

SPECIAL REPORT

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REORGANIZED SCHOOL PROGRAM FOR TEACHING  
THE UNDERPRIVILEGED AND SLOW  
LEARNING CHILD

Submitted by  
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In partial fulfillment of the requirements  
for the Degree of Master of Science  
Colorado State College  
of  
Agriculture and Mechanic Arts  
Fort Collins, Colorado  
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WE HEREBY RECOMMEND THAT THE SPECIAL REPORT PREPARED UNDER  
OUR SUPERVISION BY IVAN B. MCCLURE  
ENTITLED REORGANIZED SCHOOL PROGRAM FOR TEACHING THE  
UNDERPRIVILEGED AND SLOW LEARNING CHILD  
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF SCIENCE  
MAJORING IN EDUCATIONAL ADMINISTRATION

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## Chapter I

### INTRODUCTION

In the spring of 1935 an inventory was taken of the homes represented by the pupils in Baker Junior High School, Denver, Colorado, as an aid to better understanding of the home and cultural background of the pupils and their related needs and problems. This investigation, conducted primarily thru a questionnaire study, aimed to secure rather detailed information relative to the amount and sources of income, the size of families, adequacy of housing and furnishings, health, permanency of residence, education of parents and other pertinent data. These data revealed, among other things, the following: "47% of all families were on direct or work relief," "51% of all families were living in houses having no indoor toilets," "66% have no bath facilities," "the average family on relief included 7.6 persons," and "the average monthly per capita income of those on relief was \$7.24."

Under such conditions it is to be expected that pupils coming from such an environment will exhibit certain common characteristics such as: low ability in reading; an extremely limited background of interests; a lack of initiative; a scarcity of ideas and a lack of vocabulary to express them; fear or

mistrust of teachers; an unsocial or even antisocial attitude toward other pupils; and often times, perverted ideas on sex.

At the same time 24% of the pupils come from Spanish-speaking homes, where the percentage on relief is much higher than it is for English speaking homes.

As would be expected, many of these underprivileged homes represented a low level of general culture. The demands made upon the school for food, clothing, and health service has been such, during the past few years as to make it imperative that the schools should be an important social service agency in the lives of the children. This condition still exists. Last year (1939-'40) over 50% of the Baker pupils received, through the school, some kind and amount of economic assistance. Approximately 25% of the pupils received 10 cent lunches in addition to milk at noon.

Under such conditions it is apparent that much time and attention has, of necessity, been given by teachers and pupils, in class room and out, to social service activities. Teachers have been especially active in calling in pupil's homes. Furthermore, it has become more and more apparent that the school program, to be effective in the lives of the boys and girls, must take into account this economic, social, and cultural background of the homes.

Prior to 1935, various attempts had been made in Baker, with little success, to vitalize the instruction given to slow-learning pupils, all of whom were found in the under-privileged homes. These attempts consisted almost wholly in a reduction of the regular curriculum to its simplest elements, with much repetition and drill. All of these attempts were mere make-shifts, not touching the problem because they ignored the basic causes.

In the fall of 1934 this program was begun in a very limited way and has since been more fully and scientifically organized to meet the needs of the pupils in the Baker district.

This report will present in considerable detail the formulation and development of this plan and will present concrete illustrations of programs of work in such detail as to be useful to other schools where conditions may be somewhat similar. Only a few of these units of work will appear in the body of the report, but many examples will be included in the appendix.

## Chapter II

### REVIEW OF THE LITERATURE

A number of prominent authorities in the field of psychology and education have devoted considerable time and research to this question of understanding and doing something for the under-privileged pupil, and some school people have done a good deal of work actually trying out some of the theories promulgated for dealing with such pupils.

Before undertaking any change in the program at Baker, considerable time was given to a study of the literature, and many of the fundamental philosophies were drawn from these sources. However, it is quite apparent that the actual form and content of the Baker program must be made by and for the Baker community.

In this chapter a brief review will be given of a few of the important references in this field.

From Inskeep (8)<sup>12</sup> we draw the following impressions: Every teacher finds the dull child a problem. He moves slower in his work and his progress must be judged accordingly. The efforts of the school must be towards adjusting the child's life as successfully as possible even though it be only in a very simple environment. It is not too much to hope that when cared for in slow, limited, ungraded, or special



groups, a child's self-respect will develop, his anti-social tendencies will be overcome and much of his living will be found on the credit side of life's ledger.

The teacher of retarded children must not expect to teach by the usual methods. She must begin where the child is, but neither teacher nor child should stay there. The interest of the child must be aroused; he must feel the need for knowing something. In the joy of this interest a learning situation arises that will enable the child to approach success. More drill work must be done with the mentally retarded child because of short memory span, lack of attention, and inability to concentrate. This author then gives many specific examples of types of work that can be done with under-privileged pupils and methods that can be most effectively used in teaching them.

In speaking of handwork the following quotation illustrates the type of outcome that might be expected, many of which have been and are being followed in the Baker program.

It would seem, after intensive work with dull-normals, morons, and imbeciles of stable, psychopathic, and mixed types that the following are among the more important outcomes of teaching handwork: (1) To develop muscular coordination and control. (2) To train in manual dexterity. (3) To satisfy the urge to self-expression through making something. (4) To stimulate mental action through coordinating academic and handwork. (5) To develop character.



It will be seen in Chapter IV that the Baker program provides for most of these important avenues of reaching desirable outcomes.

From Hilleboe (5)<sup>43</sup> come the following suggestions: The educational program which is provided for the atypical group must be different from that planned for other, more nearly normal, groups, but the boys or girls receiving it should not be designated as being different from the normal groups. The atypical child's mental and physical personality deviates so markedly from the average or normal that it becomes a necessity to segregate in the organization of his educational program.

Some writers attribute most of the delinquency and problem cases in the public schools to improper grouping and lack of adjustment of the curriculum to the child. Robinson states that 80% of problem cases in the junior high school ceased to be problems when the educational needs were met.

There is a place for many people of inferior mentality if they have strong bodies. The openings for them are almost unlimited if they have a fair amount of motor ability. The need of guidance in the mentally subnormal who are not mentally deficient is even more urgent for they will all become self-supporting members of the community, some of them even

assuming positions of responsibility.

Martens (10)<sup>:18</sup> sums up the problem this way:

A child should feel that he achieves success every day. His bad behavior is largely his attempt to compensate for a feeling of inferiority from repeated failures. He then attempts to keep his self respect by building up a defense attitude. Someone once said that a contented person never became a criminal. If that be true then a way should be opened up to true contentment for the retarded child.

Happiness is the first right of every child and whatever contributes to the genuine happiness of him contributes to his education. Tasks that are beyond his ability have no place in his educational program. We must look ahead to the years when a child today becomes an adult of the future. If he becomes physically fit, socially and morally minded, capable of handling the simplest job and give some expression to what talents he might have, there is little likelihood of his becoming a menace to the community.

Throughout the education of retarded children, the more concrete the work and the more interested the pupil is, the more he will get from his classroom activities. Begin where the child is in both his abilities and interests and then plan his work accordingly. We must remember "Nothing succeeds like success."

Descocudres (3)<sup>15</sup> as translated by Row provides the following: The characteristics of special teaching are those advocated by the exponents of new pedagogy more movement, more normal work, less talk and more extensive use of the perceptive powers.

It is the utilization of the natural activity of the pupil. Children should be allowed the maximum amount of freedom with good discipline whenever possible. Lessons should be given on the playground, in public gardens or parks, or in places where the faculty of movement can be exercised. Teachers should take into account the needs of each particular type of mentality, even though the lessons are for the whole group.

There is every advantage in making writing and reading keep abreast of each other. As the child gets to recognize the sound and shape of a new letter, he can be excused in writing it to the extent of associating the movement of the writing with the auditory impression.

From the report of the White House Conference Child Health (12)<sup>439</sup> we find that there is, broadly speaking, no clear purpose or objective in the education of retarded children, but it is universally recognized that a suitable type of education must be provided for them. If that be recognized by an early training period many who would otherwise become

delinquents can often maintain themselves as harmless, if not positively useless members of society.

Unfortunately there seems to be no unanimity of opinion as to what constitutes a suitable education for them, but we do know that it should be the aim of the schools to prepare them to become law abiding and self supporting citizens in the simpler occupations.

Teachers and supervisors have a keen feeling of responsibility for these youngsters, but the schools have failed to set up programs that would meet their needs. The problem is to help these retarded children to succeed to the limit of their ability and social level.

These two quotations from Beaman (1)<sup>2</sup> seem pertinent.

The new education which measures its success mainly in terms of community adjustment of its individuals must concentrate upon the principle of socialization as an important one in the education of deviate children.

The curriculum for socially deviate children must consist of realistic material within the interests of the mental age group. At first it should be definitely objective and concrete, varied by academic material as soon as the child has achieved good social adjustment.

In Wrinkle (15)<sup>13</sup> the emphasis is strongly placed on the use of common sense in education. Whether it be the underprivileged, normal, or bright child, it is important that their needs and interests be considered if education is to function.



He states "If education is to function, it must be based upon and be organized in terms of life itself."

Where the organization of a curriculum is purely in terms of subject matter and fails to recognize educational growth, it cannot be justified. Again he states "The junior high school by displacing specialized and relatively unrelated blocks of subject matter with continuous courses as represented by sequences in the social studies and science, has made practically the only progress on secondary school level in remedying this error."

New curriculums today are recognizing that learning is much more productive when pupil purposes are considered. Interests and needs of children must also be given precedence over a conventional body of subject matter which has little functional value in the life of the individual.

