

munities must face the task of providing for their own youth. This should not be a difficult or unpleasant task. The community is simply the larger family and in the common effort to take care of its own and to provide for their future, it will find a new sense of satisfaction and well-being.

Every church and Sunday school and every periodical issued by our various religious organizations may well become a center through which the new conditions and opportunities will be interpreted. Our homes and schools and churches may well join in arousing our various communities, states, and the nation itself to take hold of these problems and to work them out in a spirit of democracy and human brotherhood.

May I close by suggesting a short list of books which I have found particularly helpful in my own study of these problems:

- (1) *Other People's Money*, by L. D. Brandeis. Jacket Library, Washington, D. C., 15c.
- (2) *The Power Age*, by Walter N. Polakov. Covici Friede, 1933. \$2.00.
- (3) *Youth Never Comes Again*, edited by Clinch Calkins. Committee on Unemployed Youth, 450 Seventh Ave., N. Y., 1933. 25c.
- (4) *Democracy in Crisis*, by Harold J. Laski. University of North Carolina Press, 1933. \$1.50.
- (5) *A History of the Freedom of Thought*, by J. B. Bury. Holt, 1913. \$1.00.
- (6) *The Future Comes: A Study of the New Deal*, by Charles A. Beard and George H. E. Smith. Macmillan, 1933. \$1.75.
- (7) *The Work, Wealth, and Happiness of Mankind*, by H. G. Wells. Doubleday, 1931. \$7.50.
- (8) *The New Party Politics*, by A. N. Holcombe. Norton, 1933. \$1.75.
- (9) *Character Education*, Tenth Year-book of the Department of Super-

intendence. National Education Association, Washington, D. C., 1932. \$2.00.

- (10) *Constructive Citizenship*, by L. P. Jacks. Doubleday, 1928. \$2.50.

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GIVING FIFTH-GRADERS AN UNDERSTANDING OF THE NEW WORLD

THIS report covers the work developed in a 5A and 5B grade during the first nine weeks in 1932-33. The 38 pupils were classed as in the middle and lower groups. Their ages ranged from ten through thirteen. Both practice teaching and student teachers were entirely new to them. The building is of recent construction and has 24 rooms. Outside of the room the pupils conformed with the regulations of the building. Their room experiences were less formal and the organization of their inside activities was such as met their needs and accelerated the accomplishment of the work covered.

Two student teachers who were completing their four-year college courses in June were assigned to this grade for their final nine weeks of practice teaching. No active teaching was required of them during the first two weeks. Problems of organizing and adjusting the pupils to the new conditions were discussed with them. They were instructed to observe and study the pupils as individuals, so as to learn their working habits and estimate their abilities and aptitudes.

Two outstanding interests soon were evident among the pupils. They grew enthusiastic about Cuba from a current events discussion. This avenue was used as an approach to the early discoveries of and in our country. Also, they were deeply concerned about the importance of wholesome food as a factor in healthy living. This

was directed to a study of wheat which met the requirements of the course of study in history and geography.

The major responsibility of each student teacher during these first two weeks was to select some unit of instruction and definitely prepare it for responsible teaching. One asked to teach the history and the other took the geography. This report is devoted largely to the former. By the middle of the second week this student teacher had prepared her bibliography and a preview consisting of 15 typewritten pages. From this work by the end of the week she had the following outline of the subject matter she proposed to teach.

I. Reasons for seeking new trade routes to the East: trade with the East, Crusades, former trade routes blocked.

II. Spanish conditions which made a race of explorers, discoverers, and conquerors.

III. Other explorers: Portugese and Vikings (earlier).

IV. Scientific knowledge vs. ignorance: the compass, astrolabe, and printing.

V. Influence of sailors and explorers.

VI. Spanish in America: Columbus, Cortez, Balboa, Magellan, Ponce de Leon, and Pizarro.

VII. The New World: West Indies, Florida, and Mexico (Aztec civilization).

The problem facing this student teacher for the week-end was to organize the materials into sections for teaching purposes and make plans for teaching on Monday. It is obvious that the outline is arranged logically. The interest of the pupils was centered in Cuba, hence she must provide for the psychological approach. Her plan is shown for Section One which was covered in three teaching days.

Problem: Changes brought about during the reign of Ferdinand and Isabella. (1474-1516).

Aim: To understand conditions in Spain which made possible the discovery of Amer-

ica by Columbus.

Approach: Current events—Cuba.

New Materials: Map of Europe, map of Spain (showing political divisions during the reign of Ferdinand and Isabella), and Bourne and Benton's *Introductory History*.

Type of Activity: Discussion.

