

**BULLETIN OF THE**  
**FIRST DISTRICT NORMAL SCHOOL**  
**Kirkville, Missouri**

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**REGULATIONS AND SUGGESTIVE OUTLINES**

FOR THE STUDY OF THE  
**STATE READING CIRCLE BOOKS FOR 1917-1918**

In cooperation with the other normal schools and in harmony with the recommendation of the State Superintendent of Schools, the First District Normal School offers the following credit for Reading Circle work.

1. One-fourth of one unit of secondary credit will be given on each book provided that two of the four books must be studied before credit is received and provided further that the total credit given in any one year shall not exceed three-fourths of one unit.

2. The Books chosen for study this year are (1) Brown and Coffman, How to Teach Arithmetic; (2) Strayer and Norseworthy, How to Teach; (3) Babson, South America, The Future of; (4) Betts, Classroom Method and Management.

3. It is recommended that two or three books be studied simultaneously.

4. Students who are in schools will not be permitted to take Reading Circle work.

5. Reading Circle work for secondary credit must be done in a Reading Circle center composed of not less than five nor more than twenty teachers including the leader.

6. Each member of the Reading Circle center must attend not fewer than nine meetings. Members absent from any meeting who expect to obtain credits must make up the work under the direction of the Reading Circle Committee.

7. A maximum of 60 minutes in each book must be spent at each meeting of the Reading Circle center or a total of 120 minutes must be spent on the two books at each meeting. (A total of 540 minutes must be spent on each book or 1080 minutes on both books exclusive of the time required for each examination. In case any circle desires to secure the maximum amount of credit ( $\frac{3}{4}$  of one unit) the same rules apply as stated above and there shall be an additional 60 minutes of study at each meeting upon the third book or an additional four meetings, 120 minutes in length, must be held for the study of this book.)

8. The final examination for Reading Circle work will be given by the county superintendent at the time and place of the examinations for teachers, March 2, 1918. The examination questions are to be furnished and the papers graded by the institution in which credit is desired.

9. Competent leaders must be appointed by the County Superintendent.

10. It is recommended that the first Reading Circle center meeting be held in the month of September and that meetings be held every two weeks thereafter until the nine meeting shall have been held.

11. A report, on blanks furnisht by the school, must be sent promptly after each meeting to the Reading Circle Committee.

12. For information concerning Reading Circle work address Miss Rosamond Root at Kirksville, Missouri, Chairman of the Extension Committee.

ROSAMOND ROOT, Chairman,  
H. L. McWILLIAMS,  
I. R. BUNDY,  
DR. W. A. CLARK,  
BLANCHE F. EMERY.

These outlines have been prepared to assist the leader and members of the circles in organizing the subject matter of the book that it may be covered in the nine brief lessons. The books were outlined by members of the Faculty who were interested in that special field of study. Messrs. Zeigel, Cosby and Jamison were responsible for the studies on Brown and Coffman's "How to Teach Arithmetic." Professor Mark Burrows of the Education Department, who teaches the course in Teaching of Geography, outlined Babson's "The Future of South America." Dr. Clark, Professor of Psychology, organized the lessons in Strayer and Norseworthy's "How to Teach." Miss Root, of the Department of Education, prepared the studies on Betts' "Classroom Management and Methods."

### BETTS' CLASSROOM MANAGEMENT AND METHODS

#### A.—Foundation Principles of Methods.

##### LESSON I

- (a) Discussion of method.....Chapter I and II
- (b) Method defined .....Chapter III

##### Questions

1. What is the function of method?
2. Distinguish between method and device.
3. What is causing the present demand for method?
4. What determines the value of method?
5. Discuss education as producing change.
6. What is the function of subject matter in producing the change?
7. Does the suggestion for change come from a study of the subject material or from the study of the child?
8. What part does aim play in determing method?
9. Define culture.
10. State the aim of Education in terms of social efficiency.

