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Bulletin, series twenty, number three, October (1924)

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Recommended Citation

Moorhead State Teachers College, "Bulletin, series twenty, number three, October (1924)" (1924). *The Bulletin (Newsletter/Journal)*. 27.

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BULLETIN
of the
Moorhead State Teachers College

TYPICAL ACTIVITIES
of the
CHILDREN IN THE MODEL SCHOOL

FREDERICK L. WHITNEY
Director of the Training School
State Teachers College
Moorhead, Minnesota

PUBLISHED QUARTERLY

Series Twenty October, 1924 Number Three

**Entered at Postoffice at Moorhead, Minnesota,
as Second Class Matter**

INTRODUCTION

This bulletin serves as a means of vicarious visitation for those parents and patrons of our Model School who are unable to attend the exercises of the school frequently. It is not possible within a limited number of pages to represent all that our children are doing, but selection has been made from among the usual every-day items of activity which would be seen by the casual interested visitor.

The selection of cuts and the accompanying discussions are the result of the judgment and the industry of the members of the faculty. The Director has acted as compiler only.

After examining this bulletin, the reader will have discovered the basic principle of activity in our Model School. Supervisors and teachers strive constantly so to arrange the curriculum for our elementary and junior high school pupils that they may become well prepared for social participation in the life of our democracy. We assume that, if they are good little citizens in their Model School community, there will be a stronger possibility that they may become efficient citizens in later life.

FREDERICK L. WHITNEY

Director of the Training School

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Frederick L. Whitney	Director of the Training School
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Bertha Camp	Associate in the Junior High School Department
Bertie Goetschius	Associate in the Junior High School Department
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Ruth A. Bone	Associate in the Upper-Intermediate Department
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F. G. Leasure	Supervisor of Industrial Arts

Typical Kindergarten Experiences

Because of adequate space and play facilities, our kindergarten department can handle an unusually large number of children. The activities of the children enrolled here are of various types. The four year old children for the most part engage in those larger activities such as playing with balls, tricycles, swings, slide, sand and blocks, and in such undirected play as that shown below. In connection with this playhouse, good housekeeping habits are stressed and the children, basing their play on their own home experiences, meet and solve the problems found in life situations. The house has been partly furnished by the children, who have made dishes, telephone, lamp, table covers, cupboard, window boxes, and other articles.

The older children, five years old, are ready for a more organized type of work. To educate further needs of the present and at the same time to prepare them for the primary grades, the daily program of the kindergarten is carefully planned to give plenty of variety during any session. The story period is one in which each child participates both by listening to and by telling stories. Picture books are examined. Short poems are memorized. The picture shows the telling of a finger play.

Here is the church,
And here is the steeple.
Open the door, and
Here are all the people.

It is through this story period and our library corner that the foundation is laid for good reading attitudes and habits, by increasing the child's vocabulary, by encouraging oral expression, by creating a desire for good literature, by developing tastes and appreciations aside from the ethical value of the story itself.

One definite period in each day's program is given over to work with play materials of all kinds. Each child chooses his own work for the day, and often his attention is so riveted that one day's work will not suffice, and his interest will hold over for many days. Each spring, the curriculum is so planned that gardening plays an important part in the child's school life, and the work period is spent with garden tools in spading, hoeing, raking, and planting the small plots with seeds that were saved from the previous year's crop. This year the children added a bird bath to the other completed outdoor projects. It was a real feat in masonry, and the boys thoroughly enjoyed the work with the cement.

One project carried out by a group of eight children was the planning, building, and equipping of a drug store. At the same time other groups were building other stores. The amount of training in social cooperation and citizenship involved in such a group project cannot be measured.





In the window display of the drug store, you see kodaks, boxed candy, fountain pens, current magazines, stationery, and toilet goods. Inside you see the soda fountain where customers were served with imitation ice cream cones. Such big projects often grow out of excursions taken by the children.