Other authorities found much the same thing. These were Bergstresser (2)<sup>28</sup>, Ferriere (4)<sup>66</sup>, Hook (6)<sup>292</sup>, Ingram (7)<sup>10</sup>, Kennedy-Fraser (8)<sup>27</sup>, Monroe (11)<sup>115</sup>, Risdén (12)<sup>279</sup>, and Wallin (13)<sup>111</sup>. In all these emphasis is made of the necessity for concrete material, handling the child as an individual, guidance, and other items that are generally accepted as applying to teaching the slow-learning pupil.



### Chapter III

#### ADMINISTRATIVE PLAN

In working out any such program several things were necessary. First, an exact understanding of the community and its background was essential. Second, the administration must provide teacher time, guidance, inspiration, and a schedule that would make possible the operation of the program that might be worked out. Third, the entire staff, and particularly the teachers directly involved must be willing to work cooperatively and intensively in setting up any such program and then heartily carrying it out.

It has already been indicated that the background information was secured and used. The administrative staff under the effective leadership of our principal, George E. Hook, gave guidance and made certain program changes when these changes seemed necessary to the operation of the program as outlined.

Philosophy and objectives.--In setting up the program the administration presented the following philosophy. We do not accept the viewpoint that pupils should do "whatever they wish" but we take the view that pupils should "wish what they do." We believe that those things that pupils "need" to do should be presented and carried on in such a way as to be brought

into the closest possible relationships to the pupil's present interest and experiences.

Pupils are interested in many things, particularly those that are related to their immediate and frequent experiences; their physical bodies, food, clothing, appearance, sex, companions, movies, conversation, radio, newspapers, home, family, hobbies, sports, games, parties, going places, making things, and the like. The more intelligent the pupil, the more likely it will be that his interests will extend beyond his immediate satisfaction.

Some types of needs grow out of the nature of the individual. Food, clothing, crafts, personal appearance, home duties, health, and the like are types of needs that concern the individual more than the group. These needs can be dealt with best in Personal Problems classes where laboratory equipment will help to make situations more lifelike.

Other types of needs are more social in character since they arise out of situations that concern social groups. Concerns related to communication (oral and written), the newspaper, radio, movies, and the like can best be cared for in Community Living classes. These needs are obvious to the pupil since they bear closely upon his daily experiences, and will therefore more readily appeal to his interest. There

are other needs that are not quickly or clearly recognized by pupils but that are nevertheless "needed" by one who wishes to live normally in the larger social areas of life. Such matters as public health, delinquency, free public recreation, public safety, government, and the like have a counterpart in the daily living of the individual. It is obvious that a study of social problems in the immediate neighborhood would lay the foundation for understanding the larger, more remote problems.

Needs, objectives, activities.--Considered from the standpoint of the finished product, a need is an end or objective that the pupil desires to obtain. For example, the pupil desires "to give a party," "to have a new dress," "to have a girl friend," "to make a speech," or to play first base." These are desirable ends or objectives in the minds of the pupils but they cannot be accomplished "all at once" - they must be learned or acquired. The attainment of objectives desired by the pupil and desirable for social living constitute educational "needs" in the mind of the teacher - they are the teacher's objectives.

A pupil decides to do something, for example, to make a speech, his decision constitutes an objective. Between the setting of the objective and the giving of the speech, the pupil must acquire facts to put into the

speech knowledge. He must learn how to put his ideas together so that the speech will be clear to others-understandings. He must study the art of expression to make his speech effective-speech skills. The pupil learns all these things through a process of doing: reading, listening, writing, talking. It is only through these activities that the pupil's needs are met and his "interests" are satisfied.

When a problem is social in character, for example, one relating to public health, whole class room groups may be working on the problem, but individual interests may be served through small committee groups having common interests.

Culminating experiences.--All units should provide for culminating activities toward which the pupil is consciously directing his attention, such as assembly programs, demonstrations for parents, exhibits, note books, and the like.

With this beginning and basic philosophy the program was inaugurated. As teacher study and experience brought new factors to light or indicated the necessity for a change of emphasis these objectives were modified and clarified.

In 1935 these were set up for the three grades as follows:

Grade 7---To develop the individual for his personal happiness and individual efficiency.



Grade 8---To develop the individual for social and wage-earning service.

Grade 9---To develop the individual for occupational appreciation. 1/

This basis of emphasis was followed until 1938 when a slight change was made in the titles of courses and the bases for emphasis. This set up provided the following objectives:

Grade 7B--To improve those abilities that are necessary to participate in the family and school groups, reading, writing, speaking, radio listening, social games, courtesy, family relationship.

To develop personal skills.

To study food and body cleanliness in relation to health and to practice such.

7A--To discover opportunities to help other individuals, groups, or institutions in the neighborhood and to render group service to such persons or institutions.

To explore the opportunities in the neighborhood for social participation.

To maintain and improve the home.

Grade 8B--To study the activities of business and industry and of non-governmental social and civic institutions, and to seek to improve his relation to them.

To explore ones aptitudes for a large variety of unskilled and semi-skilled types of employment activities.

To repair and improve house and yard.

To discover methods and opportunities to make spending money.

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1/ This objective was formulated with the expectation that a ninth grade would be added to Baker Junior High School. This did not materialize.



8A--To study the principles of democratic society as applied to social, civic, and governmental life.

To understand the opposite sex.

To understand ones physical body in relation to health.

To improve all phases of personal appearance and practice such learning.

With the beginning of the school year 1939 a system of faculty study was set up and from these study groups a still further revision of the statement of objectives was made. These are arranged without reference to grade but are in terms of the whole school program from which units of work may be selected as desired. This most recent statement of objectives is as follows:

- I. Developing desirable attitudes
  - A. Tolerance
  - B. Cooperation
  - C. Self-direction
  - D. Democracy
- II. Developing ability in reflective  
(critical) thinking
- III. Acquiring a broad range of interests
- IV. Developing an increasing sensitivity to  
common problems
- V. Developing and applying skills and work  
habits

Administrative organization of schedules and classes.--At the beginning of the experiment in 1935 the schedule was organized so as to reduce the number of teachers with a particular group of pupils. Previous to this time certain changes had been made in requirements but little change had developed in the actual schedule. With the beginning of 1935 pupils in the slow-learning groups were scheduled with one teacher for two successive periods in the morning and with another teacher for two successive periods in the afternoon. As the experiment progressed a few other changes in schedule were made. Below are given the schedules for five successive years. The important changes, with the reasons for making them, will be commented upon.

	<u>1935-36</u>	<u>1936-37</u>
Period 1	Social Science	Social Science
Period 2	English	English
Period 3	Physical Education	Physical Education
Period 4	Music (3) Art (2)	Gen. Sci. & Math.
Period 5	Gen. Sci. & Math.	Music (3) Art (2)
Period 6	Shop & Home Ec. B, G	Shop & Home Ec.
Period 7	Shop & Home Ec. B, G	Shop & Home Ec.
	<u>1937-38</u>	<u>1938-39</u>
Period 1	Personal Problems	Curriculum Planning
Period 2	Personal Problems	Community Living
Period 3	Everyday Living	Community Living
Period 4	Everyday Living	Health (2) Music (2) Art (1)
Period 5	Gen. Sci. & Math.	Math.
Period 6	Health (3) Music (2)	Personal Problems
Period 7	Elective or excused	Personal Problems

1939-40

Period 1	Social Living
Period 2	Social Living
Period 3	Personal Living (including Math.)
Period 4	Personal Living (3) Art (2)
Period 5	General Science
Period 6	Music (2) Health (2) Library (1)

Beginning with 1938 the entire school was placed on the program indicated above and has continued from that time. The program for 1940 is the same as the one given for 1939-40.

It will be noticed that the programs for 1935-36 and 1936-37 are identical. In 1937-38 the title of the social science and English course was changed to Personal Problems and the shop and home economics became Everyday Living. These names were given to the subjects to eliminate any lingering attachment for the purely subject matter instruction that is usually thought of when the regular subjects are named. Also it was felt that the new name was in harmony with the problems being studied. Also the health was reduced from five periods to three periods; art was eliminated as a separate subject and became a part of the combined courses while music came in for two periods to dovetail with the three days of Health. This also left a period for an elective. This elective might be art.

The administrative changes up to this time had been entirely in terms of combinations of subjects or changing the time given to subjects, but with 1938 came a real change in the time schedule itself. This was necessitated in part by the fact that the entire school went on this program which made it imperative that some time be provided for teachers to plan together in order to get the maximum from the program in terms of pupil development. As a result a first period of 30 minutes, running from 8:30 to 9:00 was put into the schedule and was used for teacher-teacher planning groups and for student activities and counseling. At the same time a still further change was made in the health, music, and art program. Again it was thought desirable to put art into the program. Health was reduced to two days and art was given one day each week. At the same time general science was eliminated as a part of the math.-science course and was to be included in the unit courses.

A similar time schedule was followed during 1939-40 and several other changes were made that seemed significant. The math was to be included in the personal living course and general science again became a subject to itself. At the same time the personal living course was reduced from ten periods per week to eight periods and art was given the two periods thus released. In



place of art, a library unit was given one period in conjunction with health and music.

The program for the last two years really constituted a six period pupil program, altho it appeared on the schedule as a seven period program. Beginning in September, 1940 the schedule will be set up as a six period schedule altho the morning period will be retained for teacher-teacher planning, activities, and counseling.

There have also been several changes in the titles of the combined courses which have been made in order to make the title more nearly fit the materials taught.

It is felt that several advantages are gained by such scheduling and administrative changes. These will be stated fully in the chapter on evaluation.