##### LESSON II

- (a) Knowledge essential for social efficiency .....Chapter IV
- (b) Attitudes essential for motive force and evaluation.....Chapter V
- (c) Skills essential for application of knowledge.....Chapter VI

### Questions

1. What is the use of knowledge in education?
2. What are the fields of knowledge fundamental to living a socially efficient life?
3. How does each of the knowledge groups, viz; (1) of tools or symbols; (2) of self; (3) of physical nature; (4) of human nature; (5) of history and institutions; (6) of industry, science and invention; (7) of expression; (8) of avocations, serve the individual in living a socially efficient life?
4. What do you understand by a "philosophy of life?"
5. What attitudes are fundamental to a happy efficient life?
6. What interests and ideals should be cultivated in youth? What service does each render the individual who has acquired them?
7. What really determines the worth of education?
8. Classify skills and give examples of each.
9. Which skills are best developed in the schools.
10. State in your own words what an educational aim should comprehend.

### LESSON III

- (a) Basis for selection of subject matter.....Chapter VII.
- (b) The organization of subject matter.....Chapter VIII.
- (c) The technique of instruction.....Chapter IX.

### Questions

1. What factors determine the choice of subject matter?
2. When can subject matter be said to be motivated?
3. Illustrate (1) logical organization; (2) psychological organization.
4. Should you have the child or the material in mind when organizing subject matter?
5. What is included in personality? Can it be developed?
6. What do you understand by the technique of instruction?
7. Describe the following methods of presentation: (1) question and answer; (2) supplemental; (3) laboratory.
8. What characterizes good recitation?
9. What cautions should be observed in instruction?

### B.—Method Applied in Common Branches.

### LESSON IV

- (a) Method in reading and literature.....Chapter X.

### Questions

1. Justify the statement that reading is the most important school subject.
2. Toward what results does the teacher aim in teaching of reading?
3. State the author's basis for the selection of primary reading material. Also the sources suggested from which material may be chosen.
4. What is the place of phonics in the teaching of primary reading?
5. State the chief ends emphasized in reading at the beginning of the fourth grade.
6. What place does the library occupy in childrens' reading?
7. What characterizes the seventh and eighth grade reading material?
8. How would you train the child in correct reading habits?
9. State the rules for memorizing selections.
10. What one test would you apply to measure the ability of a teacher of reading?
11. Discuss thoroly question 5, page 163.

## LESSON V.

- (a) Method in language.....Chapter XII.
- (b) Method in spelling.....Chapter XI.
- (c) Method in penmanship.....Chapter XVIII.

### Questions

1. What aims are sought thru language training?
2. Enumerate the results in knowledge, attitudes and skills that should accrue from the study of language.
3. From what sources should language material be drawn.
4. Do you find the common errors in the speech of your pupils correspond to the grouping given on page 207 and 208.
5. Try the "socialized recitation" in your class and report the results as to securing spontaneous expression, extending vocabulary, and encouraging original expressions.
6. What knowledge, attitudes, and skills should result from the study of spelling?
7. What advantage is there in context spelling?
8. What factors are essential to a complete spelling lesson?
9. What characterizes good penmanship?
10. Procure a copy of the "Scales of Handwriting" mentioned on page 311 and test you pupils. Compare these results with those secured by other teachers in your study center.

## LESSON VI

- (a) Method in arithmetic.....Chapter XIII.

### Questions

1. What criticism is commonly made concerning the subject matter in arithmetic texts?
2. State the function of arithmetic.
3. What attitudes should we develop in arithmetic?
4. Compare the results of the Courtis' tests in your schools with those of other teachers in your study center.
5. Examine yourself to find how frequently you use the material called "obsolete material" recommended on page 230 for omission, in your daily experience (outside the classroom).
6. How does the aim differ in the primary work and the upper grade work?
7. What factors should characterize drill, to secure sustained attention?
8. Compare fractions in the arithmetic text with those given on page 235 as to size and units.
9. What denominators are most common in the fractions you use in practical problems in your daily experiences?
10. Suggest games and devices for making drill work interesting.

## LESSON VII

- (a) Method applied to geography.....Chapter XIV.
- (b) Method applied to history.....Chapter XV.
- (c) Method applied to civics.....Chapter XVI.