“Sharing activities” is the most natural method of learning. “In the good school and in the good home, conditions are so arranged that a child learns through his own thinking, feeling, and doing under the wise guidance of those who see in their own needs as adults the end to be attained in the learning.” “The Kindergarten provides a program of activities based on the child’s interests and relations to socially useful habits, which will help the boys and girls to do better in all those wholesome activities in which they normally engage.”

Reading Activities in the First Grade

A strong story interest is responsible for much of the pleasure which children in these days derive from their reading lessons, in the first grade no less than in later years. To the universal childish delight in listening to stories, is added, upon entrance into the first grade, the delight of also reading stories for themselves. Taught by modern methods, children no longer have to go through a dreary preparatory period of learning the mechanics of reading apart from any interesting content. Beginning with a folk tale or a nursery rhyme, which they learn as a whole, they are gradually taught to recognize the words and to know them when they reappear in a new story or rhyme. A little later, familiar words are analyzed into their phonetic elements, and the children thereby gain the power to find out for themselves many new words.

In addition to the reading lessons based upon story material, there is much interesting supplementary and incidental reading of various kinds. Action reading, reading statements of the children’s own experiences, learning the names of colors, of familiar objects, of parts of the body, all these are pleasurable experiences which add words rapidly to the children’s reading vocabularies.

Improvement in seat work has kept pace with improvement in reading material and method. Children match color cards and color names, pictures and descriptive sentences, pictures and words. They carry out printed directions which tell them how to color outline drawings. They search the pages of their books for answers to printed questions. In these and in other ways, their seat work furthers their progress in reading, and at the same time provides interesting and purposeful occupation.



A Second Grade Study of Primitive Life

The social activities of the primary children as they relate to home and community, can deal with only the most obvious and most easily understood of the varied activities, processes, facts, and relationships which exist in the world about them. The life of today is so complex that no child can see very far below the immediate and concrete situations in which he finds himself.

In the second grade, therefore, an attempt is made to throw light upon the life of the present by showing something of how it has developed from the past. The children are helped to realize the simple beginnings of civilization in primitive times, and to see some of the early steps of progress which lifted the race gradually to a higher plane of living.

In order to emphasize this fact of movement and advancement in race life, types are selected for study which show rather distinct steps of progress. Beginning with the earliest of primitives, tree-dwellers and early cavemen, and going on to the period of the later cavemen, the children are led to work out, in imagination and through actual experiment, the way in which these people supplied the fundamental needs of life, for food, shelter, clothing, weapons and tools, means of communication and transportation, and social organization. They find the beginnings of adjustment to environment through discovery and invention; the earliest attempts at important industries; the crude beginnings of music, literature, art, and religion; and the earliest forms of social relationships.

The American Indian affords opportunity for the study of a more developed type of primitive. The Indian of the Plains is selected as the most suitable type for study in this locality. As the children work out their projects relating to the life activities of the Indian, comparisons are constantly made with those earlier and cruder stages of life, and also with the richer and fuller lives of the children themselves.

The work during the fall term of this school year culminated in a simple dramatization of the story of Hiawatha, presented by the 2A class as their part in a Thanksgiving Program given for their parents and friends. They constructed and decorated a wigwam large enough to play in. The poles were supplied for them, but the covering, contrived of burlap sacks, was entirely their own work. Baskets and pottery were made and decorated by them; simple suits of tan cambric, stitched up by their teacher, were fringed and trimmed; beads were strung for necklaces, and feathers gathered for head-dresses. A boy in another group brought a stuffed squirrel to take its part as one of "Hiawatha's brothers." The children discussed and planned the scenes, and Indian myths and songs learned in language and music classes were incorporated into the little play.





Japanese Project

When the Fourth Grade began the study of zones and the characteristic features of each zone, they found the comparison of their own local climate to that of other localities a very interesting subject. This was carried on by means of short trips to various parts of the world in the temperate zone. Many pictures and stories were used in this connection to illustrate climatic features.

As a result of these trips the children decided to focalize on Japan because it was so utterly strange and foreign to what they had ever seen. Japan with its yellow people, pagan religion, quaint dress, and Oriental mystery lured the children.