Teacher visitation.--It has long been a policy in the Baker district for counseling teachers to visit the homes of their pupils, and with the advent of this program greater emphasis was given to this activity. The original questionnaire study showed conclusively that the community situation was a most important factor in the life and program of the school. With this evidence at hand as well as first hand experience, the teachers were more completely sold on the necessity for this program of home visitation. This is taken



seriously by all teachers and proves most helpful in guidance and in the teacher meetings where new units of work are being constantly discussed, changed, or supplemented.

As an aid to this visitation a Personal Interview Record form (shown herewith) is provided upon which teacher may make a written record of home conditions. Of course this form is not filled out at the time of the visit but at a later time before the impressions are forgotten. On many instances teachers visit homes several times. No school time is provided for this visitation program but it is urged by the administration as a necessary part of the program in which all are expected to cooperate.

Teacher Study and Planning.---When the experiment was begun it was confined to one class in the school. It was gradually expanded until in 1938-39 the entire school was working on that program. With only one class there was little need or opportunity for teacher planning with other teachers, but as the program expanded this feature became a necessity if the program was to have cohesion and unified direction. Note that the word unified is used, not the word uniform. There is a great deal of difference.

In the first group integration with the work of other departments was wholly optional. Teachers

PERSONAL INTERVIEW RECORD

Pupil \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_  
 Address \_\_\_\_\_ H.R. \_\_\_\_\_ Grade \_\_\_\_\_

Interview with (underline) the pupil himself, the pupil's school friend (name).....(step) father, (step) mother, grandfather, grandmother, uncle, aunt, brother, sister, cousin, guardian, other.....

## Check list on child's environment

## Type of neighborhood \_\_\_\_\_

Residential...Business...Factory...R.R. Tracks...

Dumps...Truck Gardens...Near Public Playground...

## Type of house \_\_\_\_\_

House...Duplex...Terrace...Apartment...Hotel...

## Condition of exterior \_\_\_\_\_

Excellent...Good...Fair...Poor...

## Furniture \_\_\_\_\_

Extra...Adequate...Fair...Improvised...Inadequate...

## Rugs or linoleum \_\_\_\_\_

Good...Fair...Clean...Home-made...Ragged...None...

## Curtains \_\_\_\_\_

Good...Fair...Clean...Home-made...Ragged...None...

## Shades \_\_\_\_\_

Good...Fair...Torn...Clean...Improvised...None...

Dirty...

## Luxuries \_\_\_\_\_

Piano...Music instrument...Radio...Books...

Magazines...Newspapers...Lamps...Pictures...

Ornaments...Sweeper...Washer...Telephone...

Auto...Toys...

## Lights \_\_\_\_\_

Electric...Gas...Gasoline...Oil...Candles...

None...

## Water \_\_\_\_\_

Inside faucets...Sink...Lavatory...Bath...

Outside faucets...Toilet...Pump...

## Heat \_\_\_\_\_

Furnace...Heater...Kitchen stove...Fireplace...

Oil stove...

## Family attitudes on pupil's -

Home relationships, reading, recreation, hobbies,  
 friends, work, health, school work, ambitions,  
 attitudes, etc.

kept others informed of the general direction and nature of their work by writing anticipated project-titles on an appropriate form (shown herewith) posted on the teachers' bulletin board in the office.

This procedure was the rule until 1939-40. But during this time planning was urged by such instructions as the following:

The teachers of practical arts (shop, home economics, and science) will take the lead in planning units for the slowest group in each grade, and teachers of Everyday Living will correlate their work when it is feasible to do so.

In planning units for all groups except the slowest in each grade, teachers of Everyday Living will take the lead, and teachers of practical arts will correlate when feasible.

All units planned by teachers of practical arts will be in the general fields of personal appearance, personal health, and skills in doing or making things in the home. Also, these units on personal and social relationships which can best be done with boys and girls in segregated groups. For example, sex questions.

All units planned by teachers of Everyday Living will be concerned with skills in tool subjects (reading, writing, spelling, etc.) and in the field of personal and social relationships except as noted above.

During this time individual teachers or pairs of teachers did a great deal of work such as preparing outlines of units of work, outlines of units for the half grade, a full grade or for the school, but there was no specific time provided in the program for teacher-teacher planning and therefore teachers, with their heavy teaching load were loath to take out

[illegible]



of school time for such work.

With the time schedule modified in 1938-39 to provide a 30 minute period in the morning beginnings were made for study groups and teacher-teacher planning. Then in the summer of 1939 Baker together with West, its receiving senior high school, became a center in the Stanford Social Education Investigation. As a part of this program Baker sent four representatives to the work shop during the summer where time and guidance was provided for working out many of the details of the school program that were not possible during the regular school year. The work of this group advanced the idea of teacher study groups and at the same time provided much concrete material to serve as basic points of departure for bringing a fuller understanding of the whole program to the entire staff. Consequently three study groups were set up in the faculty, each to have a cross-section representation of departments, in so far as this was possible, and each to meet once a week throughout the year. In these meetings problems having to do with all phases of the program were studied and materials prepared. As a special service of the Stanford experiment members of the staff made visits to the Denver center, dividing their time between West and Baker. In this program Baker received the help of the following staff members: Miss Lavonne Hanna in

evaluation and teaching methods; Mr. Robert N. Bush, in core curriculum and teaching techniques; Mr. I. James Quillen in philosophy, organization, and functioning of a core program; Mr. Edward Krug in visual aids; and Dean Grayson Kefauver in administration and organization.

Possible next steps.--The administrative organization seems to be fairly well established at this time. In fact the staff and community is satisfied to the extent that no change will be made in the program for the fall semester 1940. The participation in the Stanford experiment will be continued during the summer of 1940 and 1941 for the teachers selected for this representation and will be carried on in the school for the two school years involved. Furthermore the administration will make any further changes that seem necessary to make the program more nearly meet the needs of the community and the children drawn from it.

One change that will be inaugurated with the beginning of school in Sept. 1940 will be the elimination of the first period as a part of the program schedule. This means the period from 8:30 to 9:00 and not the regular class period. This does not mean that this time will not be utilized, for it will be used in the same way as in the past two years but

will not appear in the schedule for pupils.

One phase which the administration will emphasize and give attention to is the question of further inculcating the philosophy and methods of the program throughout the entire staff so that all teachers, whether directly in the modified classes or in subject matter classes will be thoroughly familiar with the entire program and able to contribute the most to it.

## Chapter IV

## INSTRUCTIONAL PLAN AND ORGANIZATION OF STUDY UNITS

The most important part of any educational program, be it for the under privileged, the average pupil, or the genius, is the content of that program and the methods by which that program is taught by the teachers. It is quite essential to progress in educational fields that the administration provide leadership and set up schedules that will make possible a developing, on going program that will be of the most value to the school community in which it is located. But the success of that program depends upon the privates in the ranks, namely the teachers.

In the previous chapter much of the procedure carried on in the Baker program was presented but nothing was said of the content. It should also be noted that the presentation of administrative procedures dealt with the whole school program and not just the slow-learning program. Of course this is readily understandable since the slow-learning program would, of necessity, have to fit into the total program of the school.

Selection of materials.---In selecting materials and methods to be used in this program for slow-learning pupils a number of factors were considered and many trials were made. The basic philosophy and



psychology as expressed by the leaders to be followed was the first point of departure. From these leaders, with adaptations to fit the Baker program, the following criteria were tentatively set up for the selection of materials and methods:

1. They must be not too difficult for the abilities of the pupil.
2. They must be socially useful to the pupil here and now.
3. They must provide motor activities wherever possible in preference to the academic and abstract.
4. They must provide concrete situations in which the pupil is led frequently to repeat desirable acts leading to desirable habits and skills.

In short, all materials and methods from which learning situations arise should be planned to meet the present needs of the child.

How can desirable knowledge, habits, skills, and attitudes be inculcated in the child's acting, thinking, feeling? They must be arrived at through experience. They must be acquired in situations that call for their use and that require their practice. They must be associated in his mind with real situations in his everyday home and school life. With these in

mind the first outline of work for Practical Arts and Vocational Exploration Courses was prepared and put into use with the opening of the school year 1935.

This outline was as follows:

Suggested Practical Arts and Vocational Exploration Courses for Slow-Learning Boys -

- Grade 7 - General shop and home integration courses
- Grade 8 - Short Unit courses in I and II
- Grade 9 - Skilled trades units, III (This is not in effect at Baker as the ninth grade is at West High School.)

I. Simple, one-man, independent types of work. These units can be begun and completed in junior high school. Very little equipment needed.

1. Kinds

- a. Knife and tool grinding
- b. Wall paper cleaning
- c. Window cleaning
- d. Shoe shining
- e. Rabbit raising
- f. Brick and cement repairing
- g. Keen cement construction
- h. Gardening

II. Semi-skilled, less independent types. A little new equipment needed. These units, except h and i could be pretty well developed in junior high. Courses h and i could be continued at Opportunity School.

1. Kinds

- a. Cleaning and pressing
- b. Hat cleaning and blocking
- c. Painting
- d. Furniture repairing
- e. Upholstering
- f. Bicycle repairing
- g. Novelty repairing
- h. Shoe repairing
- i. Paper hanging

III. Skilled trades-types. A little new equipment needed. These units could be begun in junior high. They all lead to completion courses at Opportunity School or at West High.

1. Kinds
  - a. Printing
  - b. Carpentry
  - c. Bricklaying
  - d. Auto mechanics
  - e. Electricity
  - f. Machine shop
  - g. Barbering
  - h. Baking
  - i. Telegraphy
  - j. Plastering
  - k. Mechanical drafting
  - l. Multigraphing
  - m. Sheet metal
  - n. Bookbinding

Suggested Practical Arts and Vocational Exploration  
Courses for Slow-Learning Girls -

- Grade 8 - I. Short Unit Courses  
II. Skilled Trade Units

- I. Simple, independent types of work. These units can be begun and completed in junior high school. The degree of success will depend upon the skill gained by practice and some experience.