Procedure:

1. Introduction by teacher using current event about Cuba in which the pupils are already interested. What was meant by "shadow of U. S.?" (protection). Who owns Cuba? (U. S. helped her gain independence in 1898). Who owned Cuba before that time? (Spain). How did Spain acquire Cuba? (Discovery by Columbus). What nationality was Columbus? (Italian). Then how could Spain claim what he discovered? (Spain sent him).
2. Read to pupils about work and wars of Ferdinand and Isabella in a paragraph on page 148, Bourne and Benton. What works and wars were the king and queen interested in, so that Columbus had to wait so many years? (Unification of kingdom). In order to answer that question, you must know a great deal more about Spain.
3. Map of Europe and World Almanac. Read the facts about Spain in the World Almanac and have the pupils verify them on the map: (surrounded by water on more than three sides, mountains to the north—Pyrenees, high plateau, little rainfall, few crops, imports high, exports low, hence the necessity for trade).
4. Map of Spain (political divisions). (Isabella's Kingdom of Castile and Ferdinand's Kingdom of Aragon joined, subdivisions under each, different customs, laws, and peoples, brigands in the northwest, war lords in the south, government councils, and expenses of armies and navies. Compare preceding problems with those of Roosevelt—unemployment, low wages, long hours, N. R. A., etc).

Checks:

Write four changes which were brought about during the reign of King Ferdinand and Queen Isabella. Think carefully before you write.

1. Crime stamped out by citizen's organizations (kind of police).
2. Rebellion against crown and disputes among lords stopped by effective laws and court system.
3. Territories gained: Granada and Navarre (Portugal for 18 years), and the Moors conquered.
4. Councils organized by the government.

Outcomes:

Knowledge by the pupils of changes which were taking place at the time Columbus was seeking aid from the Spanish Crown.

Appreciation (by comparison) of the need of effective laws in the U. S.

Appreciation that rulers in the 15th Century

had problems to face as well as rulers have today.

Encouraging habits of ascertaining facts concerning situations before rendering judgments. Skill in the use of maps.

Since the Arabic cultural contributions especially in science were so important in determining the plans and success of Columbus, the student teacher chose "What the Moors Did for Spain" as the problem in Section Two. Space does not permit presenting the other sections in detail in this article, but each was prepared as completely as the first one. In the first section the two groups had worked together, but the 5A's and 5B's now worked separately. This section was a study activity in which new words in their vocabularies as well as new material in a text (*Europe: A Geographical Reader*, by Vinnie B. Clark, pages 235-38) were mastered. By alternating tasks in alternate periods the section was covered in two teaching periods. The student teacher placed a list of new words on the board to which the pupil added others. She directed the word study and the reading material was checked by discussion of the answers to questions which she had prepared.

The problem in Section Three, "How did Aristotle Know the Earth is Round," originated among the pupils. The fact was accepted, but how was he able to predict it 2,000 years before any one even attempted to go around the earth? A circle was drawn on the board to represent the moon; a flash light was used as the sun; and a globe was passed between them so that the shadow of the globe fell on the circle representing the moon. With various surfaces of the globe exposed to the light this was repeated several times. Then a dish was substituted for the globe. The pupils accepted these as proofs of Aristotle's statement that the earth is round because it unvaryingly casts a circular shadow on the moon in eclipse. From a series of diagrams on the board they decided that if the

earth were flat, Aristotle could not have seen other stars in Egypt than he saw as he travelled north.

The student teacher's checks were rather searching for fifth-graders. "Explain an eclipse of the earth on the moon; why the earth's shadow falling on the moon is always round; and why all the stars in the heavens are not visible from one point on the earth." Psychologically the pupils were prepared to solve their own problems and this was an opportune time to teach the conditions bringing about an eclipse of the moon, so she took advantage of the vicarious situation.

Section Four covered much subject material. It dealt with explorers, discoverers, and conquerors. It led out from Aristotle's theory that one ocean joined "the Gates of Hercules with India." The products exchanged in the trade between the East and Western Europe were discussed. The closing of the known trade routes by the Turks when they captured Alexandria and Constantinople led to a discussion of the Crusades. Either a new route must be found or the people of Western Europe must do without these products. Portugal and Spain depended largely on commerce as both countries are unfitted for farming. Prince Henry of Portugal was convinced that Aristotle was correct, so his sailors turned their ships toward the East. The works and contributions of Diaz and Vasco da Gama were studied.

At this point a digression was made and Section Five, Knowledge vs. Ignorance, which covers IV in the logical outline of the subject matter, was introduced. The pupils had asked repeatedly why people in the time of Columbus believed such unlikely tales about the dangers on strange seas. They were deeply interested in reading and by this time were reading widely, especially the tales of Marco Polo's travels. This required a more thorough study of the

Crusades, feudalism, the clergy, the Middle Ages, the culture of the Moors in science, the printing press, the compass, and the astrolabe. Again there was a need for new words; additional information must be secured. Their dictionaries were inadequate, so the student teacher taught them how to make use of the encyclopaedia. The working habits of the pupils had improved very much, as well as the techniques of the student teacher, so she had the confidence to divide them into smaller groups. These were closely supervised and a completion test was used as a check.