They planned and constructed a Tea Garden on the sand table. Much time and effort were devoted to this. As a background for the sand table a beautiful Japanese scene was drawn and colored by the art student teacher in this department.

During the study of this project the children each had a "Japanese Desk" in which they kept pictures, magazines, books, stories, newspaper items, and Japanese souvenirs. Each child wrote an original story of an imaginary trip to Japan and used cut-out pictures as illustrations. These were read to the class and finally posted on the bulletin board. The class also wrote and designed invitations to the Japanese Tea which was given to the parents at the conclusion of this study on Japan. Many Japanese stories were also read and dramatized. Japanese songs and dances were taught during the music period with a view to giving a program at the time of the Tea Party. The room decorations, consisting of cherry blossoms, wisteria, and black and white wall panels, were made by the children.

This project was brought to a close by the Japanese Tea at which the following program was given:

Third Grade Reading Class Exercise
Fourth Grade Language Class Exercise
Japanese Song
Language Booklet: My Adventures in Japan
Japanese Songs

Following the program the Third and Fourth Grade girls served tea to the guests.



A Health Project in Grades Three and Four

Interest in hygiene and health activities was created in grades three and four through a series of health talks, and a need was felt for planning a classroom activity that would stimulate procedure along that line.

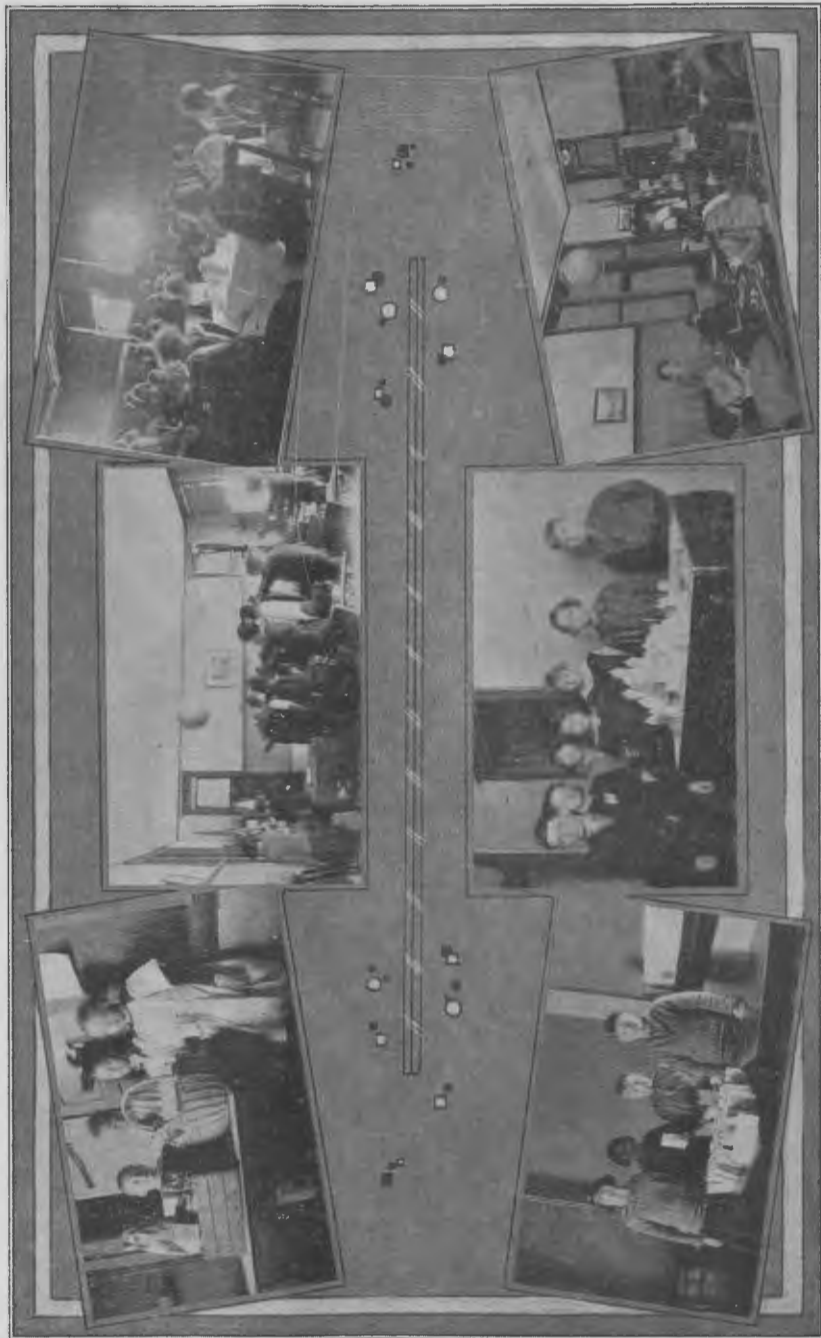
An imaginary trip to Healthland was planned. Two periods every week were given over to an excursion on the Healthland Flyer to points of interest in Healthland. On these excursions, health lessons conducted by the critic teachers and student teachers were made vital by having the children learn fitting slogans, songs, and rhymes. These thoughts were worked out on the sand table and in their individual booklets which were made to represent a railroad time table called the "Healthland Flyer."

