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Bulletin on Student Teaching in an Affiliated Public School

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THE QUARTERLY
OF THE
Washington State Normal School
ELLENSBURG

BULLETIN ON
STUDENT TEACHING
IN AN
AFFILIATED PUBLIC SCHOOL
TRAINING CENTER

A CO-OPERATIVE PLAN OF TEACHING USED BY
THE WASHINGTON STATE NORMAL SCHOOL
IN TRAINING STUDENT TEACHERS AT
THE SELAH TRAINING CENTER

By AMANDA HEBELER
Supervisor in Charge

Published by the Washington State Normal School at
ELLENSBURG, WASHINGTON
OCTOBER, 1927

Entered at the Ellensburg, Washington, Postoffice as Second Class
Matter.
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FOREWORD

Believing that an interchange of opinions and practices may be of benefit to all engaged in the very important work of training teachers, this brief bulletin describing one interesting type of training instrumentality has been prepared and distributed to those who are especially interested in the improvement of Training School work connected with Teachers' Colleges and Normal Schools.

Some years ago this institution undertook to establish, if possible, a sufficient number of slightly different training-centers to typify the different teaching situations which graduates of the school would find upon entering their professional service in the State of Washington. Beginning with the completely controlled training school upon the Normal School campus, the training centers were gradually enlarged to include a regular grade school of the average city type and later to the more detached unit typified by the affiliated training-center at Selah, Washington, which unit is taken as the subject of this particular bulletin. The development of this teacher-training unit has been directly under the supervision and direction of Miss Amanda Hebeler and acknowledgement is hereby made of indebtedness to her for its unusual success.

It is the policy of the institution to have this particular unit of training and experience eventually become a part of the whole student-teaching requirement so that every graduate will have made a working cross-section of teaching technique from the one-roomed somewhat isolated school situated in rural and semi-rural communities, to the highly-organized graded school working under city conditions.

In our two-year training course for elementary schools, this plan provides for one-hundred forty clock hours of teaching in the training center at Selah and sixty clock hours in the Edison School on the campus. Third year students are required to take a minimum of sixty clock hours in addition to the above.

Interchange of comment and opinion concerning any of the procedures mentioned in this bulletin is respectfully solicited in the interests of the promotion of improved results in all types of training school work under the direction of our Teachers' Colleges and Normal Schools throughout the country.

GEORGE H. BLACK,
President.

Ellensburg, Washington.
July, 1927.
PART I.

ORGANIZATION OF THE SELAH TRAINING CENTER

OPPORTUNITIES FOR STUDENT-TEACHING PROVIDED FOR IN THE TRAINING SCHOOL ORGANIZATION OF THE WASHINGTON STATE NORMAL SCHOOL.

The Ellensburg State Normal School is responsible for the training of teachers for the elementary schools of Washington. Recognizing the need for adequate and desirable training-school facilities in its teacher-preparation program, this Normal School has developed and reorganized its practice-teaching opportunities to meet constantly growing needs. At the present time opportunities for student-teaching are provided by the Edison Training School on the campus, the Junior High School of Ellensburg, and the Selah Training Center, an affiliated unit comprising a consolidated school of six elementary schools of from one to eight rooms.

The Edison School on the campus is used for demonstration lessons, observation, and practice teaching in the Kindergarten and first six grades. The Junior High School provides for the training of upper grade and junior high school teachers.

In 1925 the teacher-training opportunities were greatly extended by the addition of the Selah Training Center. Arrangements were made by the Ellensburg Normal School with the Selah Public Schools for a cooperative plan of student-teaching which was inaugurated in the Selah elementary schools beginning in the autumn term of 1925.

Through the addition of the Selah Training Center, it is now possible to give students an opportunity for teaching experience under conditions which are typical of school conditions throughout the state of Washington.
The degree to which there is parallelism between the types of training schools and types of elementary schools in the state is indicated by the following brief surveys.

**SURVEY OF ELEMENTARY SCHOOL CONDITIONS IN WASHINGTON**

A survey of Washington elementary schools shows the following types of schools in Washington counties:

- One-room rural schools.
- Two-room schools, employing two teachers, a primary and an upper grade teacher.
- Three-room schools, having teachers for primary, intermediate, and upper-grade groups.
- Four-to-seven-teacher schools in which each teacher is responsible for one or two grades or sections of grades.
- Eight-or-more teacher schools in which each teacher is responsible for one grade, one section of a grade, or for departmental work.
SURVEY OF SELAH SCHOOLS

Selah is a consolidated school district maintaining a high school and the following types of elementary schools:

- Two one-room schools.
- Two two-room schools.
- One three-room school.
- One eight-room school.

### SELAH ELEMENTARY GRADE SCHOOLS 1926-1927

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>Number of Grade Rooms</th>
<th>Room Grade Groups</th>
<th>Enrollment for March, 1927</th>
<th>Total Enrollment for One Classroom</th>
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</thead>
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<td>8</td>
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<td>20</td>
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<td>9</td>
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<td></td>
<td></td>
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<td>11</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>III</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Recently added to Selah system by consolidation. Not used for student teaching 1926-1927.*
Summary for March, 1927

Largest class-room enrollment.......................... 40
Smallest class-room enrollment.......................... 20
Total pupil enrollment for the school year 1926-1927........ 671
Number of teachers employed.......................... 17
Number of buildings used for all grades.................. 6
Number of school buses operated daily for pupil transportation... 3

These reports indicate that conditions of organization in the Selah Schools are similar to those of the elementary schools of the state.

The comparatively large pupil enrollment and the number of classrooms available for use in practice teaching provide excellent opportunities for teaching experience in situations which are similar to those in which Normal students teach following graduation.

LOCATION OF THE SELAH TRAINING CENTER

Selah is located in Yakima County thirty-five miles south of Ellensburg. Transportation between the Training Center and the Normal School is possible at all times of the year over an improved state highway along the Yakima Canyon route and also by the Northern Pacific Railway.