### Questions

1. Show how the definition of geography offers the starting point of geography teaching, suggested by your author.

2. What requirement must subject matter satisfy to have place in the geography course?
3. What is the place of history in adding to a child's fund of information?
4. What social attitudes are developed thru the study of history?
5. Does your state course of study in history correspond with the materials suggested by your author?
6. Illustrate a possible review other than the one offered in your text.
7. Distinguish between civics and civil government. Which do you teach in your school?
8. What attitude do you find the people of your community take toward the community interests enumerated on pages 282 and 283?
9. Do you agree with the author's suggestion for elimination of subject matter given on pages 285 and 286?
10. What attitude should good civic instruction develop toward public officials?
11. Can you see any problem in which your pupils may have a part in solving?
12. What subject matter would they necessarily need to control to assist them in solving these problems?

### LESSON VIII

- (a) Method applied to physiology and hygiene..... Chapter XVII
- (b) Method applied agriculture.....Chapter XIX.
- (c) Method applied to home economics.....Chapter XX.

#### Questions

1. Explain, "the truths of hygiene are not to be learned but to be lived."
2. Show how subject matter of hygiene and home economics lend themselves to correlation.
3. Do you find you are giving much time to the subject matter listed as "unsuitable material."
4. Does the subject of agriculture in your school have the respect of the students? Do they seek information concerning home problems?
5. How does nature study in the early grades prepare for the study of agriculture?
6. Where will you look for your best demonstrations?
7. What attitude do you think should be developed by the study of agriculture and home economics?
8. What plan can you suggest to secure equipment for home economics' study?
9. To what extent can you project your agriculture and home economics problems into the home?
10. Give results of your experience with noon-day warm lunches.

#### C.—Classroom Management.

### LESSON IX

- (a) Relation of management to the recitation.....Chapter XXI
- (b) Relation of classroom management to character development.ChapterXXII

#### Questions

1. What characterizes a well managed classroom?
2. Distinguished between the objective military r'egime and the subjectiv moral r'egime of classroom control.
3. What influences contribute favorably to the spirit of the classroom?
4. What personal characteristics do you consider aids to classroom management?

5. What physical conditions should be considered in setting favorable conditions for classroom management?
6. Think over the misdemeanors common in all schools and determine whether they are fundamentally immoral or wrong because of the situation in which they occurred? Can you see any advantage in having children understand this distinction?
7. Discuss the types of punishment. Which type do you think is most commonly employed in school room discipline?
8. Can you justify corporal punishment?
9. Can you think of any classroom exercises that might prompt immoral conduct in a pupil?
10. Present a type of examination that is educativ.

## BROWN AND COFFMAN'S HOW TO TEACH ARITHMETIC

### LESSON I—CHAPTERS I AND II

1. In order to teach any subject well, what three things should be known.
2. Why is arithmetic taught? (To say for practical or cultural reasons not accepted).
3. Do you find any justification for the statement that the relativ use in the world of experience should determin the time allotted to a subject?
4. Of the methods discussed in the text book, which is the most like the Montessori method?
5. What do the various tests prove? Which is the more probable, the subject matter wrong or the method of instruction? Are tests pedagogical? Write a brief outline for the arithmetic course in the fifth grade. Give the pedagogical resosns for your outline.
6. What is the educational significance of tests and measures as found in arithmetic work?
7. Read the Chapter on Formal Discipline in Ruediger's Principles of Educa-tion.
8. Write five simple rules of measure to be used in selecting a textbook in arithmetic.
9. Is an arithmetic class a good place to teach democracy, and does arithmetic work socialize?

### LESSON II—CHAPTER III, IV, V and VI

1. What should be the teacher's attitude towards the inaccuracies found in arithmetics and in arithmetic teaching? State your answer so that it has a pedagogical significance.
2. How much time should be devoted to longitude and time? Defend your answer.
3. Mention some common inaccuracies found in the class room arithmetic classes that you do not make.
4. Distinguish between cheaking a solution and proving a solution.
5. Defend the grading plan used on page 67. Defend your plan. Can the plan of grading effect the character of the child? (By character we do not mean a system of morals).
6. Is arithmetic a RESULT OF a COURSE OF REASONING subject?
7. What elements should enter into the grading of arithmetic exercises? Give a psychological basis for your answer.

8. Are all numbers abstract? Why do you answer as you do?
9. Why should we have oral exercises? Why should we have original exercises?
10. Do you believe in exercises without numbers? Defend exercises on page 80. If these exercises are not good ones, make a list of good exercises.