The following points of interest were visited: Milky Way, Drink-Water, Bathtubville, East Tooth Brush, Fruit Valley, Hot Soup Springs, Spinach Green, Vegetable Hill, Play Meadow, and Long Sleep Mountain.

Each town was given a page on the folder. The information concerning these places was given in the form of appropriate sayings and pictures, illustrating each particular place. The pictures concerning Milky Way were cut out of magazines by the children and put in their folders. The folders stated the time at which the Healthland Flyer would stop in each town: It also stated that the Coffee Express, the Tea Accommodation and Owl Trains had been eliminated in favor of the Cow's Milk Limited. A warning was given that no cucumbers, fried potatoes, radishes, or other explosives were allowed in the baggage car.

The children in the third and fourth grades were divided into groups as the inhabitants of certain towns such as Milky Way, Drink Water, etc., with one member of the group acting as the mayor of the particular town: It was the mayor's duty under the direction of the student teacher to see that material relating to his town, including signs, bill boards, and tourist information, was ready for his town on the sand table.

It might seem that children would lose interest in a project extending over a period of six weeks, but such was not the case. Apparently the children were just as interested, and even more so, the last day when the excursions were ended and their work completed as they were when they started the project. By the reports from the parents and their cooperation, the work had been carried over into the home life to a greater extent than had been anticipated.



A Little Citizens' Club

In September the fifth and sixth grades in response to a need for organization and self expression organized a club which they named "Little Citizens' Club." According to the constitution which they accepted, the purposes of the club were "to improve ourselves, our school, our home, and community." Officers were elected every three months so that there was opportunity for a number to experience leadership.

The club met every Friday morning at nine o'clock. The following procedure was used:

- Flag salute
- Morning song
- Reading of minutes
- Old business
 - Reports of committees
 - Reports of plant monitor, pencil sharpener monitor, desk monitor, hand and finger nail monitor, ear monitor, captain of girls, captain of boys
- New business
- Program

Simple parliamentary rules were observed. Sometimes pupils made contributions to our mode of procedure. After listening to parliamentary procedure one evening as carried on by her father's science club, one child arrived at school the next morning in breathless haste with the information that her father's friends had said "any discussion" before voting. He opined that our club should do the same. Due to his explanation and vigorous leadership, the club henceforth had "discussion" in the correct place.

Purposes of the club have been accomplished by the club as a whole. The social, health, and community work has been initiated by members in business meetings. Committees were then appointed to carry out the desires of the club.

A committee had charge of a Christmas box for the needy. They held a popcorn sale for the purpose of earning money. They organized the details in planning the sale, in selling the popcorn, in buying the supplies for the Christmas box, and in paying the bills. Cooperation, initiative, and widened sympathies were evident.