The town of Selah forms the center of the community of Selah valley. This valley is a part of the Yakima reclamation project constituting a famous fruit producing region. The fruit industry demands intensive cultivation. The fruit ranches vary in size. Five, ten, and fifteen-acre ranches are typical. This in turn involves a relatively concentrated rural population. To serve this concentrated population with its relatively large school census, there are six elementary grade schools within a radius of six miles of the town of Selah, all belonging to the Selah consolidated district.

TEACHING STAFF OF THE SELAH SCHOOLS

The classroom teachers of the Selah Schools are teachers having had training and successful teaching experience. The first responsibility of the room-teacher is to her classroom, and her primary interest must be the growth of the children under her charge. The student-teacher assigned to the room is considered a co-operating teacher. The room teacher is interested in the students' growth as a means of improving classroom instruction.

The classroom teacher is paid a regular salary by the Selah district. In addition to this, she receives additional compensation from the Normal School for her co-operation in the training of student teachers.

SUPERVISION OF THE TRAINING CENTER

A member of the Normal School faculty directs the student teaching at the Training Center. This supervisor is directly responsible for the professional growth of student-teachers. She works with the classroom teacher in the direction and supervision of all student-teaching. She also acts as a co-ordinating agent between Normal School and Training Center. She is familiar with the background of experience and training gained by the students in the Normal School. She knows what may be expected from the student-teacher and advises with classroom teachers in the adjustment of student-teaching load in practice-teaching.

REQUIREMENTS FOR TEACHING

Students taking the two-year elementary school course, take their practice teaching in the second year. Prior to teaching, the student must have had courses in methods and observation, psychology of the elementary school subjects, besides departmental requirements including contemporary civilization and health education,
the total prerequisite to teaching being 48 to 56 credit hours.

Psychology, methods and observation all include demonstration lessons and some participation in group work with children in the Edison Training School. These courses introduce the student to classroom conditions and give him the necessary connection between a knowledge of principles of education and present day practice. In the Training School he has the opportunity of seeing the work of skilled teachers who demonstrate methods of classroom procedure.

Thus, students going to the Training Center have had a background which prepares them directly for efficient participation in real classroom teaching.

THE ORGANIZATION OF PRACTICE TEACHING AT THE TRAINING CENTER

The period of teaching at the Training Center is six weeks.

Usually, only one student teacher is assigned to each of the Selah classroom teachers. In a few cases two students may be assigned to a room. This is done in rooms having two or more grades or sections of grades in a room, or when classroom conditions seem to make it desirable to have two student teachers.

In assigning students, the supervisor provides for the needs, capacities, and special interests of both classroom teacher and student. Students having special interests or abilities in art, group organization, plays and games, or music are placed in those situations where these abilities and interests may be utilized and developed. In many cases special student abilities supplement classroom-teacher interests and thus the classroom work is greatly enriched.

As an example of such adjustment, one classroom teacher does not teach music. Having a one-room school of three grades, she finds it difficult to find time to provide remedial and special drill work in following up individual pupil needs. A student having had all regular requirements, with music and plays and games as special interests, will be an asset to this room. Knowing her background of psychology and methods, the supervisor realizes that this student should be able to analyze pupil needs and do remedial and special drill work to supplement the regular work of the classroom teacher. She will be able to take charge of music in addition to the regular activities which become a part of each student-teacher’s program. Her interest in plays and games will increase her value to this one-room school for she will have the responsibility of working with various groups of children in playground activities.

Sample of Enrollment Card Which Training Center Supervisor Uses as a Basis of Making Assignments.

Name
Home Address
Residence in Ellensburg
Telephone
Normal School Courses completed
Date of expected graduation
Previous experience in teaching or practice teaching
Choice of department for practice teaching
Special interests:
  Music, art, industrial arts, plays and games, boys and girls clubs.
  (Underline once those you are interested in. Underline twice those you think you have special ability for doing.)

In addition to this information, the supervisor gets from the head of the psychology department and the director of personnel research, a report on the personal record of each student, including scholarship, intelligence, and achievement ratings, recreational and social interests, responsibilities, and activities. With this available knowledge, the supervisor knows the general background of her teaching group as a basis for making assignments.
The original assignment of student-teachers is of the very greatest importance, for carefully adjusted assignments avoid many difficulties at the beginning of the student teaching period. To the classroom teacher the student comes in answer to specific needs and the student teacher fits more easily and naturally into the situation wherein he seems to have some definite responsibility. He soon discovers that his teaching period is an opportunity for trying out his enthusiasms and ideals. He learns to judge his success as a teacher by the progress which children are making in the activities for which he is responsible.

The supervisor conducts a course in methods and classroom problems directly connected with the student teaching activities. She also provides for daily conferences for group and individual student-problems.

On four days of each of the first four weeks the students spend the forenoon session and noon period in the classroom and on the playground. In the afternoon all students meet with the supervisor at the Central office for the course in methods, teaching problems, group and individual conferences. This provides daily opportunity for discussion and exchange of ideas within the group of student teachers. It awakens interest in common problems, and tends to unify and coordinate objectives for the work throughout the Selah Schools. Units of work are planned, evaluated and reorganized, and suggestions given for future procedure.

During the first four weeks of the teaching period, the student works one entire day of each week in the classroom. This initiates him to a day’s procedure and gives him experience in those activities which are a part of a full day’s program. In addition to this, during the last part of the fifth week and continuing through the first half of the sixth week, students remain in the rooms for full-day teaching. By this time they have developed sufficient technique to make the full day’s participation of value. The amount of responsibility for the entire day’s program varies with the individual student. Here, as at other times in the teaching term, the work is adjusted to the student’s abilities and needs. In cases where a student seems incapable of meeting the day’s problems with a reasonable degree of success, the room teacher may need to give considerable help. The strong student takes full responsibility for the room organization, and the day’s activities. When in the opinion of the supervisor and room teacher, a second term is needed for the development of a student to the place where his success as a teacher is assured, the recommendation is made to the director of training who assigns a second term of practice teaching. The standard set by the Normal School requires all students to give evidence of teaching ability before receiving a diploma, and a grade not lower than C must be attained in practice teaching.
EXTENT OF STUDENT TEACHING ACTIVITIES

The following outline is a sample of a first week of student participation at the Training Center:

**MONDAY:**
1. Spend morning at assigned school.
2. Meet classroom teacher and children and get acquainted with teaching situation.
3. Note physical environment.
   a. Seating of children.
   b. Regulation of light and temperature.
4. Make seating chart and learn children's names.
5. Observe playground during recess periods, participate in children's games, observe groupings and play interests.