### LESSON III—CHAPTERS VII, VIII and IX

1. Do you believe in the inductive plan in the teaching of arithmetic? Is arithmetic an analytic or a synthetic subject? Do you think your answers are consistent? Is a rule ever good? What do you mean by 'rationalizing the process'?
2. Grade your teaching for twenty days. What did you grade upon? What part of the time was devoted to formal drill? What part of the time was devoted to rational drill. Defend your teaching.
3. Are more mistakes made in adding long columns or in short columns? Test your answer by experiment.
4. What are the laws of habit formation? Do you practice these laws?
5. In your own words what is the aim of education? Do not quote Thorndike, Dewey, Spencer or some one else. If your teaching was measured by your aim what per cent would it average?
6. Are these sane ideals in arithmetic: Arithmetic is to be taught for trade relations; for constructive activities; for economic notation; and an appreciative notion of arithmetic situations?
7. What are the pedagogical principles used in determining the elimination or the introduction of topics in arithmetic?
8. Give a sample of your lesson assignment. Does your method of lesson assignment teach the child anything? Should it?
9. Define examination, test, quiz. Do you believe in examinations, tests and quizzes? Defend your position.
10. Write a short argument on 'Interest Versus Conscious Effort.'

### LESSON IV.

#### Chapters X, XI, and XII.

1. Review Chapter 1 in connection with pages 131 and 132 and outline the reasons for studying Arithmetic. See Smith's Teaching of Arithmetic, Chapter 2.
2. Make a study of the doctrine of formal discipline as applied to Arithmetic.
3. Discuss the question, "Do difficult problems, even tho they be unrelated to life, ever enable students to discover themselves?"
4. Can pupils understand the simple number relation in the first grade? Give reasons why Arithmetic should be begun in grade 1 and outline the number work for that grade.
5. Give a 20-minute discussion on plays and games in Arithmetic. See Smith's Teaching of Arithmetic, Chapter 14.
6. How did primitive people count. Explain the one to one correspondence between numbers and objects.
7. What is the importance of learning the 45 combinations of addition.
8. Give examples leading up to the explanation of "Carrying" in addition.
9. What subtraction, multiplication, and division will you teach along with addition?
10. From multiplication formulate a definition of division. What is meant by partitive division? Measurement division?

11. According to the definition of multiplication, page 163, will such expressions as this: "3 feet times 4 feet equals 12 square feet?" be correct?

12. Explain how denominate numbers may be properly introduced in the early grades, using the concrete measures.

13. Discuss the complexity of our system of denominate numbers as compared with the metric system.

14. Give model solutions of problems in reduction to lower denominations and also to higher denominations.

## LESSON V.

### Chapters XIII, XIV and XV.

1. Show how fractions may be introduced in a concrete way in the first grade.

2. Is there any need for putting fractions in a compartment distinct from the rest of the work?

3. Show graphically how to reduce fractions to lower and higher denominations.

4. Show graphically how to do the following multiplications. From the work develop the rules.

(a)  $\frac{1}{2} \times \frac{1}{2}$  (b)  $\frac{1}{2} \times \frac{1}{3}$  (c)  $\frac{2}{3} \times \frac{4}{5}$  (d)  $5 \times \frac{1}{2}$  (e)  $2\frac{1}{2} \times 3$  (f)  $3\frac{1}{2} \times 2\frac{2}{3}$ .

5. A fraction inverted is the number of times the fraction is contained in one. From this show that to divide by a fraction is equivalent to multiplying by the fraction inverted.

6. Explain the two ways by which decimal fractions may have been invented. Which way is preferable in presenting decimals? Can you use both ways to advantage? Can you develop them completely thru the four fundamental operations from the standpoint of their origin as an extension of the number scale?

7. Give the history of decimal fractions as far as you can.

8. Explain the reduction of common fractions to decimal fractions and of decimal fractions to common fractions.

9. Explain the rule for locating the decimal point in the product, and the quotient first; as if decimal fractions were but a shorthand way of writing certain common fractions; second, as if decimal fractions were but an extension of the number scale.

10. Why is percentage almost a language lesson? What is 1%, 50%, 100%?

If  $100\% = \frac{100}{100} = 1$ , explain how these errors appear in pupils work so often.

$100\% =$  the cost.  $125\% =$  The selling price.

$120\% =$  \$240.

$1\% =$  \$2

$100\% =$  \$200 or the cost. Give a correct solution.