Several social events have been held. The most enjoyable was on October thirty-first when the club gave a Hallowe'en party for their mothers and friends. Various busy committees were responsible for decorations, games, refreshments, and a program. Invitations were written by the language classes and decorated by the art classes. Decorations for the room were made by the art classes. The program consisted of stories and a play written in the language class, of poems and a play studied in the reading class, and of songs learned in the music class. The president presided as the program was being given, and all club members cooperated to make the afternoon pleasant for the guests.

The monitors have aided in keeping up desirable standards in the school by being tireless in vigilant censorship of untidy house-keeping, unclean hands, finger nails, ears, or face. They have raised their own standards to a higher level and also stimulated their fellows to keener pride in cleanliness.

The pupils have found in the club a tie which has made for a better esprit de corps in the school room, a place where they could initiate, lead, solve problems and make judgments, cooperate, and live in a richer little citizens' world. The teacher has used the club as a means for motivating much of the school work. It has afforded the desirable "natural audience" situation.

The club programs have been varied. Members of the faculty and some of the children's fathers have talked to the club at different times during the year. Some of the programs which were planned and executed by the club were as follows:

1. Picture talks on Columbus—5B History Class
2. Picture talks on Mining in Minnesota—5B Geography Class
3. Play—Bacon's Rebellion—Written and acted by the 5th Grade History Class
4. Farewell Program—6A Class that was promoted in January
5. Demonstration of Good Table Manners—5th and 6th Grade Cooking Classes
6. Play—Peter Stuyvesant—Written and acted by the 5th Grade History Class
7. Demonstration—Boys' Physical Education Class
8. Franklin Program
Piano Solo
Quotations from Franklin
Play—Franklin's Wit
9. Mothers' Day Program
Original poems
Group of songs sung by one of our mothers and accompanied by her sixth grade daughter
10. Pictures in our room

A Sixth Grade Project in Geography

Everyone cannot go around the world in the airplanes of our government, to Boston, Seattle, Chicago, and New Orleans, but anyone can take the trip with them as we have done. On world maps, which fit into a regular loose-leaf note book, we have located the cities at which the planes stopped, noting dates and discussing reasons for the delay in reaching places on schedule time. Each child contributed newspaper clippings to keep us informed of the whereabouts of the planes. We had many pictures of our trip including the start at Los Angeles, March seventeen, the passing over Mount Shasta, the arrival and the leaving at Seattle, the arrival and reception in Alaska. We fully expected to be with them in Persia today, but they are two months behind schedule, and we are only in Japan.

It was with great interest we heard of Mr. MacLean, the British round-the-world aviator, starting east on his flight. We were more anxious when we read the French aviator had covered more miles than either the United States or British planes in the same length of time. We were very disappointed when both were forced to discontinue. We know we are trying to establish a world record, and to prove airplanes are practical for trading, nevertheless, we wanted to see the British and French planes stay in the race until the end.

It was in connection with our picture collection for this trip that we became interested in a machine which would project the pictures we cut from newspapers on to the screen. We learned from our Industrial Arts Instructor that such a projector could be made. We found the reference in the bound copies of magazines in our library, and have constructed our box, fitted the lens tubes, reflectors, and bulbs, but have had some difficulty in securing suitable lens. It has been necessary to have them ground to fit our box and at present only one has been finished, but we have been promised the other one this month and expect to be able to use our projector soon.



Junior High School Athletic Cups

The Moorhead State Teachers College Athletic Association, in the interest of clean sports and development of track activities in the county, initiated the Community Field Day. To encourage participation by local and neighboring schools, two silver loving cups were offered as prizes, one to the school whose girls' team scored highest, the other to the school whose boys' team totaled the most points. Besides this, individual awards were given for first, second, and third places in all events. The accompanying cut shows the holders of individual points and the girls' silver cup won by the Moorhead State Teachers College division.