**TUESDAY:**
1. Continue observation of physical conditions and be ready to present problems for discussion during conference period. Determine your responsibility here for improving conditions or keeping them up to a high standard.
2. Note care and storing of books, materials, and supplies. How does the management develop pupil responsibility?
3. How are responsibilities for school-room housekeeping such as cleanliness and care of room, blackboards, bulletin boards divided? What is your responsibility here?
4. Assist classroom teacher whenever possible.
   a. Supervise study periods after conferring with teacher.
      1. Know assignments and see that directions are followed.
      2. Develop independent study habits.
      3. Stimulate children to think and become independent workers.
   b. Check papers and diagnose children's needs for practice and drill.
   c. Confer with classroom teacher following the checking of pupil's work and be ready to suggest:
      1. Possible grouping of children according to ability and needs.
      2. Possible remedial or follow-up practice work as revealed by class work and papers.
5. Participate in playground activities.
   a. Continue noting play interests of children.
   b. Confer with classroom teacher regarding general plan of play periods.
   c. Observe special problems on playground.

**WEDNESDAY:**
1. Continue activities suggested for Monday and Tuesday.
2. Take charge of playground.
3. Help prepare materials for day's use. Collect supplementary reading reference materials for individual problems and class-work.
4. Note room-teacher's method of teaching a spelling-unit, including inventory test, study, and check test.
   a. Compare with general principles underlying method and psychology of spelling.
   (In primary grades if spelling isn't given, observe word study, or phonics).
5. Take notes on plan of one lesson-unit taught by the room-teacher.
   a. Bring notes to conference period for a discussion of lesson-planning.
6. Begin keeping a record of room-attendance in regular class-record book. (Observe directions given in the preface.)

**THURSDAY:**
1. Continue activities suggested for previous days.
2. Note the general plan of work followed in some drill lesson such as spelling, arithmetic fundamentals, writing, word and phrase study, or phonics.
   a. Compare with standards of a training lesson for skill.
3. Write a plan for a follow-up lesson of the one taught by room teacher on Wednesday. (See Lesson Plan form in Part II.)
4. Discuss with the room teacher a possible term-problem for special study during the teaching period.
   a. You will have complete responsibility for one unit of work.
   This may be an activity in which you feel you are especially interested, something in which you feel you have special ability, or some problem which is seen in your classroom or which is suggested by your room teacher.
   b. Possible activities might be:
      1. Remedial group in reading for comprehension.
      2. Remedial group for slow readers.
      3. Remedial group for rapid and careless readers.
      4. Remedial group for drill on special processes in arithmetic.
      5. An individual speech defect case.
      6. Individual or group work in corrective health, such as posture, nutrition of undernourished or underweights.
      7. History, geography, or industrial arts project.
FRIDAY:
1. Check yourself with activities suggested for previous days.
2. Begin teaching a group or class as assigned by room-teacher.
   a. Select a drill lesson, such as spelling, word study, or arithmetic.
   b. Plan your work carefully.
   c. Submit plan to room-teacher before morning session and get suggestions and approval before teaching.
   d. Observe fundamental principles underlying drill lesson.

During the second and third weeks, the program of the student’s activities is gradually enlarged. He makes his first contacts by assuming responsibility for the simpler and easier activities. He observes all of the work of the classroom teacher and is not limited to the suggestions given in this outline. The duties listed are given emphasis, and he is directly responsible for them.

After he has had a few days’ experience with one class or group, another subject is added. The work for each student varies much in each of the various classrooms after the first week’s experience and no attempt is made to present them in formal outline. Through the daily conference, the supervisor keeps in touch with individual student problems and guides and directs in the increasing teaching load.

The supervisor’s schedule given below shows the spread of activities for one group of students during the fourth week of a teaching term.
HEALTH RECORD FOR UNDER-WEIGHTS

(Note: This record is kept in addition to the regular health record card which is checked by the County Nurse.)

Name: .................................................................
Age: .................................................................
Date of Report: ..............................................
Height: ............................................................
Weight: ............................................................
Normal Weight: ..............................................
Per Cent Under Weight: ..............................

1. General Appearance:
   Skin ............................................................
   Eyes .............................................................
   Coloring .......................................................:
   Chronic Cold ..............................................
   Hair ............................................................

2. Food Habits:
   A. Breakfast:
      Does child eat breakfast? .........................
      Does he drink coffee? ............................
      What does he usually eat? .......................:
   B. Lunch:
      How is lunch packed? .............................
      Check and list what child brings for school lunch: ........................................
   C. Supper or Dinner:
      List several typical days meals: .............
       ................................................................
       ................................................................
       ................................................................

3. Eating Between Meals:
   D. Time of eating ........................................
   E. Amount: .................................................

4. Rest and Sleep Habits:
   Rest before and after meals? .................
   Time of retiring and arising? .................
   Number of hours' sleep .................
   Does child have a regular bedtime? ........

5. Play Habits:
   Amount: ........................................................
   Types: ........................................................
   Places: ........................................................

6. Health History:

7. Attitude of Parent:

8. Any Other Factors or Conditions Which Might Affect Health:
   Is child drinking milk? .........................
   Quantity? ................................................
   Could he be persuaded to bring milk to school? ..............

Recommendations:

The term-problem for which each student is made specifically responsible as suggested in the first week's plan of procedure gives valuable experience in planning and carrying out a large unit of work. It also adapts the teaching load to each student's capabilities, for in the special problem each student may go as far as he wishes. He has no restrictions and no lack of opportunity for carrying out his ideas. For example, one student, having had previous teaching experience, took for her problem a silent reading unit. She devised and used as many different types of silent reading checks as possible, and reported on the results of the use of various tests and her conclusions as to their possible values.

The term-problem is worked out by the student according to general principles of problem procedure.