1. Kinds
  - a. Mending of silk hose
  - b. Making and selling bread and pastries in the home
  - c. Rug making
  - d. Quilting
  - e. Making quilts
  - f. Making knitted, crocheted, or embroidered articles to sell
  - g. Making novelties to sell
  - h. Hemstitching
  - i. Button holing

- II. Skilled Trade-types. These units could be begun in junior high. All would have to be completed either by instruction at Opportunity School or West High or followed by an apprenticeship, except t, u, v, y, and z.

1. Kinds
  - a. Beauty operator
  - b. Agent for cosmetics
  - c. Demonstrator of cosmetics
  - d. Seamstress in clothing factory
  - e. Seamstress in dressmaking shop

- f. Seamstress in alteration departments
- g. Mender in laundry
- h. Mender in clothing establishment
- i. House apron shop
- j. Sewing machine demonstrator
- k. Cook
- l. Salad girl
- m. Pastry cook
- n. Doughnut shop
- o. Caramel corn shop
- p. Malted milk shop
- q. Chili shop
- r. Confectioner's shop
- s. Making and selling box lunches
- t. Servant
- u. Chamber maid
- v. Cleaning woman in public buildings
- w. Cleaner (cleaning establishment)
- x. Presser
- y. Waitress
- z. Nurse maid

As the program developed further criteria and units of work are developed. The first of these came with the second semester of 1935-36 and was stated as follows:

Criteria for Judging Materials, Methods, and Procedures with Slow-Learning Pupils -

1. Materials and methods must induce motor activities that are, in themselves, personally satisfying or socially useful; or that motivate sensory experiences that are meaningful and satisfying to the pupil.

Examples (a) The pupil plays a game of horse-shoes. This is personally satisfying.

(b) The pupil makes a metal foot scraper to be used outside the kitchen door. The making of this article is a satisfying motor activity and the outcome is a socially useful product.

(c) The pupil walks to the Sunken Gardens. This activity motivates



an observation of, and discussion about, the flowers. A discussion ensues on planning a flower garden. These are sensory experiences that are satisfying and meaningful.

2. Materials used must be relatively easily acquired by the pupil, and rather common to his everyday experience.

Examples (a) Wood or metal used for making articles for the home must be inexpensive, perhaps waste materials salvaged from the dumps.

(b) Rugs may be made of rags or coarse string.

(c) Games should utilize equipment that may be improvised from things at hand.

(d) Places visited should be such that the pupil can easily revisit, and may likely wish to do so.

3. Tools and equipment used must be simple, such as those found in homes of limited means, (e.g., hammer, saw, screw driver, scissors, needle, pocket knife), and such as may be owned by workers in those semi-skilled or unskilled occupations that our pupils will explore while at school.

4. Situations supervised by the school and designed to provide motor and sensory experiences must be closely related to those situations that frequently confront the pupil in his normal life.

5. Provision should be made for, but a minor emphasis placed upon, those materials, methods and procedures that are on a somewhat higher level than those found within the common experience of the pupil.

In addition an outline was prepared indicating the general nature of projects and units of study that are not to be found in the courses of study. In the

non-academic subjects, much of the work found in the courses of study was pursued. In the academic field, very little work indicated by the courses of study could be attempted because of the pupils' lack of ability to read, and their inability to think in the abstract. One example of such a project outline will be given for English, Mathematics, and Science areas.

#### ENGLISH AND SOCIAL SCIENCE

<u>Social Science</u>	<u>English</u>	<u>Integrated with</u>
<u>Flower Garden Project</u>		
Bulletin board display	Write invitation to school	<u>Art</u> - Have lesson in
Plan flower show	Write invitation to flower judges	flower arrangement
Visit Sunken Gardens and discuss	Read flower poems	Make flower panel
Plan, dig, and plant on school grounds	Write letters to seed company	Paint tin can flower pots
Set up exhibit stands	Use spelling words from this project	<u>Home Economics</u> - Have talks and demonstrations in use of flowers on table and in the home
		<u>Industrial Arts</u> - Make flower containers of tin cans
		Clean up Joe's back yard

#### MATHEMATICS

<u>Mathematics</u>	<u>Integrated with</u>
<u>Project</u>	<u>Industrial Arts</u> -
Study of the foot rule and the yard stick. Practice in measuring objects in the room, in the corridors	Construction of wood and metal articles for the home. Laying brick walk.

MATHEMATICS (continued)


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<u>Mathematics</u>	<u>Integrated with</u>
and on the playground.	<u>Home Economics</u> - Measuring goods for sewing.

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SCIENCE


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<u>Science</u>	<u>Integrated with</u>
<u>Project</u> Excursion to flour mill.	<u>Social Science</u> - Study of food supply. <u>Home Economics</u> - Discussion of different kinds of flour and their use.

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At this point it is well to include a typical weekly schedule in English-Social for slow-learning.

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<u>Social Science</u>	<u>English</u>
Mon. Newspaper browsing. Discuss an article that tells of some social problem such as accidents, fires, safety, etc.	Teacher read a story to the class. Retell or pantomime. Work on auditorium presentation.
Tue. Plan an excursion. Teacher work out with class simple rules. Read to class related material.	Read to class material related to excursion.
Wed. Make excursion as planned. (In bad weather make excursion via film, slide, or picture route.)	Same as for social science.

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Social ScienceEnglish

Thur. Work on scrap book. Find pictures and captions bearing on excursion. Clip, arrange, paste, etc. List and spell commonly used words.

Fri. Learn and play a new game for social use or for training eyes and ears. Write down directions for playing.

Library free reading. Teacher observe, guide and encourage interests of the pupils. Pupils who cannot read will browse the magazines and pictures.

It should be borne in mind that the sample schedule given above is for one week, and in no way indicates a full semester's program. Further, it should be noted that even this schedule might be modified during the week if it became desirable.

In addition to the materials suggested above a series of sheets were prepared showing "Activity Fields by Departments and Grades" to be used to further guide teachers, not only with the slow-learning but also throughout the entire program. A sample of this sheet is given for Physical Education and copies for other areas are inserted in the appendix.

ACTIVITY FIELDS BY DEPARTMENTS AND GRADES

<u>Physical Education</u>	<u>Grade 7</u>	<u>Grade 8</u>
Sports	In season	In season
Outdoor games	Outdoor home games (emphasis on home made equipment)	Mass games for picnics and outdoor group functions.



ACTIVITY FIELDS BY DEPARTMENTS AND GRADES (continued)

Physical Education	Grade 7	Grade 8
Physiology and Hygiene	Health habits; exercise; bathing, sleeping, eating, drinking, excretion.	Members and organs of the body. Sex and social hygiene.
First Aid		For cuts, burns, bruises, insects, gas poisoning, liquid poisons, bones, drowning.
Dancing	Folk dances. Folk games	Social dancing.
General exercises	To improve muscle control, strength, muscular coordination, endurance, grade, confidence, posture, gait	

With the further development of the program teachers compiled lists of activities, games, content material and other information that might be of value in the further growth and expansion of the program. And while there appears to be less emphasis upon the slow-learning in these papers, it is not that there is less emphasis upon the slow-learning but rather that greater emphasis is given to the total program with the influence of the beginnings in slow-learning techniques and practices penetrating the entire program. On such paper is entitled "Activities and Games for English Classes" which lists some 37 activities or games that, thru actual trial, have proved effective. A copy is included in the appendix.

With the changes in names there also came a very definite attempt to organize the material in a more logical and sequential order and to give, more in detail, the possibilities and outline of particular units. One such paper deals with "Occupational Units for Boys" and lists 14 different units with many sub-headings under each of these 14 headings. This is also included in the appendix. A similar sheet is also included for girls.

Another outline of considerable significance outlines teaching units in the area of Personal Living and Community Living. This lists 20 areas with several problems suggested in each area. A sample of one of these areas is included and the complete outline may be found in the appendix.

SUGGESTED TOPICS OF TEACHING UNITS UNDER VARIOUS  
AREAS OF NEEDS

<u>Personal Problems</u>	<u>Community Living</u>
Area: Movies	
1. Discuss what movies children should see.	1. List good movies. Trip to movie - evaluate.
2. Show and discuss industrial movie.	2. Consumer knowledge - better buying judgment.
3. Make a movie-study camera.	3.
4. Make movie star scrapbook.	4. Send committee to neighborhood movie.
5. List movies class has seen.	5. Study history of movies.
6. Short movie subjects in the auditorium.	6. News reel - discussion.

With the definite organization of faculty study groups on school time it was possible to secure still

further refinement of these outlines of work. These study groups were organized in two ways. One grouping dealt with an area such as "Acquiring an Education" and attempted to cover the needs and problems of pupils in this entire area with little regard to grade placement. In other words these groups formed a simple "Source Unit" outline from which any and all teachers might draw.

The second grouping was in terms of blocs of teachers. By a bloc is meant a group of teachers representing the several subject areas who dealt with a particular group of pupils. Here too the emphasis was upon covering the field under consideration by asking questions which should meet the needs of most pupils in these areas. Included here is a unit prepared on "Living in the Home." Other samples will be given in the appendix.

Preliminary Exploration of the Area -  
LIVING IN A HOME (FAMILY) -

Prepared by Bloc 2

1. What can I do to improve the looks of my home?
2. What can I do to improve the looks of my room?
3. What can I do to improve the looks of my yard?
4. What tasks and responsibilities should I have in my home?  
 What difference does it make if mother works?  
 Should I be paid for the things I do at home?
5. How does my home compare with homes in other countries?  
 How does my home compare with homes in other times?