11. Divide percentage into three cases and show that when you have changed from per cent to either a decimal fraction or a common fraction that your problem is one of multiplication or division.

## LESSON VI.

### Chapter XVI.

1. Study carefully the solutions of problems on pages 225-227.

2. Would not the introduction of letters in the solution of percentage problems simplify the difficulties? See Page 225.

3. If the product and one of the factors are given, the other factor may be found by dividing the product by the given factor. How may this be used in one of the cases of percentage?

4. Why is gain so frequently reckoned upon the selling price in business?

5. Look up the history of interest.
6. What method of computing interest do you favor? Derive the various methods from the aliquot part method.
7. What phases of business life demand a knowledge of compound interest?
8. Define the three principal kinds of life insurance. Secure sample copies of policies from a local agent and study them.
9. Since so many people are interested in life insurance, should we not give more attention to it than we formerly have?

**LESSON VII.**  
**Applications and Processes**

- a. Modern business procedure.....Chapter XVII
- b. Metric system.....Chapter XVIII
- c. Involution and evolution.....Chapter XIX

Collateral reading:

Wilson and Wilson.—Motivation of School Work.

Mathematics Bulletin, September 1915, Normal School at Kirksville.

**Questions**

1. In what way may the functions and workings of a bank be made clear to the pupils?
2. Explain the necessary steps involved in the making of a safe loan.
3. What use may be made in class of business forms such as warranty, deeds, trust deeds, abstracts of title, etc.?
4. How may a visit to a recorder's office be beneficial in a study of business practice?
5. Distinguish between stock and bonds. What is preferred stock, common stock, registered bonds and coupon bonds? Obtain examples of each.
6. How would you proceed to organize a stock company?
7. Show how stocks and bonds have simplified the procedure in partnership and ordinary loans.
8. Are bonds better understood and a more general form of investment than five years ago? Give reasons.
9. Discuss the origin, present status and future of the metric system.
10. Present a plan for teaching it.
11. Would you teach square root in arithmetic? Cube root? State the reasons for your answers.
12. Show the difference between the algebraic and geometric methods of explaining these processes.

**LESSON VIII**  
**Comparison and Measures**

- a. Ratio and proportion.....Chapter XX
- b. Mensuration.....Chapter XXI
- c. Graphs.....Chapter XXII

Collateral Reading:

Stamper.—The Teaching of Arithmetic.

**Questions**

1. In what two ways may numbers be compared?
2. From which of these and in what manners does the idea of a proportion arise?

3. Show how the proportion may be used to introduce the algebraic equation.
4. Illustrate by three problems, dealing with material familiar to eighth grade pupils, the uses of the proportion.
5. What reasons would you assign for the teaching of mensuration?
6. Show how the rectangle is basic in finding the areas of parallelograms, triangles and trapezoids.
7. Would you attempt to justify the formulae obtained for the circumference and area of a circle, the lateral surface and volume of a cylinder end, etc.? If so, outline your plan for at least three of the important formulae of mensuration.
8. Show the use of proportion in similar figures.
9. Why is the graph used in the business world?
10. Should it be taught in the grades? Give reasons.
11. Illustrate uses of the graph by three types of problems.

### LESSON IX.

#### Aids, Needs and Tendencies

- |   |               |
|---|---------------|
| a. Shortcuts . . . . .                        | Chapter XXIII |
| b. Longitude and time . . . . .               | Chapter XXIV  |
| c. Literal arithmetic and algebra . . . . .   | Chapter XXV   |
| d. Present tendencies in arithmetic . . . . . | Chapter XXVI  |

Collateral reading:

Smith.—The Teaching of Arithmetic.

Jessup and Coffman.—Supervision of Arithmetic.

#### Questions

1. When and how should shortcuts be used? Should they be explained?
2. Give your views as to the desirability of teaching longitude and time in the grades.
3. Make an outline giving your plan in developing the tables in longitude and time.
4. Point out some errors in form that are frequently made in solving problems in longitude and time.
5. Explain standard time. Why use it?
6. Show how the elements of algebra may be introduced into the seventh and eighth grade by means of literal arithmetic.
7. In the grades, should the algebra be taught as a distinct subject or in connection with the arithmetic? Give reasons.
8. In what way does the teaching of arithmetic depend upon the interest of the child?
9. Discuss in the light of present day tendencies the following topics: problem material, subjects to be studied or omitted, rationalizing processes, formal definitions, scientific investigation of teaching process, text-books and courses of study.