1. Get data concerning needs of group, through observation, tests, and discussion with room teacher.
2. Determine your objectives, what you wish to accomplish.
3. Plan the activity. Outline your plan of procedure.
4. Check on progress and keep a record of accomplishment.
5. Evaluate frequently and revise your plans when necessary.
6. Judge outcomes or results in terms of children's growth.
7. Give suggestions for future procedure.
During the fourth week of the teaching term, the classroom teacher fills out the following report for the supervisor:

**STUDENT TEACHING PARTICIPATION REPORT**

1. Underline with red those activities which student has done satisfactorily.
2. Leave unscored those activities in which student has not participated.
3. Underline with blue those activities which student has attempted but with unsatisfactory results.
4. Use abbreviations to indicate size of group under student's supervision:
   - Cl. for class.
   - Gr. for group.
   - Ind. for individual.

1. **Reading:**
   - a. Remedial work.
   - b. Silent reading.
   - c. Audience reading.
   - d. Library period.
   - e. Word study, phrase study, phonics.

2. **Spelling:**
   - a. Inventory test.
   - b. Study.
   - c. Test.
     1. Check test.
     2. Use standardized test for comparing achievement with grade norms.
   - d. Graph of test results.

3. **Arithmetic:**
   - a. Practice or drill on fundamentals.
   - b. Standardized or informal testing to diagnose needs.
   - d. Developing a new process or problem type.

4. **Health Problems:**
   - a. Special needs of class.
   - b. Playground activities.
   - c. Weighing and measuring children.
   - d. Physical examination.
   - e. Study of individual children.
   - f. Corrective work.

5. **Writing:**
   - a. Directing a practice period.
   - b. Giving a test.
   - c. Scoring papers and diagnosing difficulties.

6. **Language and Grammar:**
   - b. Written.
   - c. Drill lessons on special needs for correct usage.
   - d. Developing a principle.

7. **History, Geography, and Civics:**
   - a. Problem lesson.
   - b. Appreciation lesson.

8. **Art:**
   - a. Planning and directing a lesson period.
   - b. Assisting.

9. **Study Period and Seat Activities:**
   - a. Planning and assigning.
   - b. Follow-up work.

**TESTS AND MEASUREMENTS USED AT THE TRAINING CENTER**

The students make frequent use of the informal test. They also participate in the giving and scoring of standardized tests, the tabulation and graphing of results, and make use of results in future teaching.

**Tests Used in the Selah Training Center Schools, 1925-1927.**

**A. Group tests of mental ability.**
   - 1. Pintner-Cunningham.
   - 3. McCall Multi-Mental.

**B. Individual mental tests.**

**C. Achievement and educational tests.**
   - 1. Stanford Achievement.
   - 2. Thorndike-McCall, Reading.
   - 4. Wilson, Language Usage.
   - 5. Ayres, Buckingham Extension, Spelling Scale.
   - 7. Gregory-Spencer, Geography.
   - 8. Ayres, Writing Scale.
At mid-year 1926-1927 the Stanford-Achievement Tests, Primary and Advanced Forms B were given throughout grades three to eight. A comparison of grade medians with mid-year norms is indicative of the effectiveness of instruction in the fundamentals which are measured by these tests.

Stanford Achievement Mid-year Age-norms:

<table>
<thead>
<tr>
<th>Grade</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
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<tbody>
<tr>
<td>yr. mo.</td>
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<td>10-6</td>
<td>11-4</td>
<td>12-4</td>
<td>13-3</td>
<td>14-6</td>
</tr>
</tbody>
</table>

Median Educational Age for various Selah grade groups for January test, 1927:

<table>
<thead>
<tr>
<th>Grade</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
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<td>12-5</td>
<td>13-4</td>
<td>15-0</td>
</tr>
</tbody>
</table>

**EVIDENCES OF PROGRESS IN SELAH SCHOOLS DURING THE TWO YEARS OF TRAINING WORK**

1. Unity and cooperation throughout the schools in working towards higher standards of accomplishment.
2. Improvement in instruction.
3. Improvement in general building conditions and progress in development of school spirit of cooperation.
4. Development of a general health program.

Some projects which have been factors in this improvement:

1. School assemblies planned by teachers, student-teachers, and children.
2. Playground activities organized and developed.
   a. Physical ability tests given as a part of playday at community picnic.
   b. Special activities such as tennis tournament organized by student teachers.
   c. School ground "clean-up," play areas assigned for various groups and games.
   d. Plans made for improvement of school grounds, getting playground apparatus.
3. Health considered an important phase of school work.
   a. Weighing and measuring of children as a part of school program.
   b. Improvement of school lunch.
   c. Special health cases.
      1. Group-study and work with undernourished children.
      2. Child examination, home visit, follow-up work.
   d. School newspaper.
4. School newspaper.
5. School orchestra.
6. Library established and developed.
7. Purposeful activities supplementing regular requirements of Course of Study.

Example: A local history project by a sixth grade included:

Our Selah Valley, before irrigation, after irrigation, how we irrigate, our fruit industry, plants and animals of the Selah Valley.

**THE ADVANTAGES OF THE TRAINING CENTER ORGANIZATION**

The arrangement for student-teaching in the Selah schools is made by the President of the Normal School with the Selah Board of Education. Because the Normal School and the Selah School Board are mutually interested in the development of educational opportunities in the Selah schools, this arrangement has advantages for each.

It tends to promote the selection and retention of very capable room-teachers for the Training Center, and supplements their work by almost doubling the teaching staff of the schools. The Selah district is responsible for the regular salary of the room-teachers employed, and the salary schedule is as high as can be maintained with a limited budget. In some cases this seems insufficient to insure continuity of service of some of the most capable teachers. The additional salary which the Normal School pays to all teachers who co-operate in the student teaching program makes it possible to hold the efficient teachers. The effect on tenure of the Training Center arrangement is evident in the two years of Training Center organization. At the close of the school year 1926-1927 all the room teachers except one had decided to continue for 1927-1928.

With the growth of the school system, new teachers are needed. Three classroom teachers and an elementary school principal are being added to the staff for 1927-
1928. The selection of these teachers is carefully made. The Supervisor of the Training Center and the Superintendent of the Selah Schools attempt to find teachers with training, experience, and adaptability which make them especially desirable for the Training Center work. Recommendations of desirable candidates are submitted to the Selah Board of Education for approval and election.