6. How can I get along with my parents?  
How can I understand them and make them understand me?  
What control should my parents have over me?  
Should I always do what my parents think I ought to?  
Should my parents decide who my friends will be?
7. How can I get along better with my brothers and sisters?  
What should I do when I have to take care of my brothers and sisters?
8. How can I help in the money affairs of my home?  
Should I have an allowance?  
Should I get paid for what I do around home?
9. How can my home help me get along well and happily at school?  
What does the school expect of my home?
10. How can my family help me make friends?  
How can I entertain my friends at home?
11. What difference does the street I live on or the neighborhood make in my home?
12. How can I have fun at home?  
What can our whole family do to have fun together?  
How can one radio provide fun for all of us?
13. How can we share things at home without fussing?
14. What help can I give when someone is sick at home?
15. What can I do to prevent common accidents in my home?



## SUMMARY

In organizing and preparing for this program of instruction for slow-learning pupils it is readily seen that the program developed in a logical and psychological manner.

Criteria were set up that were basic to the program. With these criteria as guideposts, units of work were organized for the first class of slow-learning pupils. As the program got under way and teachers gained in knowledge and understanding of what could best be done, modifications were made; objectives were more carefully examined, units of work were more specifically organized, an outline of a total school program was developed, and a program of teacher education and growth in service was inaugurated.

With the development of the program and the advance of these pupils to the receiving senior high school it also became necessary for the content and purpose of the program to be understood by that senior high school if effective instruction was to continue for these pupils. This then resulted in a closer tie-up between the two schools with the influence of the Baker program being felt and utilized by the senior high school.

## Chapter V

## EVALUATION OF THE PROGRAM

Any evaluation of this program must, of necessity, be highly subjective at this time. There has been no organized attempt to set up evaluation instruments or a controlled experiment of any kind that would make objective evaluation possible. In fact the very purpose of the program make such a type of evaluation practically impossible. The program was set up primarily to meet the pupil and community needs of a specific type of pupil in a district which had certain distinctive qualities, practically all of which were below standard.

However there are some indications of the effect of this program to be had from observation and from pupil, teacher, community, and expert opinion.

Community support.--In the first place the community has given unlimited support and backing to the program. This is best illustrated by the attitude of the community at the time the grade cards were changed. The faculty agreed upon the complete elimination of letter grades as such and voted to substitute notes or comments relative to the actual achievement of the pupil. This was tried and then the P. T. A. was asked to react to the plan. This they did thru their

P. T. A. Council by voting unanimously in favor of the new type report to the home. In addition many parents called the school making comments similar to this one, "I like the comments on Bill's report card. It means a lot more than the letters used to."

Home conditions.--The activities carried out by the pupils, in many cases, affected directly the homes of the community in a favorable manner. Home conditions were improved; pupils learned to help with the home in many ways, and this naturally led those people to become supporters of the school program. Since this program affected almost the entire student body, in the final analysis, it in turn affected the entire community. This can be illustrated in several ways. During the beginnings of the program some of the activities in the shop dealt with home repair, painting, papering, gardening, and the like. In order to give to this instruction an attempt was made to get actual jobs of that type in the community. This proved rather easy and groups of boys made gardens, repaired and built fences, painted houses, papered houses, and the like all of which added to the community development. This particular phase of the program was stopped however at the request of the Board of Education which felt that it might be interfering with regular labor.

Also, in the shop work the teacher devised the plan of utilizing waste materials and making them

into useful household furnishings or decorations. One example is this. A boy found a discarded auto seat on the dump. This he brought to school and with the advice of the teacher cleaned and remodeled the seat into a piece of furniture which he took home and was the best piece of furniture in that home. Of course, it was a very poor home. The boys made shoe scrapers and installed them at home. They repaired doors, screens, and fences. They collected tin cans and cut them into decorative designs for ornaments, many of which were the only ornamental fixture in the home. A few boys even saved pennies and bought grass seed and after proper instruction made the beginnings of a lawn for their home. All these things affect a community favorably.

Still another project illustrated the support of the community. Since this program was undertaken it has been the policy to hold an annual Spanish program. About 160 of the pupils are Spanish-speaking. These pupils prepare an evening program which is put on in the school auditorium seating approximately 500 people. Last year for the first time in the history of the school this auditorium was filled with Spanish-speaking people to see this community program.

Home visitation.--The program of home visitation was explained in Chapter III. It is another



activity that has brought community support. A spirit has developed so that these visits are considered as attempts by the school to help, and not looked upon as acts of intrusion. This was not always the case. In one very large family the teacher visited two years ago she was frankly told that she was intruding. However she kept in touch with the family and last year interested the mother in sending the younger children to pre-school thus relieving her for the home work, and now this family invites that teacher to their home as a friend and counselor. From the information secured by home visits, teachers have been able to do a more effective job of guidance, and it has been possible to direct the instructional program into channels that would be of most value to the pupils and the community. A case of a boy will serve to illustrate this guidance value. In the shop class again one of the activities was hair cutting. This particular boy became quite adept at the work, so the teacher decided to have a conference with the father. As a result of this and subsequent visits the father purchased a set of tools for the boy and when he finished the eighth grade at Baker he secured a job in a neighborhood shop. This is an example of direct benefit.

It is believed that the modeling of a program on such bases is justified in this community. Many of

the Baker pupils never go to high school and very few ever finish the twelfth grade. Those who do plan on going to college are discovered thru guidance and given the necessary preparation. Others are most benefitted if their immediate life needs are met, if some plans are laid, and if instruction is given on their place in society.

From the Department of Research and Special School Services, a Pupil Cumulative Record has been developed as an aid in guidance. The information secured regarding the child in the elementary schools is passed on to the junior high school and when he goes to senior high school the record goes with him. The Baker program has emphasized the value of this record and has made every effort to send it to the senior high school with all pertinent information.

This cumulative record comes to the receiving senior high school where it is given to the General Education teacher who is also the guidance teacher for that pupil. Of course, the more information that comes with the pupil the more that can be done immediately for the pupil. All records have such information as age, grade, sex, size of family, language in home other than English, schools formerly attended, certain test ratings, and a three point rating of characteristics and traits, and sometimes comments as to special abilities

or weaknesses. One of these items that has considerable value in some cases is the size of the family. An example this last year was of a boy in a 9B class who was quite a baby with the other pupils. Among other things listed on his record was the fact that he was the youngest of six children. This gave a clue and with the help of other information a fairly satisfactory adjustment of that boy was obtained. It then becomes a valuable basis for further guidance. A sample sheet of the Cumulative Record Form will be found in the appendix.

During the past year in particular members of the staff of the Stanford Social Education Investigation have visited at Baker and all have commented upon the community service value of the Baker program. In fact it was so well thought of that the principal and a group of teachers were selected to participate in the American Education Forum series of NBC broadcasts under the leadership of Dean Grayson Kefauver, chairman of the committee organizing these radio programs.

Bergstresser (2) visited secondary schools from coast to coast for the Implementation Committee of the National Association of Secondary School Principals and had this to say about the Baker program of which George E. Hook is principal.

It is the writer's opinion that the practices which have been described have produced an

excellent school morale and a degree of interest and enthusiasm which are not often found among pupils of such low scholastic ability when they are held to a strictly conventional school program. The administration of this school is flexible and thoroughly democratic in nature. Teachers are not merely permitted but rather actively encouraged to experiment with methods and curriculum innovations which will make the school program more meaningful and attractive to the pupils. This kind of administrative procedure has apparently resulted in much creative effort and very good morale on the part of the teachers.

A further evaluation of this program might be undertaken in the following manner. A jury of experts might be selected either within the staff, or without, or combined; the materials and outline of the program could be submitted to them; they in turn, judging by the criteria and objectives that were set up or are available for such an analysis, might arrive at a much more objective evaluation.

One criticism of the program should be mentioned. This comes from the receiving senior high school. Teachers in this senior high school feel that basic reading and number work, particularly reading, has been sacrificed to the extent that many pupils coming into the senior high school are unable to do the work because of lack of reading ability. This problem is being studied by combined groups in the two schools.



## Chapter VI

### SUMMARY AND RECOMMENDATIONS

The present study was undertaken in order to bring to more general attention the program of education for slow-learning pupils as developed in the Baker Junior High School district in Denver, Colorado. Being a field that has not been very carefully explored it was felt that such a study might prove helpful to other districts of a similar nature.

The program was begun in Baker Junior High School in the fall of 1935 and has been modified and added to since that time. The first attempt was with only one class but in 1938 the entire school was operating on a modified program except for those few pupils who were definitely planning a college education.

The first class included an English-Social Studies combination and an Industrial Arts-Home Economics combination. Subsequently these areas were called Personal Problems and Everyday Living and later still, Community Living and Personal Living.

With the growth of the program several schedule changes and modifications were made as purposes of the program were better understood and more completely applied by all teachers in the school. These changes provided for a shift from a seven period day to a six period day with a 30 minute morning period for guidance

and teacher conferences to a regular six period day with the morning time still available but not included in the schedule. It also involved some subject modifications, particularly in the place and emphasis to be given to math. and science and to the part time subjects of art, music, and physical education.

The growth of this program was concomitant with the growth of the teachers in the program and in the school. In the beginning only a few teachers were involved with very little teacher-teacher planning. As the program grew more teachers were involved and planning became more necessary. During the last two years scheduled time has been provided for this planning with a definite organization of teacher groups in terms of units of work and groups of pupils. This planning has provided valuable in-service training and has brought the instructional program to a much higher state of organization, understanding, and efficiency as illustrated by the sample materials included in the body of the report and in the appendix.

This program has demonstrated quite conclusively that it is possible to formulate a program for slow-learning pupils in a large city junior high school.