The second part of Section Four dealt with the Spaniards who chose the westward route to the East. Columbus and his contributions were summarized in a program for Columbus Day. His life was presented in a biography that was divided into chapters. Each pupil selected the chapter in which he was most interested. The best efforts were read by the authors. A play was dramatized. Five pupils (one stanza each) read Joaquin Miller's "Columbus." They sang Venice (of Columbus' native land), Santa Lucia, Land of Spain, and Columbia.

An outline was then prepared for the study of the important Spanish explorers, discoverers, and conquerors who followed Columbus. In the case of Pizarro and Cortez, the Inca and Aztec civilizations which were destroyed by them were also studied. The successes and failures of each were compared with those of the others. Completion tests and completion outlines were freely used as checks.

Five, the final section, covered a review of the work that had been done. Many facts had been presented, but at no time had they been made so important as to hide how the pupils used them. These challenges made thinking unavoidable. The same procedure was pursued in this section. In order to give the pupils a concept of time and its relationships, the student teacher

prepared a date line extending from 400 B. C. to the present time and including the important dates which she considered they should recognize.

Her second step was to prepare a list of 37 important men and places. Each was written on a slip of paper and one slip given to each pupil. When called on, the pupil must give an important event with which the man was connected, or must locate the place on the map and point out its importance. All slips had duplicates. A correct answer entitled the pupil to another slip immediately. An incorrect one required him to wait until the correct answer was given before he received another slip. Of course each pupil was anxious to get as many slips as he could.

The third step was the use of a multiple choice test (they called it "best answer") consisting of 20 statements. A sample follows:

".....aided the Portugese sailors to find a way to the East around Africa, by setting up a school in which they could learn about the earth. (compasses, the Moors, Prince Henry)".

The doggedness and tenacity with which the student teacher demanded thinking from her pupils are shown in her discussion with them of the answers to this question:

"Compasses certainly aided sailors to find a way to the East, but not by setting up a school. If there were many Moorish schools in Portugal, we did not read about them, but we did read a great deal about Prince Henry's school. Therefore Prince Henry is the best answer."

Attention of readers is called again to the other student teacher who was teaching geography to these same pupils during the nine weeks; she was using as complete an outline as the one in history. A period each week was given to activity work related to the history and geography. Actually much more time was spent, as many pupils asked that they might so spend their spare time. From among several proposals they decided (largely because of the crowded room) on making theaters. Each pupil chose the project most interesting to him. The group in history used wooden boxes

15" x 24". Each was made into a stage with the appropriate settings and costumes for the scene. Standpatter dolls made from wire represented the characters. The scenes were: Prince Henry, the navigator, watching his ships; Columbus landing in America; Columbus before the Court on his return; Balboa discovering the Pacific Ocean; Magellan passing through the Straits of Magellan; Cortez at the Court of Montezuma; and Ponce de Leon searching for the Fountain of Youth. The group in geography made a movie of wheat production and manufacture. Several art periods were utilized for the work. In each case the work had to be accurate and through committees it was checked and rechecked.

These phases of their work were summarized in a series of "at homes" to which pupils in four other rooms received written invitations to attend at different times. The pupils showed and explained their theaters to their guests, gave a Spanish dance, and sang Spanish (in costume), Italian, and American songs. Each repetition not only clinched the facts more firmly, but the appreciation of the guests also gave the pleasure and satisfaction merited from a task well done.

The brevity of this report gives a very inadequate account of the work accomplished by these two student teachers and their 38 pupils during nine weeks. The teaching outline submitted by the one in history consisted of 40 typewritten pages. As they improved in techniques and gained confidence, additional teaching assignments were given to them. During the week they were preparing for the Columbus Day program, the student teacher in history was also teaching the music and penmanship. She also assumed responsibility for introducing in the opening exercises a poem that they were to commit for Columbus Day, an article from the current news about the use of light from Arcturus in opening the World Fair,

another concerning Le Maitre's theory of an expanding universe, another which included a translation of Columbus' notes about trade with the Indies, and still another which stated that Queen Isabella did not pawn her jewels in order to finance Columbus. The requirements of the course of study in other studies were also met. If possible such work was correlated with history and geography. Much remedial work in reading was demanded. These student teachers were not without disciplinary problems some of which required the cooperation of the homes.

Formal recitations seldom took place. Supervised study was a continuous procedure, as the student teachers worked constantly with the pupils. From the standpoint of the old time "study and recite" procedure, all of the work was quite informal. However, a constant effort was made to see that all the work undertaken—formal or informal—by the student teachers and their pupils was carefully planned.

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LIST OF PUBLICATIONS AND STUDIES

By Members of the Faculty of the State Teachers College at Harrisonburg, Virginia

January, 1930, to December, 1934.

ALIMAE AIKEN

Museums of Art—Why? *Virginia Teacher*, November, 1930.

The Appearance of the Schoolroom. *Virginia Teacher*, September, 1934

Emotion Expressed in Design. *Design Magazine*.

KATHERINE M. ANTHONY

Prepared report on set-up for student teaching at Harrisonburg for the Research Committee of Supervisors of Student Teaching. (Used by Committee but not published).