Many teachers consider the possibilities of professional growth one of the outstanding opportunities accruing from the Training Center organization. The Selah teachers work under conditions which insure continuous professional growth. The daily contact with student-teachers makes the teacher self-critical. She constantly judges herself and her procedure in the light of what she expects of the student-teacher and whether or not she is working in accordance with the best principles of present-day educational theory. In many cases the student teacher, coming from recent professional courses at the Normal school, brings ideas which suggest desirable modes of procedure to the room teacher.

Other agencies in the room teacher’s improvement are conferences, teachers’ meetings, visits to other schools and to the Normal School, contacts with members of the Normal School faculty, and the professional library. At the general teachers’ meetings which are held with the Supervisor of the Training Center, problems of immediate interest are discussed as well as desirable methods of procedure. Principles and methods of supervision as related to student-teaching constitute the major part of the year’s study program.

Visiting days are arranged for class-room teachers during each of the student-teaching periods. Usually each room-teacher takes one day during the latter part of each six-weeks term to visit other elementary schools or the Edison Training School. In her absence, the student-teacher has full responsibility for the classroom.

Evidence of growth in professional interest is also shown by the room teachers in their attendance at summer schools and extension classes.

The Normal School extends to the Training Center cooperative service from its various departments.

The Normal School library supplies an extension library of professional and recreational reading material. This is for the use of classroom and student-teachers. Books from the juvenile library are also loaned to the Training Center in response to requests from supervisor, students, or teachers.

The psychology department gives aid in testing programs by providing manuals, scoring keys, and other materials, by giving expert advice, and by giving assistance in the actual administration of tests.

One instructor from the art department spends one day of each week in the Selah Schools, teaching and advising with teachers on art work in their classrooms. In some cases where the art work is a student-teacher responsibility, the art instructor advises and supervises the student-teacher’s work. Illustrative material is frequently obtained from the industrial arts department.

The cooperation of the health-education department makes it possible to carry over the Normal School health-education program into the Selah Schools. Students who major in health education are given teaching assignments which include playground responsibilities, corrective work, special nutrition classes, and other health education problems.

Loans of music and records are made from the music department. Students desiring practice in teaching music and having had prerequisite courses, are assigned for their student teaching in those Selah classrooms.
where they may teach music under the direction of the Selah music supervisor.

All departments of the Normal School may be used by the Training Center for source material or expert advice. Classroom teachers continually avail themselves of the opportunities which this cooperative service extends to them.

For the Normal School the Training Center provides a situation for student teaching which resembles actual school-room conditions. The assignment of one student to each classroom gives practice in large group responsibility and participation in the varied activities of a regular school program.

The relationship between student-teacher and pupils is a more natural one than that which is found in some training schools. The individual student who comes into the room each term and gradually assumes classroom responsibilities seems to grow into the situation without pupil awareness that the student is practicing. This avoids much of the "try-out" process inflicted upon the student teacher by clever children in some crowded training-school situations.

The Training Center also provides an opportunity for student contact with community interests and activities. The student teachers live at various homes in the Selah community. To some of them, the adjustment to small-town or rural-community life is a new experience. The Training Center furnishes an excellent situation for making this adjustment. There are various types of fraternal, religious, social and industrial organizations in the community besides the Parent-Teachers' Association. The student teachers frequently participate in and contribute to the programs of the meetings of these organizations. They meet parents and school patrons and become familiar with the thought and standards of living in the community.

A teacher's day involves many and varied responsibilities, and the inexperienced beginning-teacher frequently gets lost because of the many demands upon her time. The Selah student finds it necessary to organize her work and budget her time so that she may meet the demands of the day without worry and unnecessary strain. As a consequence, when she enters upon her first duties as a teacher in her regular school appointment, she avoids the waste of both time and energy in making her first adjustments in both school and community life.
PART II

Fundamental Principles of Education and Their Application in Student Teaching Activities
FUNDAMENTAL PRINCIPLES TO BE APPLIED IN TEACHING ACTIVITIES

1. The school exists for the sake of the child. The effectiveness of teaching can be judged by changes brought about in boys and girls. All school room activities must be judged in the light of their effect on the growth and development of each individual child.

2. The present day view of learning is that the child develops by means of experiences.
   "Learning is acquiring ways of behaving."
   —KILPATRICK.
   "The child and his experiences are the curriculum, the fundamental factors in the teaching process."
   —DEWEY.

3. Sound procedure in teaching is based on the psychology of learning.

4. In terms of psychology, the teacher’s problem consists of "guiding the growth process of each child, knowing that this process follows the laws of learning." She must see that each child gets the right stimuli which will bring the desired responses.

5. Thorndike classifies the laws of learning as primary and secondary laws.
   a. Primary laws are readiness, exercise, and effect.
   b. Secondary laws are multiple response, attitude, partial activity, analogy, and associative shifting.

6. The child has certain inborn capacities and tendencies. Some of these are good and should be strengthened by use, some should be modified or re-directed, and others eliminated through disuse.
7. The physical environment including heat, light, ventilation, and general classroom management may hinder or assist the learning experience.

8. Schoolroom activities should be near enough to the child's vital interests to make him feel their worth. "Purpose is the most dynamic factor in living."

9. Education begins with knowledge rather than ignorance. Know the child's previous experiences and what is going on in his life outside the classroom, then build upon these in school.

"Begin where the child is, and treat him with respect to what he may become, helping him to realize his best self."

—Kilpatrick.

10. "The child inevitably responds to many different aspects of a situation at one and the same time. The aggregate learnings in any situation include knowledge, attitudes, appreciations, habits, and skills."

—Kilpatrick.