#### Recommendations -

1. The program of studies and classes as organized for the second semester of 1939-40 can and should be continued for the first semester of 1940-41.

2. The program of teacher study groups should be continued so that additional understandings, modifications, units of work, and evaluation instruments might be taken into account and properly utilized.
3. Units of work, outlines of objectives, evaluation instruments and other materials should be made available to all teachers in the school and to the profession in general either thru articles or thru deposit in some central library or distribution agency.
4. A program of evaluation should be considered and beginnings made at objectively determining the effectiveness of this program in answering such questions as:
  - a. How well is this program meeting community needs.
    - (1) When they leave school
    - (2) In the receiving high school
  - b. How do these students compare with other students in similar conditions.
5. The staff at Baker together with the staff of the receiving senior high school should make some more organized efforts to understand and complement or supplement the work of each other.
6. Still more careful guidance should be given to the junior high school pupils so that those who are planning on continuing in school may be given sufficient training in fundamental skills to make their work in senior high school much more effective and profitable.

APPENDIX

## Table of Contents

1. Activity Fields by Departments and Grades.
2. Activities and Games for English Classes.
3. Occupational Units for Boys - Eighth Grade.
4. Occupational Units for Girls - Eighth Grade.
5. Suggested Topics of Teaching Units Under Various Areas of Needs.
6. Preliminary Exploration of the Area -
  - a. Acquiring an Education.
  - b. Earning a Living.
  - c. Participating in Social-Civic Activities.
  - d. Using Leisure Time.
  - e. Developing the Social, Aesthetic, and Religious Qualities of the Individual.
7. Cumulative Record Form



# ACTIVITY FIELDS BY DEPARTMENTS AND GRADES

English-Social	Grade 7	Grade 8
1. Speech training	Speech games speech drills.	Speech games, speech drills.
2. Dramatization	On home and school courtesy etc. Also any situation observed in movies, reading, etc.	On general social, civic and vocational situations observed in movies, readings, etc. Give one act play.
3. Reading stories, poems, and any general non-text book material	Unit-study pamphlets as assigned to coordinate with activities of other departments.	Poems and stories related to developing interest.
4. Movies (commercial)	For reenacting orally or in pantomime.	For motivating discussion of social situations and character.
5. Films, slides, and pictures	On hobbies, personal and general interest subjects.	Human relations in the fields of social service, business, vocations and government.
6. Recreation in the home	Learning and playing indoor games adapted for use in the home or family circle.	Games and stunts for larger groups such as parties. Games demanding social mixing.
7. Excursions	To places of the home-community type: to develop interest in, and information about, situations common in daily life.	To commercial industrial governmental agencies.
8. Scrap books	On the subjects growing out of the activities listed above.	On any subjects growing out of the activities listed above.

# ACTIVITY FIELDS BY DEPARTMENTS AND GRADES

<u>Home Economics</u>		
<u>Math.-Science</u>	<u>Grade 7</u>	<u>Grade 8</u>
1. Reading of text-books, clippings, or hand-printed matter	Mathematics and science related to activities carried on in home economics laboratory.	Math. and science growing out of activities carried on in home economics laboratory.
2. Films, slides, pictures, on processes and principles showing "how to do things" in these fields	The house, home furnishings, mechanical appliances, and the physical aspects of the community.	Commercial, industrial, vocational, and technical processes. The physical world. Nature and natural law.
3. Personal appearance	Care of hands, face, nails, hair, teeth (for one's own self).	Continue care of one's own self. Manicuring, marcelling, hair cutting, service to others.
4. Food and clothing	Preparation of simple dishes and meals. Make and repair, wash, and iron own clothing. Knitting, crocheting.	
5. Household service		Buying, budgeting, care of sick. Care of children. Making articles for the home: quilts, rugs, toys
6. Safety and First Aid	Demonstrations and devices for safety in the home.	
7. Excursions	To discover how to do or make things for oneself or the home.	To discover how to do or make things as an employee.

ACTIVITY FIELDS BY DEPARTMENTS AND GRADES

Home Economics Math.-Science	Grade 7	Grade 8
8. Scrap books	Record of impressions from activities pursued in this depart- ment.	Record of impressions from activities pursued in this department.
9. Vocational exploration		Try out on jobs in the community.

## ACTIVITIES AND GAMES FOR ENGLISH CLASSES

(All games played in English classes should be considered devices to aid the pupil in his understanding or use of every day English.)

1. Make "funny paper" scrap book to take home to a small brother or sister to read to him.
2. Make jumbled words or unjumble some jumbled words.  
For example: word - dowl or hoscot - school
3. Pantomime  
Act scenes or characters from stories, poems, or holidays. Pantomime a common activity and let the class guess what the activity is.
4. Rhyme game  
One player says, "I'm thinking of something in (or out of) this room that rhymes with air. The others ask, "Is it chair? Is it hair?" The one who guesses is "it."
5. Word game  
Write as many words as you can beginning with "t", or any given letter.
6. Teakettle  
One person goes out of the room. The rest of the group agrees upon two words that sound alike but mean different things. When the player comes in the group gives sentences containing these words, but instead of using the word itself they say, "teakettle." If the boy gives up he must go out again.  
Example: pair I need a new "teakettle" of shoes.  
pear I would rather eat an apple than a "teakettle."
7. The "cat" alphabet  
Each person gives a word describing a cat. This must be given alphabetically.  
Example: awful cat, bad cat, coy cat, dear cat, etc.
8. Alphabet game  
Pass letters of the alphabet to members of the class, one or two letters to each, depending upon the size of the class. Call words to be spelled, and have the pupils take their places in order to spell the word. To make it a contest have two sets of alphabets, one red and one black. The first group to build the



word wins. Score could be kept to see who wins for the whole spelling list.

9. Sentence making relay  
The leader writes the first word, being careful to begin with a capital letter. He then calls on other members each to write one word of the sentence. (The length of the sentence can be decided upon before starting.)
10. Word study  
Write or give orally as many words as the person can think of in a given period of time.
11. Arrange the names of the pupils of the class in alphabetical order.
12. Opposite words  
Place a list of words on the black board and let the pupils write the opposites.
  1. rich - poor
  2. sick - well
  3. full - empty
  4. clean - dirty
  5. cold - hot
  6. slow - fast
  7. short - tall
  8. sweet - sour
  9. big - little
  10. strong - weak
13. Words that rhyme  
A list of words is placed upon the board. The class copies these and after each writes a word that rhymes with it. This can be done orally first.

## SIMPLE EXPLORATORY JOBS LEADING TO

OCCUPATIONAL UNITSBoys

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## 1. Cleaning and Pressing

- a. washing socks
- b. washing underwear
- c. washing and ironing shirt
- d. cleaning and pressing suit
- e. cleaning and pressing necktie
- f. darning socks
- g. patching
- h. sewing on buttons

## 2. Shoe Repairing

- a. half soling shoes
- b. heeling shoes
- c. shining shoes
- d. dyeing shoes
- e. putting in insoles
- f. sewing uppers
- g. removing foot odors

## 3. Barbering Jobs

- a. washing and care of skin (hands, face, fingernails)
- b. preparing hand lotion
- c. shaving
- d. care of razor (stropping, honing, cleaning)
- e. cutting hair
- f. washing and drying hair (care of scalp)
- g. combing and brushing hair
- h. sharpening scissors
- i. cleaning and care of clippers
- j. sterilizing tools

## 4. Furniture Repair

- a. refinishing wood
- b. tightening glued joints
- c. tapestry and leather repair
- d. care of painting materials
- e. springs and hinges
- f. install metal braces

## 5. Novelty Repair

- a. sharpen knives
- b. repair leaky utensil
- c. fix lock and catch
- d. bicycle repair
- e. repair hand tool
- f. electrical appliance

## 6. Auto Service

- a. wash car
- b. polish car
- c. wax car
- d. fix a flat
- e. change tire
- f. dress top
- g. clean upholstery
- h. flush radiator
- i. tighten nuts

## 7. Brick and Cement

- a. Mix mortar (slack proportions)
- b. use hoe
- c. use trowel
- d. lay bricks - repair ash pit, build walk
- e. use bricklayers tools
- f. use level and plumb-line

## 8. Painting and Papering

- a. care of paint
- b. care of brushes
- c. clean painted surface
- d. clean wall paper

## 9. Care of Lawns and Gardens

- a. watering lawns
- b. mowing lawns
- c. spading flower beds and garden plots
- d. Fertilizing lawns and gardens
- e. reseeding lawns (new and old)
- f. planting gardens
- g. weeding lawns and gardens

## 10. Plumbing

- a. replace washers in faucets
- b. clean water traps
- c. loosen clogged drains
- d. clean grease trap
- e. turn on and turn off water in the house
- f. drain house to prevent freezing

## 11. House Repair

- a. repair screens
  - (1) hang and fit
  - (2) paint
- b. replace window glass
- c. clean water spouts
- d. repair roof
  - (1) tar
  - (2) shingles

## 12. Care of Animals

- a. raise rabbits
- b. chickens
  - (1) feeding
  - (2) setting hens
  - (3) care for chicks

9. Millinery
  - a. designing
  - b. making hats
  - c. blocking
  - d. trimming
  - e. remodeling
10. Nursing
  - a. feeding the patients
  - b. bathing in bed
  - c. taking temperature
  - d. comfort of patients
  - e. reading labels
  - f. making sick bed
11. Child Care
  - a. feeding
  - b. clothing
  - c. bathing
  - d. supervising child
  - e. habits and training
12. Household Repair
  - a. fix leaky faucet
  - b. fix iron cord
  - c. fan belt on electric  
sweeper
  - d. clean grate stove
  - e. open sink drain