### BABSON'S THE FUTURE OF SOUTH AMERICA

#### LESSON I.

In beginning the study of South America resolve that you will make an effort to pronounce correctly the proper names. All the names are of Spanish or Portuguese origin. Two things are to be kept in mind: (1) The value of the letters. Pronounce **a** as in father; **i** as in machine; **e** as in west; **o** as in English but somewhat shorter, about as **o** in lord; **u** as **oo** in moon. Always pronounce **r** with an approach to a

trill, and with **rr** trill or roll forcibly; **h** is always silent; **j** has the value **h**; **ll** is as in William; **s** always as in see, never **z**; **g** before **e** or **i** has the value of English **h**, elsewhere it is as **g** in gate. (2) Accent. (a) Words of two or more syllables and ending in a vowel or **n** or **a** take the accent on the next to last (penultimate) syllable, e. g. tiempo, tee-**emp**-oh. (b) Words of two or more syllables and ending in a consonant **other** than **n**, **s** or **y** accent the last (ultima) syllable, e. g. general, hen-er-**ahl**. (c) Any departure from these rules will be shown by an accent mark. At the beginning of some of the assignments attention will be called to some of the words.

### Chapter I—The Problem

Pronunciation: Valparaiso, Vahl-pah-rah-ee-so; Santiago, Sahn-tee-ah-goh; Antilles, ahn-teel; Cienfuegos, See-en-foo-eh-gohs; Cabanos, Kah-bahn-ohs.

1. How do you account for our general widespread ignorance of South America?
2. How many times larger than Missouri is the section from Bahia Blanca (Bah-ee-ah Blahn-kah) to Rio Janeiro?
3. Discuss Babson's characterization of our education as "very provincial." How do you account for this?
4. Give a brief summary of what should be done if the United States would become more influential in South American affairs.

### LESSON II.

#### Chapter II—Cuba.

1. Enumerate the surprises that await the average American who visits or studies Cuba.
2. In what way during the past few months has Cuba shown her gratitude to the United States?
3. What opportunities does Cuba offer Americans?

### LESSON III.

#### Chapter III—Porto Rico

1. What is the attitude of the people of Porto Rico toward the United States?
2. What are the natural advantages of the island? In what does the island's future give promise?

#### Chapter IV—Santo Domingo and Hayti

1. In what particulars does Babson prove his statement that there is no better place for a man to go with a better possibility of obtaining wealth and rendering service than in Santo Domingo?
2. In what respects is Hayti like and how unlike Santo Domingo?

#### Chapter V—Other Islands of the Carribean

1. What effect have the English and French upon these islands as to population, trade, future opportunities, and living conditions?
2. Look up what you can as to the acquisition of St. Thomas by the United States.

### LESSON IV.

#### Chapter VI—Panama

1. As you read the chapter about this republic what surprises are found as to coast line, climate, location and directions, population, business conditions, policies of the United States?

2. Palms have been characterized as "the princes of the vegetable kingdom." Learn about some of the more important of the 160 different kinds. What can you learn of the present or future importance of the cocoanut palm in Panama.

3. If a stereopticon is available to your circle, write to the Panama Commission, Washington, D. C. for the loan of a set of slides on the Panama Canal. Have some member of your circle prepare a lecture to be presented at a night meeting. The Kirksville Normal School is also prepared to render assistance.

## LESSON V.

### Chapter VII—Venezuela

1. What are the natural advantages and disadvantages of Venezuela?

### Chapter VIII—Columbia

1. Justify the statement that Columbia will some day offer an inviting field for manufacturers, and become a favorite resort for tourists.

## LESSON VI.

### Chapter IX—Equador

1. What interesting facts do you find as to the constitution of Equador? to Guayaquil? to Quito? Panama hats? transportation?
2. What is the cause of the general prejudice against Equador?

### Chapter X—Peru

1. Show by California and Peru the contrast between the influence of militarism and religion.
2. What do you consider the most interesting fact in this chapter?