11. Provide each child with such experiences as will further his growth towards the best possible goals.

References:

Dewey: Interest and Effort in Education.
Dewey: The Child and the Curriculum.
Frazier and Armentrout: Introduction to Teaching.
Gates: Psychology for Students of Education.
Kilpatrick: Foundations of Method.
Thorndike: Educational Psychology, Briefer Course.
Woodworth: Psychology.
LESSON PLANNING

During the early part of the teaching course, students write detailed plans of work previous to teaching. When a student reaches the place where the detailed plan seems no longer necessary, he makes a brief outline of his work including only such notes as he himself finds necessary for guidance in successful teaching. This diversion from the detailed plan proves to be a practical step towards the actual procedure followed by skilled classroom teachers in making plans of work. Whenever the student begins a new unit of work, the detailed plan is required. This procedure has been found valuable in initiating and forming the habit of careful planning of an activity before teaching.

The detailed plan follows a general outline which has been worked out in conference periods, and represents what has been found to be a good working form by students, classroom teachers, and supervisor.

LESSON PLAN OUTLINE

Subject..................................... Name..................................................
Grade........................................ Date plan is to be taught..............

Purpose of Lesson:
1. Should relate to children's needs.
2. Should relate to children's interests.
3. Should lead to a valuable learning experience.

Procedure:
1. Introduction.
   (In planning the beginning of a lesson period consider the law of readiness, mind-set, or attitude.)
   a. Should arouse interest.
   b. Should be natural.
   c. Should lead clearly to the accomplishment of the purpose of the lesson.
2. General Procedure.
   This will vary with the various types of activities and it should follow standards of good procedure for:
   a. Problem solution.
   b. Development.
   c. Drill, skill, habit formation, or practice.
   d. Appreciation.
   e. Construction.
   (Note teaching-technique analysis for each of these types of procedure.)

3. Conclusion.
   This may be a summary, a statement of problems still unsolved, a forward look towards the next lesson period's activities, or an assignment for a study period. In content lessons, summaries made by children are especially important.

General Suggestions:
1. Room-teachers should read and check plans and make suggestions for improving procedure previous to the student's teaching.
2. Plans should be:
   a. Clear
   b. Definite.
   c. Well organized.
   d. Follow out purpose of lesson.
   e. Present a real learning experience for children.
   f. Interesting and rich in subject matter.
   g. Follow fundamental principles of psychology and method.
   h. Include good English usage, legible writing, correct spelling, good form and neatness in general arrangement.
3. Plans are to be ready for room-teacher at 8:30 o’clock in the morning of the day of teaching.

4. If plan is entirely unsatisfactory and shows poor preparation or lack of understanding of method, the student should rewrite, bringing the work to a standard of satisfactory preparation before teaching. In some cases it may be necessary for the room-teacher to teach the lesson.

5. Plans are submitted to the Supervisor of the Training Center during observation of student teaching, and also for discussion at the afternoon conference period.
16. Is sufficient practice given for definitely learning the important facts which are included in this unit of work?

17. Do the children judge their work and determine changes for improvement?

18. What definite learnings are outcomes of this unit of work?
   a. Favorable attitudes and growing interests in the subject matter?
   b. "Leads" into other problems or related subject matter?
   c. Knowledge of important facts?
   d. Development of pupil initiative and independent habits of work?
   e. Use of "knowledge gained" in future situations?

References:

Dewey: How We Think.
Kilpatrick: Foundations of Method.
McMurtry: Elementary School Standards.
Mossman: Changing Conceptions Relative to the Planning of Lessons.
Parker: Types of Elementary Teaching and Learning.
Smith: Teaching Geography by Problems.

Student-Teacher Activities:

1. Assist pupils and room-teacher in locating reference materials or data to be used in problem-study directed by room-teacher.

2. Be ready to suggest worthwhile problems, or recognize and provide for situations out of which pertinent problems might arise.
3. Prepare and direct a unit of work following problem-procedure.
   a. Make use of an existing problematic situation, or set and guide the situation so that pupils will discover a worthy problem.
   b. Work with the class in getting a clear statement of the problem.
   c. Have children suggest possible solutions based on past experiences. Work towards clear thinking rather than guessing.
   d. Provide reference material, and develop pupil responsibility for gathering data from many reliable sources, reporting to the class on their findings.
   e. Guide group work in the selection and organization of material.
   f. Guide children in criticizing and evaluating information. This will include an evaluation of sources of data as well as data presented.
   g. Guide in the selection of facts. Conclusions must be based on valid information.
   h. Have children check and evaluate their procedure.
DEVELOPMENT LESSON

The development lesson is used when children need direction and guidance in gaining knowledge of a new process, principle, or skill. Examples of this type of procedure might be, introducing a new process in arithmetic such as long division, developing a principle such as climatic control in geography; or formulating a rule, formula, or principle as in arithmetic or language-usage.

Analysis of Teaching Technique:

1. Do the children realize the need for the new process, or for the principle or rule which is to be formulated?
2. Is the work within the children’s comprehension?
3. Is the process or principle of real value in the children’s future activities?
4. Is a general background provided for the introduction of the new work through recall of old knowledge or previous experiences which are closely related to the new?
5. Do the children give attention because of interest in a situation which is of vital importance?
6. Are the steps of difficulty in the new process clearly and definitely presented?
7. Do the children give evidence of independent thinking, through discussion, comparison, evaluation, and judgment?
8. Is there enough repetition and variety in the work to make the process or principle clear to all members of the group?
9. Does each child recognize his own individual difficulties?
10. What evidence is there of independent work and self-direction in the solution of difficulties?
11. Does the teacher stimulate pupil effort and initiative, giving help only when it is needed?

12. Is the purpose of the lesson accomplished?
   a. Do all children understand the new process or principle?
   b. Can all children apply the knowledge or skill gained in future situations?