## SIMPLE EXPLORATORY JOBS LEADING TO

OCCUPATIONAL UNITSGirls

- 
- |                        |                       |
|------------------------|-----------------------|
| 1. Cleaning, Pressing  | 5. House Maid Service |
| a. hats                | a. washing walls      |
| b. dresses             | b. washing woodwork   |
| c. coats               | c. making beds        |
| d. bedding             | d. dusting            |
| e. drapes              | e. sweeping           |
| f. curtains            | f. setting table      |
|                        | g. clean closets      |
|                        | h. clean cupboards    |
|                        | i. cooking meals      |
| 2. Laundering          | 6. Cooking            |
| a. dresses             | a. buying food        |
| b. underwear           | b. cooking meats      |
| c. bedding             | c. vegetables         |
| d. curtains            | d. salads             |
| e. drapes              | e. bread - yeast      |
| f. hose                | f. desserts           |
| g. shirts              | g. appetizers         |
| 3. Mending or Patching | 7. Waitress           |
| a. dresses             | a. set table          |
| b. shirts              | b. serve correctly    |
| c. suits               | c. stack and carry    |
| d. coats               | dishes                |
| e. bedding             |                       |
| f. curtains            |                       |
| g. runs in silk hose   |                       |
| 4. Beauty Operator     | 8. Seamstress         |
| a. facials             | a. cutting material   |
| b. manicuring          | b. fitting            |
| c. washing hair        | c. altering           |
| d. waving hair         | d. seams              |
| e. cutting hair        | e. facings            |
| f. removal of surplus  | f. hems               |
| hair                   | g. bind pockets       |
| g. care of skin        | h. making patterns    |
| eruptions              | i. sewing buttons on  |
| h. preparation of      | j. sewing hooks, eyes |
| lotions                | k. bind buttonholes   |
| i. use of cosmetics    | l. sewing snaps       |
| j. care of feet and    |                       |
| nails                  |                       |

SUGGESTED TOPICS OF TEACHING UNITS UNDER  
VARIOUS AREAS OF NEEDS

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Personal Problems

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Community Living

Area: Food

- |  |   |
|--|---|
| 1. Foods needed for proper growth.                 | 1. Source of foods. Study the country or section of country from which they come. |
| 2. Food buying and marketing.                      | 2. Transportation of. Cost in relation to these topics.                           |
| 3. Preparation of well-balanced meals.             | 3. Writing stories about children who eat well-balanced meals.                    |
| 4. Buying well-balanced school lunch at cafeteria. | 4. Orientation in the building. Play using correct and incorrect manners.         |
| 5. Table manners.                                  | 5. Writing invitations. Writing acceptances to invitations.                       |
| 6. Social etiquette.                               | 6. Plays. Stories. Home life in foreign countries.                                |
| 7. Preparing food of foreign countries.            | 7. History of the country. Museum trips.  |
| 8. Study dishes, utensils, their names and use.    | 8. How dishes first came to be used. Where made.                                  |

Area: Clothing

- |                           |  |
|---------------------------|--|
| 1. Mending hose.          | 1. How hose are made. Manufacture of materials.                      |
| 2. Clothing construction. | 2. Manufacture of thread. Story of silk, cotton, rayon, linen, wool. |

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Personal Problems

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3. Textiles.
4. Care of clothes.
5. Care of shoes.
6. Design and fashion.

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Community Living

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3. Class demonstration of different kinds of fibers under microscope.
4. Visiting cleaning shop. tailor shop.
5. Story of leather.
6. Clothing and customs in foreign countries.

## Area: Appearance (Physical)

- |  |   |
|--|---|
| 1. Morning preparation for school.         | 1. Write a play. Discuss.                                       |
| 2. General appearance.                     | 2. Value in applying for work.                                  |
| 3. Care of skin.                           | 3.  |
| 4. Use of cosmetics.                       | 4. Price factors. Study cosmetic factories.                     |
| 5. Care of hair.                           | 5.  |
| 6. Care of hands and nails.                | 6.  |
| 7. Correct attire for different occasions. | 7. Play or pageant showing correct and incorrect ways to dress. |

## Area: Health

- |                           |  |
|---------------------------|--|
| 1. Communicable diseases. | 1. City sewage disposal plant. City water system. City milk laws and distribution. City health laws and quarantine. City garbage disposal. |
| 2. Teeth.                 | 2. Mouth antiseptics. Manufacture of persons who have helped cure ill health through use of good food and drink.                           |

Personal Problems	Community Living
3. Food in relation to health.	3.
4. Eyes.	4. Various institutions to help blind. Braille reading. Visit blind industrial home.
5. Cleanliness in relation to health.	5. City health laws.
6. Habits of elimination.	6.
7. Habits of sleep.	7.
8. Exercise.	8. Study Greek and Roman games. Gymnasium.
9. Clean homes and community.	9. Paint up, clean up week.
10. Mental	10.

#### Area: The Home (Physical Plant)

1. How homes are heated. Use of stove.	1. History and development of heating plants.
2. History of the home - Need of one.	2. Plays, poems, telling what a home is.
3. Plan and plant garden.	3. Visit parks, gardens. Visit art exhibit of gardens.
4. Painting the house.	4. How paint is made - where.
5. Care of lawn, flowers, shrubs.	5. Visit a landscape gardener.
6. Repair leaky faucets.	6. Study home and city sewage disposal.
7. Keeping trash, papers, and rubbish picked up.	7. City fire and health regulations.
8. Interior decoration.	8. Visit furniture assembling factory.



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 Personal Problems
 

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 Community Living
 

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## Area: Family

- |  |   |
|--|---|
| 1. Outdoor recreation for entire family.                               | 1. Read books on hobbies.                       |
| 2. Learning to respect others feelings with regard to family. evenings | 2. Write a play to demonstrate.                 |
| 3. Appreciation of radio programs, music, literature, magazines.       | 3. Study and understand these suggested topics. |
| 4. Family finances - budgets.  | 4. City budget and government.                  |

## Area: Friends

- |  |   |
|--|---|
| 1. How to meet friends.  | 1. Write a play - read stories - books.                                       |
| 2. Entertaining.   | 2. Plays, stories, parties.   |
| 3. How to make friends.  | 3. Survey of neighborhood houses and recreational centers.                    |
| 4. Art of developing personality.  | 4. Plays and auditorium programs. Read stories of famous people who did this. |
| 5. Correct speech.   | 5. Study grammar - phonics.   |
| 6. Development of talents and hobbies as a means of developing friendship. | 6. Read histories of famous people - hobbies, talents.                        |
| 7. Develop the art of being a good listener.                               | 7.  |
| 8. Value of friendship.  | 8.  |

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**Personal Problems**

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**Community Living**

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**Area: Social Affairs**

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. Grooming for a party.         | 1.                            |
| 2. Etiquette for a party.        | 2. Write invitations, replys. |
| 3. Planning and preparing menus. | 3. Write menus.               |
| 4. Games.                        | 4. Make up games.             |
| 5. Giving a party.               | 5. Write a story of a party.  |

**Area: Movies**

- |  |  |
|--|--|
| 1. Discuss what movies children should see.                        | 1. List good movies. Trip to movie - evaluate.                         |
| 2. Show and discuss industrial movie.                              | 2. Consumer knowledge - better buying judgment.                        |
| 3. Make a movie - study camera.                                    | 3.   |
| 4. Make movie star scrapbook.                                      | 4. Study history of movies.  |
| 5. List movies class has seen. List benefits - educational social. | 5. Send committee to neighborhood movie - type movie community enjoys. |
| 6. Short movie subjects.   | 6. News reels - discussion.  |

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 Personal Problems
 

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 Community Living
 

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## Area: Radio

- |  |  |
|--|--|
| 1. Listen to radio.                        | 1. Evaluate radio programs.                      |
| 2. List radio programs.<br>Study schedule. | 2. Visit stations.                               |
| 3. Give radio program.                     | 3. Study preparation of<br>giving radio program. |
| 4. Make schedule for family.               | 4. Radio as news agent of<br>community.          |

## Area: Reading

- |                                  |  |
|----------------------------------|--|
| 1. Reading for fun - hobby.      | 1. Start book club.  |
| 2. Reading for information.      | 2. Read road maps,<br>directions, and<br>dictionary, reference<br>books. |
| 3. Study books and<br>magazines. | 3. Selection of good<br>reading material.                                |
| 4.                               | 4. Visit libraries.  |

## Area: Work (for pay)

- |  |  |
|--|--|
| 1. List part time jobs<br>(after school or<br>Saturday). | 1. Care for children, work-<br>ing in homes, taking<br>care of lawns, news-<br>paper and magazine<br>routes, making<br>deliveries (stores)<br>caddying, washing cars,<br>working in stores,<br>filling stations. |
| 2. Discuss ways of getting<br>jobs.                      |  |
| 3. How to hold a job.                                    |  |
| 4. How to apply for a job.                               |  |
| 5. Wages expected.                                       |  |
| 6. How to choose a vocation.                             |  |
| 7. Apprenticeships.                                      |  |

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Personal Problems

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Community Living

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## Area: Personal Services

1. Discuss the value of helping.
2. Discuss cleanliness and appearance.
- 3.

1. Visit city relief agencies.
2. Visit sewage disposal plant.
3. Study sanitary law of city.

## Area: Automobiles

1. Safety - study city ordinances.
2. State motor code.
3. Care and use of family car.
4. Study history of manufacture.
5. Care, changing, and repair of tires.
6. Study cost and financing.
  - a. Original cost
  - b. Licenses
  - c. Taxes
  - d. Insurance
7. Cleaning, polishing, and minor repair.

