University of Chicago Elementary School

HISTORICAL IDEAS MADE CLEAR AND VIVID BY A DRAMATIC ASSEMBLY PROJECT

See discussion on page 9

TO
THE SISTER AND BROTHERS
WHOSE SACRIFICES
SECURED ME A HIGHER EDUCATION

PREFACE

Origin.—This textbook is the outcome of eighteen years' experience in conducting courses dealing with methods of teaching in elementary schools—five years in the State Normal College at Oxford, Ohio, and the remainder in the School of Education of The University of Chicago.

A practical volume.—The book contains many examples of methods and devices actually used in progressive elementary schools for training pupils in various types of learning, such as handwriting, spelling, reading, arithmetic, problem-solving, expression, enjoyment, etc. These examples of teaching are frequently so refined in technique as to interest and aid very experienced teachers; yet they are described in language simple enough for the inexperienced normal-school or college student to comprehend and appreciate.

Supported by scientific evidence.—In addition to this abundant practical material, the book contains much of the scientific evidence that has been developed to justify and interpret the progressive methods set forth. Thus it joins practical technique and scientific evidence—the only safe combination for organizing and propagating valid improved methods of teaching.

Scientific indebtedness.—The author is greatly indebted to his early studies under Professors C. H. Judd, E. L. Thorndike, and John Dewey, and to years of reading of the works of William James, for many of the general points of view and specific doctrines found in the text. He has been aided also by frequent discussions with his colleagues in the School of Education.

From the scientific monograph literature, such as the Yearbooks of the National Society for the Study of Education, considerable help has been obtained on special problems.

Practical indebtedness.—From the teaching in the Elementary School of The University of Chicago, much of the practical material in the text has been derived. Sometimes large sections of a chapter have been written around observations of skilled teachers in this school. In the body of the text I have everywhere tried to assign appropriate credit to the particular teacher whose skilled technique is being described. Another generous source from which I have derived practical examples is the teaching described by some of the experienced teachers in my summer classes. To all these coöperating contributors I am very grateful for the help rendered.

Illustrations.—Photographs and other materials for pictures have been kindly furnished by many persons. In this connection I am especially indebted to Principal Harry O. Gillet, of the University of Chicago Elementary School, for numerous excellent photographs of its activities which were taken in 1916, when the university celebrated its twenty-fifth anniversary.

Relation to the author's "General Methods."—This volume supplements the author's "General Methods of Teaching in Elementary Schools," published in 1919. Together the two volumes cover most of the phases of elementary school-teaching commonly discussed in courses on methods of teaching. There are, however, certain general principles of organizing instruction which have been omitted and which I may find time to discuss at some future date.

SAMUEL CHESTER PARKER

KEY TO BIBLIOGRAPHICAL REFERENCES

The books from which quotations are made in the text are included in the bibliographies which are printed at the ends of the chapters. The source of each quotation is indicated (usually at its end) by two figures in parenthesis. The first figure refers to the book by its number in the bibliography at the end of the chapter, and the second figure refers to the page. Thus, (4: 76) means page 76 in the fourth book in the chapter bibliography. This system has been adopted in order that the instructor or student may verify or follow up any quotation without the ordinary reader's being distracted by numerous footnote references which are unimportant in his reading.

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In the longer chapters the major divisions are designated by Roman numerals and are referred to in the text as "sections."

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TYPES OF ELEMENTARY TEACHING AND LEARNING

CHAPTER I

INTRODUCING THE VARIED TYPES OF TEACHING AND LEARNING

Practical technique plus scientific evidence.—This book is designed to assist teachers in directing the various types of learning that pupils carry on in elementary schools. Hence it contains many practical examples of actual teaching described in detail. In most cases the scientific evidence justifying these practices is also presented.

Familiar and unfamiliar types.—Some of the types of teaching and learning discussed here are familiar to every beginning teacher, while others may be comparatively strange to those who have not thought much about recent improvements in teaching. Among the more familiar types are learning handwriting, spelling, beginning reading, and arithmetical calculation. The less familiar types include learning to understand social life and learning to be skillful in problem-solving, in silent reading, and in communicating ideas to an audience. Another unfamiliar type is learning how to increase the harmless enjoyment of leisure. Finally, learning to behave morally is familiar to many persons in its religious aspects but comparatively unfamiliar in the civic aspects which our public schools are now called upon to emphasize.

Contrasting types. *Romance versus science.*—Between some of these types of teaching and learning there are such great contrasts that a teacher may be quite strong and efficient and sympathetic in one of them, and at the same time be weak

and inefficient and unsympathetic in another. Perhaps the best example of such a contrast is found in the antagonism between the artistic type of temperament, which is important in the harmless enjoyment of literature, and the cold-blooded, scientific type, which is strong in problem-solving. Frequently poets with extremely æsthetic temperaments have rebelled against the scientific thinkers and expressed their antagonism in very strong language, as evidenced in the following stanzas by Poe, in the first of which he expresses his love for romance, for the contemplative play of the artist, while in the other he scolds the scientist. If you are not fond of poetry, try reading these verses aloud to get their effect, remembering that "romance" is accented on the second syllable (*ro mance'*) and that "paroquet" may be pronounced *par'o kay* for riming purposes.

ROMANCE

Romance, who loves to nod and sing,
 With drowsy head and folded wing,
 Among the green leaves as they shake
 Far down within some shadowy lake,
 To me a painted paroquet
 Hath been—a most familiar bird—
 Taught me my alphabet to say—
 To lisp my very earliest word
 While in the wildwood I did lie,
 A child—with a most knowing eye.

SONNET—TO SCIENCE

Science! true daughter of Old Time thou art!
 Who alterest all things with thy peering eyes.
 Why preyest thou thus upon the poet's heart,
 Vulture, whose wings are dull realities?
 How should he love thee? or how deem thee wise,
 Who wouldst not leave him in his wandering
 To seek for treasure in the jewelled skies,
 Albeit he soared with an undaunted wing?