## LESSON VII.

### Chapter XII—Chile

1. Why is Chile called the most curiously shaped country in the world?
2. Explain why tho Chile has the most stable government of any of the South American republics yet it is not likely to remain so.
3. What are some of the "striking contradictions and compensations in the financial and physical conditions" of Chile.
4. Describe the Chilean people.

### Chapter XIII—The Strait of Magellan

1. Describe the strait, the people, the town farthest south in the world.

## LESSON VIII.

### Chapter XIV—Argentina

1. Compare Argentina with Missouri as to size, range of climatic conditions, population, products.
2. Compare Buenos Aires with St. Louis.
3. What facts justify the conclusion that among Latin American countries Argentina is in a class by itself.

### Chapter XV—Paraguay

1. What is unique in Paraguay's location among the South American states? Which of the states in our country occupies a similar relative position?
2. What things indicate that the trade relations of the United States with Paraguay may some day be very active? Find out what you can of the transcontinental railway mentioned on page 265.

## Chapter XVI—Uruguay

Pronunciation: Montevideo, Mon-ta-vee-da-oh.

1. What are some of the things mentioned that distinguish Uruguay from her sister republics?
2. What are the reasons that the Uruguayans look on us as strangers rather than the Europeans?
3. In what respects may Uruguay be considered the most advanced of all the Latin-American countries?

## LESSON IX

### Chapter XVII—Brazil

1. What surprises do you find about Brazil on the first page?
2. What common misconceptions about Brazil?
3. What is meant by the statement that Brazil's greatest assets were her greatest handicaps?
4. After a careful reading of this chapter discuss Von Humboldt's prediction of the Amazon basin: "It is here that one day, sooner or later, will concentrate the civilization of the globe."

### Chapter XVIII—Mistakes in Our Trade Relations

1. Justify the statement that every reader of this book has a personal interest in helping the manufacturers of this country coming into closer trade relations with South America.
2. Show what monopoly has had to do with the trade with South America; stupidity; graft; banking facilities; foreign influence.

### Chapter XIX—Investments

1. What does Babson consider good investments in South America?
2. Discuss the misapprehensions of the South Americans as to us, and what we may do to gain greater respect.
3. In what way may the great war bring about the suggestions on page 357?
4. Granting that the great need of Latin America is for a strong and industrious middle class, in what ways may they help themselves? In what way may we possibly contribute? Will there be a greater likelihood that they will receive this aid from Europe?

## STRAYER

### LESSON I—CHAPTERS I AND II.

1. Explain the first and last sentences of the first paragraph on page 1.
2. Show the correctness of each of the four statements of the aim of education, on the basis of the discussion on pages 2, 3 and 4.
3. What is your conception of "social efficiency"?
4. Discuss the statement in the beginning of the paragraph near the bottom of page 6.
5. Answer fully question 13 on page 12.
6. Is the statement in the Declaration of Independence that "all men are created equal" true psychologically?
7. What are instincts; and how do they affect the work of the teachers?

## LESSON II—CHAPTER III

1. Explain the statement, with an example, that "attention is self-focussing, or selectiv emphasizing of one fact of consciousness and the consequent ignoring of others."
2. Do we really attend to more than one thing at a time, as when a woman cooking dinner prepares a number of things on the cooking-range at the same time?
3. Does the ability to concentrate the mind depend essentially upon interest? Do we attend to what interests us; or are we interested in what we attend to?
4. Discuss together critically questions 5 and 11 on page 53.
5. What is the distinction between "immediate attention" and "derived attention?"

## LESSON III—CHAPTERS IV, V, AND VI.

1. What is a habit; how are habits formed; and will mere repetition of a process make it habitual?
2. Explain the statement in the last clause of the sentence at the bottom of page 55.
3. Why is it easier to form and harder to break a good habit than a bad one?
4. Discuss the value of "drill" in education. See pages 59 and 204.
5. Answer question 6 on page 71; and criticise the statement that, "The only habit to form is the habit of forming no habits."
6. Show that the definition in the first sentence of the paragraph at the bottom of page 73 makes memory merely another name for habit.
7. Upon what does ability to recall readily a past experience depend?
8. Explain the meanings of the terms "a good memory" and "a bad memory."
9. What is "forgetting?"
10. How does imagination differ from memory?