13. Is there immediate and frequent opportunity for using the skill?

14. What evidence is there of growth of pupils in method of study?

15. Is the procedure economical of time?

**Student-Teacher Activities:**

1. Observe the work of the room-teacher in developing a new process.

2. Analyze the lesson and check with teaching-technique notes.

3. Plan a lesson for teaching a new process when the situation naturally demands it.

4. Note items 12 and 13 in the analysis list and provide for the necessary follow-up lessons in mastering and using the skill.
SKILL, HABIT FORMATION, OR DRILL LESSON

Analysis of Teaching Technique:

1. Does each child have a definite purpose for forming the habit or mastering the skill?
2. What evidence is there that the children realize the need for the skill or are interested in mastering it?
3. Does each child know exactly what to do before beginning practice?
4. Does each child start the habit correctly and continue to practice correctly?
5. Is the subject matter arranged according to steps of difficulty and does it provide for regular progress?
6. Do children work with attention throughout the practice period?
7. Does practice provide for progress and insure definite learning accomplishment?
8. Does practice develop speed and accuracy?
9. Does each child have evidence of his accomplishment and progress? Are results checked by pupil and teacher?
10. What method or graphic device is used to record each child's attainment and progress?
11. Are further needs diagnosed and planned for?
12. After steps of difficulty have been mastered, is mixed drill provided for?
13. Do materials of practice, room surroundings, and health conditions provide favorable situations for practice?
14. Do practice periods come at intervals which will meet the requirements of the "Law of Retention"?
15. What evidence is there that the skill is made use of? Does the habit carry over into real life?
16. What factors seem to condition the progress of individual children?

References:

Gates: Psychology for Students of Education.
Kilpatrick: Foundations of Method.
Mossman: Changing Conceptions Relative to the Planning of Lessons.
Third Yearbook, Department of Superintendents of the National Education Association.

Student-Teacher Activities:

1. Note children's interests and indicate how they can be used in connection with the formation of some habit or skill.

2. Score children's papers in exercises where scoring is possible.

3. Plan and make some graphic form of record which will serve to encourage pupil progress.

4. Help children to keep individual records of scores on practice tests.

5. Check errors and individual weaknesses that are evident in practice periods. Give individual help in cases of special need.

6. List skills which show evidence of having been sufficiently learned that drill may be discontinued.

7. Plan and teach a skill or habit-formation lesson. Follow the teaching by self-checking with teaching standards. Note those which you were successful in meeting and those in which you should develop greater skill.

8. Provide for a second drill lesson as soon as possible, improving on previous procedure.
APPRECIATION

Analysis of Teaching Technique:

1. Is the subject matter of such a nature as to have an esthetic appeal to this group of children?
   a. Is it related to their interests?
   b. Is it on their level of comprehension?
   c. Is it on the level of their enjoyment capacities?

2. Is the material of real worth?

3. Does teacher preparation include a rich background, enthusiasm for, and an understanding of the lesson material?

4. Does the introduction arouse children's desire to participate in the lesson?

5. Does the introduction lead naturally to the theme of the lesson?

6. Does the presentation include high standards of work by teacher and pupil, including intelligent and effective interpretation, language usage, and clearness of expression?

7. Are the children made conscious of the art elements present?

8. Are pupil experiences being enriched, their tastes and interests being developed?

9. Does the discussion clarify the thought and bring out big values?

10. Is there opportunity for self-expression on the part of the children?

11. Are pleasurable attitudes aroused?

12. What evidence is there that the children are inspired to future growth in choices, in enjoyment and appreciation of worth while things?
13. Is ample opportunity provided for satisfying interests which have been aroused during class periods? Are materials provided for children’s use outside of class?

14. What opportunity is given for “creative work,” for those children who wish to express their own ideas and feelings as well as merely enjoy?

References:

Baker: Studies in Appreciation, Teachers’ College Record, October, 1926.
Hayward: The Lesson in Appreciation.
Holley: The Teacher’s Technique.
Kilpatrick: Foundations of Method.
Mearns: Creative Youth.
Mossman: Changing Conceptions Relative to the Planning of Lessons.
Wilson, Kyte, and Lull: Modern Methods of Teaching.

Student-Teacher Activities:

1. Note children’s interests and select pictures, music, poetry, or story materials which are suited for use in your room.

2. Prepare and teach an appreciation lesson in music, art, or literature considering your work in relation to standards of good procedure in appreciation activities.

3. Judge the success of your lesson in terms of children’s free expression of enjoyment, or in growth of attitudes, interests, and future choices. What evidence have you of such growth?
CONSTRUCTION LESSON

This type of procedure is used for an activity in which the pupil's purpose is "to embody some idea or plan in external form" such as making costumes for a play, making a dress, a book, a kite, a puppet show, or a doll house.

Analysis of Teaching Technique:
1. Is the activity of vital interest to the children and closely related to their life needs?
2. Is the work within the children's abilities?
3. Does the activity lead to something that is worth while?
4. Will the processes involved mean growth for each individual child, or does each child derive some valuable learning experience from the activity?
5. Are all steps of the activity carefully planned? Do the children participate in this planning?
6. Are materials and tools provided and ready for use? Do the children share the responsibility of getting and putting away materials?
7. Is there provision for variety and individual choice in activities?
8. Is there opportunity for children's initiative in doing the work?
9. Do the children seek sources of help when difficulties arise?
10. Do the children judge the results of their work?
11. Do the children make progress in the techniques and skills involved in the activity?
12. Is there growth in choices and interests?
13. Does the activity conserve individuality and develop pupil initiative?
14. Are time and materials used economically?
References:

Bonser and Mossman: Industrial Arts in the Elementary School.
Bonser: The Elementary School Curriculum.
Kilpatrick: Foundations of Method.
Kilpatrick: The Project Method.
Mossman: Changing Conceptions Relative to the Planning of Lessons.

Student-Teacher Activities:

1. Assist pupils and room-teacher in preparing materials for a construction project.
2. Note ways and means of storing and caring for materials and tools.
3. Plan a construction project which will meet teaching-technique checks one, two, and three.
4. Take the responsibility for directing a construction project.
5. Check your work with Kilpatrick's standards for a "purposeful activity."
ASSIGNMENTS
Checks and Standards for a Good Assignment:

1. Does the assignment seem to develop naturally from a class activity, or is the assignment made for the purpose of answering a question or solving a problem which arises during the lesson?

2. To what extent do pupils assist in formulating good questions or worth while problems for study?

3. How is interest aroused in the assignment?

4. Do the children realize the need for doing the assignment in order that they may make progress towards the attainment of some worth while goal?

5. Is sufficient time given to making the assignment so that all pupils understand clearly what is to be done?

6. Is there any provision made in the assignment to vary the load to meet the needs and capacities of slow, medium, and fast working groups?