1. Visit police traffic department, court, school.
2. Visit state courtesy patrol.
3. Visit garages.
4. Visit assembly plant and distributors.
5. Visit tire factory or tire shop.
6. Visit license bureau.
7. Helping at home.



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Personal Problems

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Community Living

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**Area: Trips**

1. Plan trips (instructional).
  - a. Where to go.
  - b. With whom to make arrangements.
  - c. What to see.
  - d. What questions to ask.
2. Plan trips (pleasure)
  - a. Where to go
  - b. Expense
  - c. Food
  - d. Accommodations

1. Make trips to
  - a. Municipal plants.
  - b. State buildings.
  - c. Private industries.
2. Take class to park.
3. Go with family to mountains.
4. Go with family cross country.

## Preliminary Exploration of the Area

### ACQUIRING AN EDUCATION

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Prepared by Area Committee C -

1. How can I adjust to new situations, new teachers, new friends, etc.?  
What educational opportunities does Baker offer?
2. What am I in school for?  
What is an education?  
How can I continue my education after I leave school?
3. How are American schools different from European schools?
4. How are schools now different from schools of our parents and grandparents?
5. Why do we have to go to school?  
Why is education compulsory?  
What is the purpose of school?  
Why are some courses required?  
Should the teachers force me to do things?
6. How well can I read, write, spell, express myself, do simple arithmetic, etc.?  
How can I improve in these skills?
7. How can I learn how to study and do my work better?  
How can I learn to attack and solve problems intelligently?  
What difference does it make how I do my work as long as I get by?
8. What do teachers think of pupils?  
To whom can I go for advice?
9. What are grades and report cards for?  
What does a grade mean?  
How can I tell how I'm doing in a class if I don't get a grade?
10. What kind of an education do I need to be a useful and happy member of society?  
What do I need to know to get fun out of life?  
What training do all jobs require?

11. Should I quit school if I can get a job?  
What are the advantages of a high school education?  
How can I select the courses in high school which  
will be best for me?
12. How can I make my parents see the importance of  
high school?
13. How can I get the books, supplies, and clothes I  
need to go to school?  
What does it cost to go to high school?
14. What educational opportunities are available to  
those who don't go to high school?

## Preliminary Exploration of the Area

EARNING A LIVING

---

Prepared by Area Committee B

1. Should I get paid for work I do at home?  
Should I get an allowance?
2. Should I share money I make with my family?
3. How can I get a part-time job?  
What part-time jobs are available in our neighborhood?
4. What hobbies may lead into ways of earning money?
5. What can I learn at Baker which will help me in any job?  
What difference does my record in Baker make in my chances of getting a job?
6. Are certain people naturally more successful than others?  
What qualities make for success?
7. What opportunities are there in the work that my dad or brother are doing?  
Should I go into the same work?
8. What different kinds of jobs are there in Denver?  
For what kinds of jobs is there increasing demand?  
For what kinds decreasing demand?
9. How can I find out what I'm fitted for?  
Does my choice of work have anything to do with my chances of success?
10. What kind of persons do employers want?  
How can I learn to get along well with an employer?
11. How much education is demanded for most jobs?  
Why do so many companies demand a high school education?
12. Why is it so hard to find jobs now?
13. What is the use of worrying about getting a job?  
Won't the government see that we get a living?



14. How does a person go about getting a job?  
What agencies help?
15. Why do some husbands and wives both work?
16. Would there be jobs enough if all the old people  
quit and gave their jobs to younger people?

## Preliminary Exploration of the Area

PARTICIPATING IN SOCIAL-CIVICACTIVITIES

---

Prepared by Bloc 1

1. Why should I follow school rules?  
How are school rules made?  
How can I have a greater share in making school rules?
2. How can I learn to work better with others as a leader and a follower?  
Must I do what the group decided even if I don't want to?
3. Why do I have to pay a budget fee?
4. How can I become better acquainted with public affairs and institutions in Denver?  
What institutions does the community support in our community?
5. Why do we have government in a city or community?  
Why should I know how the city government is run?
6. How can pupils serve the community?  
In what community activities can the school have an active part?
7. How can we develop greater respect for property of others at school and in the community?  
How can we keep the good will of the school's neighbors?
8. How can we make the community a safer place to live in?  
How can we improve traffic conditions?
9. What can I do to protect my own health and that of people around me?  
What does the city do to protect the health of its citizens?
10. Why is improvement of housing important in Denver?  
Why is the community interested in housing?
11. Why should a person be concerned about the

government of the state and the nations?  
What has made the United States different from  
European countries?

12. What difference do things that happen in Europe  
and outside of the United States make to me?

## Preliminary Exploration of the Area

### USING LEISURE TIME

---

Prepared by Bloc 3

#### I. Boy and girl relationships

##### A. Parties

1. How can I make friends with the opposite sex?
2. How can I be popular?
3. What games and entertainment may girls and boys enjoy together?
4. How can we do this without becoming rowdy?
5. Why do my parents wish to meet and approve of my friends?
6. Why do my parents wish to know where and with whom I am going?
7. How can I dress well on limited funds?
8. How can I acquire good manners?
9. Should we play kissing games at parties?
10. How can I learn good dancing manners?
11. How can I make new friends without being awkward or shy?
12. What can a girl do to meet boys properly?
13. Should I spend all my time at a party with one boy or one girl?
14. When should I start going steady or should I have just one boy or girl friend?

#### II. Hobbies

- A. What shall I do with my spare time?
- B. Do I always have to have friends to have a good time?
- C. How can I find and develop a hobby?

#### III. Sports

- A. Should I develop my skill in one sport or several?
- B. What outdoor games should boys and girls play together?

#### IV. Radio

- A. How can I get the most enjoyment from the radio?



- B. How can I learn to judge and appreciate radio programs?

#### V. Reading

- A. How can I get enjoyment and pleasure from reading?
- B. How can I learn to select and appreciate good reading?

#### VI. Music

- A. Do I have to learn to play an instrument in order to enjoy music?
- B. What is good music?

#### VII. Travel

- A. Should I hitch hike?
- B. How will I know where to go to see interesting and educational things?

#### VIII. Movies

- A. How can I learn to select and appreciate good movies?

Preliminary Exploration of the Area  
DEVELOPING THE SOCIAL, AESTHETIC,  
AND RELIGIOUS QUALITIES OF  
THE INDIVIDUAL

---

Prepared by Bloc 4

1. How can I make and keep friends?  
How can I make people like me?  
How can I develop consideration of the other fellow?
2. How can I learn to feel at ease with members of the opposite sex?
3. How can I learn to meet people of all ages?  
How can I introduce people properly?
4. How can I control my emotions?  
How can I keep from losing my temper?  
How can I change some of my attitudes?
5. How can I learn to tackle a problem and keep my mind on it?  
How can I learn to follow directions and take responsibility?  
Should I do things I'm told to even if I don't see any use in them?
6. How can I clear my skin?  
How can I make my hair look better?  
How can I dress better?
7. What difference does race make in people?  
How can I make others understand the worth of myself and my race?
8. Do religious beliefs have anything to do with the kind of a person I am and whether I have friends?  
What values do all religions uphold?  
How can I make people respect my religion?
9. What outside interests will help me most?
10. Why do I like some kinds of music and painting and clothes which others think is not good taste?



PAGE 2

Achievement in Subject Fields				Evaluation of Aptitudes				Evaluation of Adjustments			
School Level	6A	9A	12B	School Level	6A	9A	12B	School Level	6A	9A	12B
THE ARTS:				INTELLECTUAL APTITUDES:				EMOTIONAL ADJUSTMENTS:			
18 Dramatics				32 Creativeness				46 Poise, Stability			
19 Fine Arts				33 Intellectual Curiosity, Inquiring Mind				47 Self-confidence, Self-reliance			
20 Home Arts Industrial Arts				34 Initiative				48 Faces Facts Objectively, Openminded			
21 Music: Instrumental				35 Ability to Appraise and to Use Evidence				SOCIAL ADJUSTMENTS:			
22 Vocal				SOCIAL APTITUDES:				49 To Others of Own Age			
ENGLISH LANGUAGE:				36 Executive Ability				50 To Adults and Adult Society			
23 Oral				37 Ability to Influence Others				51 To Authority			
24 Written				38 Sense of Humor and Proportion				52 To Social Responsibility, So- cial Concern, Trustworthiness			
READING AND LITERATURE:				39 Social Acceptability				HEALTH:			
25 Reading Ability				PHYSICAL APTITUDES:				53 Physical			
26 Reading Interests and Activities				40 Physical Skill				54 Mental			
FOREIGN LANGUAGES:				41 Energy, Stamina				55 WORK HABITS AND PROCEDURES			
27				MECHANICAL APTITUDE:				56 ATTENDANCE, PUNCTUALITY			
COMMERCIAL:				42 Understanding of Mechanical Appliances				HOME:			
28				43 Ability to Manipulate Tools and Materials				57 Stability of Residence			
MATHEMATICS:				44				58 Economic Conditions			
29				45				59 General Spirit and Character			
SCIENCE:											
30											
SOCIAL STUDIES:											
31											

DIRECTIONS: Ratings should include all pertinent data. Compare with all pupils of like C. A. in your entire school and modify the rating up or down, if necessary, on the basis of standardized test scores. The aim is to evaluate ability in comparison with those with whom the pupil will compete in higher school levels and vocationally. H=High, upper 25% for age; M=Medium, middle 50%; L=Lowest 25% for pupils of same chronological age.

H=Highly favorable adjustment, upper 25%

M=Medium or normal adjustment

L=Has problems that justify special help and guidance (Give suggestions under 64.)

60 Summary—Grade 9		61 Summary—Grade 10		62 Summary—Grade 12	
Vocation- al Prefer- ences and Plans					
Education- al Plans					



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