## LESSON IV—CHAPTERS VII, XII AND XIV

1. How does the thinking of a young child (under five years of age) differ from the thinking of a mature business man?
2. Illustrate by an example the "essentials of the thinking process" given in the beginning of the paragraph at the bottom of page 107.
3. How do the authors distinguish induction from deduction? Which of these two forms of thinking is most common in children?
4. State clearly the theory of "formal discipline;" and give your own opinion of its truthfulness.
5. Answer question 9 on page 199.
6. What is studying? (The root meaning of *STUDEO* is "to pursue eagerly.")
7. Compare "supervised study" in History with "laboratory work" in Chemistry.
8. Explain the German use of the term "*UNTERRICHTS-STUNDEN*" (instruction hour) to denote what we commonly call a "recitation."
9. Answer question 15 on page 233, with special reference to "school chums" who constantly "get their lessons together."

## LESSON V—CHAPTER VIII.

1. Distinguish knowing from appreciating a cool breeze on a hot day.
2. What is the value of aesthetic appreciation in a well-rounded human life?
3. Show that the third type of appreciation, on page 131, is a variety of the second, and that these three types (1, 2, 3, 4) are what are commonly known as emotions of "the beautiful," "the good," and "the true."
4. Discuss the value in human life of appreciation, suggested on page 133.
5. What are we doing in our public schools today to teach appreciation?
6. Answer question 13 on page 137.

## LESSON VI—CHAPTER IX.

1. Distinguish "work" from "play," with examples; and show how either may become "drudgery."
2. Discuss, in the light of the preceding pages, the paragraph beginning near the middle of page 144.
3. Is placing work between play and drudgery justified? Are the authors justified in discussing drudgery at all in a book on "How to Teach?"
4. Explain the first statement in the paragraph beginning at the bottom of page 146.
5. Show the correctness of the views concerning two misconceptions about play given on page 147.
6. Criticise modern athletics as over-supervised play.

## LESSON VII—CHAPTERS X AND XV.

1. Answer question 1 on page 169.
2. Answer question 2 on page 169, with special reference to children in the third grade.
3. Answer question 5 on page 170, on the basis of both the discussion in the book and your own observation.
4. Discuss together questions 6 and 7 on page 170.
5. Answer question 13 on page 170.
6. Answer question 14 on page 170.
7. How do the new proposed "measurements of achievements of children" differ from customary "examinations?"
8. Explain the distinction of a static measuring of results and a dynamic measuring of ability to do.
9. Is the periodical measuring of pupils a measuring of teacher efficiency?
10. State the use of a "median point" in determining the achievement of a class, as distinct from an "average"; and illustrate it in determining the median ages of children in a class: 6 yr., 6 yr. 1 mo., 6 yr. 1 mo., 6 yr. 4 mo., 6 yr. 5 mo., 6 yr. 6 mo., 6 yr. 7 mo., 6 yr. 7 mo., 7 yr., 7 yr. 1 mo., 7 yr. 1 mo., 7 yr. 2 mo., 7 yr. 3 mo., 9 yr. 8. mo., 11 yr. 7 mo.
11. Define the terms "measurements," "scales," "tests," "standards," "surveys."

## LESSON VIII—CHAPTER XI.

1. Distinguish "unmoral" conduct from "immoral" conduct, with examples.
2. Answer question 8 on page 189.
3. Answer question 20 on page 189, considering forms of "pupil self-government."

4. Show that removing a piece of broken bottle from a frequently used pathway where it might cut some one's foot is moral conduct, according to each of the four standards discussed on pages 171-174.

5. Discuss critically the matter in the two paragraphs beginning near the bottom of page 182 and ending at the top of page 185, on the basis of your own experience as a student or teacher.

### LESSON IX—CHAPTER XIII

1. Read critically the distinction made between the so-called "inductiv lesson" and "deductiv lesson;" and show that these two complementary phases of thought are present in every form of lesson.

2. What is the element of value in the "drill lesson?"

3. Is there any such distinct type of lesson as an "appreciation lesson?"

4. Is the defense of the "lecture lesson" satisfactory to you?

5. What is a "recitation," in its aim, materials, conduct, and result?

6. What is the psychological significance of a "review lesson?"

7. What is an "examination;" and what is its value in school work?

8. Distinguish a "teaching question" from a "testing question," with an example of each.