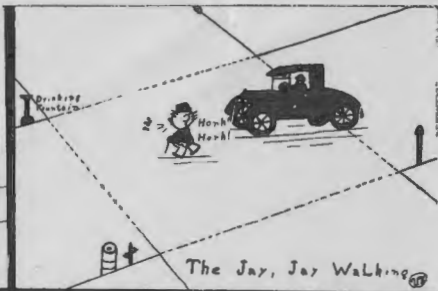
Pupils from the fifth through the tenth grade entered the competition. Any entrant over 135 pounds in weight and sixteen years of age was scheduled in the oldest group, the ninth and tenth. The pupils in local schools were trained in running broad jump, high jump, dash, relays, baseball throw, shot put (for oldest group of boys), and pole vaulting by student teachers.

For teacher training, for building up right interests in clean athletics, and for physical development of participants, the Athletic Association hopes that the interest will carry the contest on for years. What school will become first possessor of a cup by winning it two successive years is the question that school loyalty answers in various manner.

The Junior High School City Organization

Teaching citizenship or civics requires participation and execution. The attack in community civics of grades seven and eight calls for the settlement of these problems first. What is done for me by my community (not referring to locality)? How is it done? From the investigations here, the next problem which requires the pupil's reaction is, then, What can I do to help? But, the child does not learn by knowing alone, but by doing. The following illustrates some of the undertakings in the Junior High School citizenship classes.

The investigations this year, have included class or committee visits to study the Moorhead and Fargo water plants, the local fire department, the police station, the district court, and street intersections and traffic centers. Upon bases of field material to supplement other courses, the pupils have conducted a personal hygiene cleanliness campaign, a demonstration of fire dangers of the home and how to prevent them; a submission of essays in the National Safety Contest, a demonstration of means of avoiding accidents on highways, with pledges for safety; a campaign for continuation of education, co-operative undertakings for a perfectly equipped school in which cost was cut by scraping and varnishing of a set of classroom desks and by removing all defacement about the department.



**ARE YOU
IN
'WHO'S WHO'
IN
CITIZENSHIP**



One special project begun by the eighth grade civics class developed into a basic organization of the Junior High School. Upon the study of the problem of how the city does its work, the pupils expressed a desire to organize the department into four wards corresponding to the city units; to put on an election for officers, to organize a Junior High School city government, and to carry out in this connection through proper channels all work feasible in such a municipality. Another question arose, why not adopt the commission plan of government? This gave rise to a debate of the question, "Resolved that the commission plan of government is better than the mayor-alderman plan." The affirmative, in the opinion of the judges, carried the question, but for several reasons the pupils voted to learn about the form now in existence in their city. The civics class then investigated how the elections are conducted, and what officials are elective and what appointive. Their findings were reported to the entire department and plans were presented for adoption. Regular forms for filing were circulated by candidates or friends of candidates and filed with the clerk at the time corresponding to that in the odd numbered years in the city. Official ballots were printed by pupils, polls were established, and the election conducted at the proper time in due order with pupils as clerks and judges. The clerk then published the results of election.

In March, the first city council meeting was called, and the mayor gave his address and presented his list of names for appointive offices. These were approved by the aldermen. At the special meeting of the council, resolutions on care of cloak room, lunch rooms, gymnasium, hallways, and lawn were presented and acted upon. Through the city organization the pupils have cleaned up and improved the conditions of cloak rooms, taken charge of passing lines, conducted a "clean-up-weed" campaign of homes represented by pupils, raked parts of lawn and playground, and spaded and seeded corners upon which cutting had destroyed grass.



Better English in the Junior High School

The eighth and ninth graders made posters and cartoons, some of which are shown on the accompanying plate. Paper-cuttings, pen and ink sketches, and, most frequently, illustrations from magazines were used for these.

During the week, and at intervals during the remainder of the school year, attention was given to mimeographed pages which were distributed at this time. On these were indicated the wrong and the right forms of common difficulties in enunciation, pronunciation, grammatical constructions, and choice of words. Filed in the student's note-book, where at any class period they could be readily turned to, these pages have furnished valuable material for drill in eliminating common faults.