7. What study helps are given? (This should include definite sources of reference material, and directions for using books and tools of study effectively.)

8. Does the assignment lead to the development of right study habits?

9. Is the assignment made at the most advantageous time?

10. Do the children show interest in doing the assignment?

11. Which of the suggested study helps are used by the children?

12. In the follow-up lesson, check, or testing exercise, what strong or weak points of the assignment are revealed? "The test of a good assignment is the ability with which the class completes the work of the assignment successfully."
14. Some devices which assist pupils in meeting assignments are:
   b. Have the study period come as soon after the assignment as possible.
   c. List sources of materials and references.
EXTERNAL CONDITIONS OF LEARNING

Lighting, temperature, ventilation, cleanliness, sanitation, room decoration, and routine factors are vital influences affecting the health and work of the child. They are important as they hinder or promote his physical, moral, social, and intellectual growth.

The physical factors which condition learning are more tangible and more easily controlled than techniques directly concerned with instructional activities. Because of this, the student begins his teaching by assuming responsibility for the physical conditions of the room. Later when he assumes responsibility for instructional activities, these habits of room management have become somewhat mechanized and are attended to with little conscious effort.

LIGHTING

Observations:

1. Is the light adequate for each child?
2. Are the children correctly seated relative to the direction of lighting? Right handed pupils? Left handed pupils?
3. Are window shades adjusted to meet changing conditions throughout the day?
4. How does the color of walls affect lighting conditions?
5. If there are cross-lights, shadows, or glares, could these be avoided?
6. Is there provision for artificial lighting when natural light is insufficient?

Student-Teacher Activities:

1. Adjust window shades to properly regulate lighting during various periods of the day.
2. Turn on artificial lighting when occasion requires it.
3. See that pupils with poor eyesight are seated in parts of the room where lighting is most favorable.

4. Learn to care for lighting or have children take this responsibility when carrying on class or group work.

HEATING AND VENTILATION

Observations:
1. Is the room kept at a uniform temperature—65 to 70 degrees?
2. Is there provision for keeping the air at the proper humidity?
3. Is there a circulation of fresh air without drafts and provision for removal of foul air?
4. Are cloak rooms well ventilated?

Student-Teacher Activities:
1. Watch the thermometer and check on room temperature at various times during the day.
2. If there is no thermostat, advise with janitor and room-teacher concerning method of heat control.
3. In rooms where the heating plant is in the room, see that fuel is replenished at regular intervals. Learn how to manage the heating system.
4. Open windows from top and use window boards to prevent drafts.

SEATING
1. Are seats or chairs adjusted to fit each child?
2. Are desks or tables of proper height?
3. Are children with physical defects, such as poor hearing or poor eye-sight, seated favorably?
4. Do all children receive plenty of light coming from the proper direction?
5. Does the seating provide an opportunity for a social situation in class and group activities?
6. Do children maintain good sitting postures?
CLEANLINESS AND SANITATION

1. To what extent do children practice habits of personal cleanliness?
   a. Body cleanliness, bathing, care of teeth, hair, and nails.
   b. Clothing.

2. Are classrooms, cloakrooms, halls, water supply, and toilet rooms clean and sanitary?

3. Are towels and soap of sanitary standard and type provided?

4. Do shower baths make an inviting appeal?

5. Is there a general condition of cleanliness in the room, including desks, boards, supply cases, and shelves?

6. Is the lunch period managed in such a way as to develop good health and desirable social habits?

CARE OF BOOKS AND MATERIALS

1. Are materials and books carefully and conveniently stored or filed?
   a. Are they classified or catalogued for reference or properly labeled?

2. Is any system of inventory kept?

3. Is the method of distribution of books and materials economical of time and effort?

4. Do children have high standards in caring for books and materials?

5. Are books and materials properly repaired when mutilations occur?

6. Is waste reduced to a minimum?

APPEARANCE OF ROOM

1. Does the room provide an attractive and pleasant environment?

2. Are children's choices and interests in a pleasing environment being developed?
3. Are the room decorations of some artistic value?
4. Does the choice of pictures indicate selection based on art qualities and children's interests?
5. Are children encouraged and guided in artistic choice and arrangement of flowers, plants, pictures, and other room decorations?
6. Do children take responsibility for keeping things in order and maintaining general neatness in room appearance?

MANAGEMENT AND ROUTINE FACTORS

1. Are the children developing personal responsibility and good citizenship habits in going to and from classroom, in the halls, and at assemblies?
2. Is there a definite time for sharpening pencils, removing waste paper, getting drinks, et cetera?
3. Are fire drills carried out promptly and efficiently?
4. To what extent is pupil responsibility for room management being developed?
SELAH TRAINING CENTER STAFF

1926-1927

SQUIBB, H. L., Superintendent of Schools.
SQUIBB, HAZEL (Mrs.), Supervisor of Music.
HEBELER, AMANDA, Supervisor of Student Teaching.

CENTRAL SCHOOL

CROOK, CLIFTON A., Principal, Eighth Grade.
DE WEESE, MARGUERITE (Mrs.), Seventh Grade, First Semester.
ROCHAT, ELSIE D., Seventh Grade, Second Semester.
BERTO, MERLIN E., Seventh Grade.
STALDER, MAE, Sixth Grade.
HALL, OPAL E., Fifth and Sixth Grades.
ALLEN, LILLIAN (Mrs.), Third and Fourth Grades.
SCHMIDT, RACHEL B., First and Second Grades.

UNIT SCHOOL

CLARK, GEORGIA, Principal, Fourth and Fifth Grades.
WALSTON, GAZELLE, Second and Third Grades.
MCFARLAND, HELEN, First and Second Grades.

EXTENSION SCHOOL

DALEY, ROSE M. (Mrs.), Principal, Third, Fourth, and Fifth Grades.
NORENE, LAURA, First and Second Grades.

SELAH HEIGHTS SCHOOL

GOODWIN, MABEL (Mrs.), First, Second, and Third Grades.

PLEASANT HILL SCHOOL

BRADSHAW, ELSIE, First, Second, and Third Grades.