The Junior High School classes, aided by magazine articles and the bulletin issued by the National Council of Teachers of English, observed American Speech Week, February 18-23, in a variety of ways. The Seventh Graders conducted a campaign against "hain't," "ain't," "that there," and "this here." They wore tags on which they recorded the name of anyone in the Junior High School who they heard make these common errors. At class period the results were tabulated, and then when the other classes met, say the Eighth Graders, each individual received an account of his shortcomings. This group of children also worked at making verse with such results as the following:

From our midst forever
 "I ain't," shall banished be;
 Let no one hear it ever
 In the halls of S. T. C.

If you would increase your vocabulary,
 Then always refer to the dictionary.



Dramatizing in the Sixth Grade

The Sixth Grade Reading Class of the Park School of the Moorhead city system, under the direction of a student teacher from our Training School, gave a patriotic play for Lincoln's Birthday. Two class periods and several hours of home work were spent in developing the little drama.

The play was motivated in many ways: it was to be for an actual program; the group was to have its picture taken; and it was something that they enjoyed doing for its own sake.

Before commencing to discuss the play at all, the pupils took their books home and worked out the following assignment;

1. Describe setting
2. List materials needed
3. List Lincoln's characteristics
4. Put down the names of the four boys who you judge should play the part. Why do you choose them?
5. Offer helpful suggestions

During the class period the pupils worked out who should play the parts, how they should dress, what properties were needed, and who could furnish the articles not found in the schoolroom and how the players and furniture should be placed. They practiced on expressive parts, appointed an announcer for between acts, appointed the best writer to put the time, scene, name of play, and list of characters on the board; and commenced the actual work on the play. Attention, valuable suggestions, and constructive criticisms came from the members of the class who were not in the play proper.

The four boys who were elected to play the parts practiced at home, while the rest of the class did other work.

The second class period was devoted to rehearsal. The attention and criticisms of the remainder of the class were splendid. Each child assumed his share of responsibility for the play's success, with the result that an eager, helpful attitude prevailed.

Project Work in the Ungraded Room

A little academic work and a great deal of industrial work fills the program in the ungraded room. The accompanying picture shows the group at work at varied occupations.

In the accompanying picture, the boys at the loom are weaving a rug made from rags brought to school by the pupils. Every child in the room knows something about the operation of the loom. The little girl at the desk is making paper flowers. At the right of the doll house, a pupil is making a large sized hammock, while the lad nearest him is putting a new woven bottom in a chair seat. The one at the left of the doll house is varnishing the paper furniture. The baskets and woodwork are products of their labors.

The special project under the direction of the student teacher, for the spring quarter was the construction and furnishing of a doll house. Interest was created through informal conversation lessons with reference to location of rooms, color schemes, and furniture needed for the different rooms. The suggestions made by some of the pupils showed capacity for intelligent planning, as when one girl saw the convenience of having the bathroom above the laundry to save extra plumbing.

On the day the house was to be furnished, everyone gave suggestions on the placement of the doors and windows. Other pupils did the constructive work, such as cutting out the windows and the doors. Shingles were successfully made from green paper.

There were two groups of paper hangers who chose, measured, cut, and pasted paper samples taken from catalogues. At this stage several lessons in spelling and arithmetic, and reports and observation of houses and furnishings were correlated.

All but two of the smaller children helped in making the furniture. The most skillful of the pupils did the measuring, folding, and cutting of the paper furniture, while others did the pasting.

Two boys then varnished all the furniture thus making it firmer.

The older girls took charge of the curtains and drapes. One boy assisted in hanging them.

Two pupils selected and cut from catalogues all the lighting fixtures for the rooms. Here evaluation and judgment on the part of these pupils was stressed. Some of the children acted as electricians in the adjusting and placement of the fixtures.

On the day the house was to be furnished, everyone gave suggestions as to the arrangement of the furniture.

The work was conducted so as to give the pupils practical ideas in color schemes, sanitation, heat, light in proper proportions, placement, and unity. Their pride in the finished product was accentuated when they learned that it was to be sent to the county fair.

This project was carried out in one of the special rooms of the Moorhead city system with the aid of student teachers and under the supervision of our Training School supervisor.

