DETAILED CLASSIFICATION AND FREQUENCY OF PROBLEMS

The number following each item in the classification below indicates the frequency of recurrence of the type of problem or the specific problems named. The classification is to be read as follows: Of the problems of General Technique, 2,516 deal with Individual Differences. Of these, 730 relate to differences in native ability, etc.

SECTION I

PROBLEMS OF GENERAL TECHNIQUE

1. INDIVIDUAL DIFFERENCES .......................... 2,516

A. Differences in Native Ability Among Normal Children ..................................... 730

1. How to provide for individual differences. ..... 348

2. How to adapt work to varying abilities within same class .................................... 94

3. How to provide help for backward slow pupils ...................................................... 75

4. How to provide for exceptionally bright pupils who are held back by rest of the class .......................................................... 55

5. How to help pupils who simply cannot learn to spell .......................................... 42

6. What to do for the over-age, under-grade pupils of very low mental ability ............. 25

7. What to do for pupils who cannot master the basic arithmetic facts .................... 25

8. How to give special help to weak pupils without retarding the bright pupils .......... 20

9. What to do with pupils who cannot grasp the rudiments of reading though held in first grade more than a year ........................................... 16

10. What to do for beginning pupils who do not grasp sounds ................................... 10

11. How to get pupils of varying abilities to measure up to same standards .................. 6

12. How to conduct extra help for backward readers ................................................. 5

13. What to do for the best spellers who meet requirements on standard tests .............. 3
14. Should slow pupils receive more of the teacher's
   time than bright ones.............................................. 3
15. How to teach drawing to children who have no
   natural ability ..................................................... 2
16. How to provide for the wide differences in reading
   ability in content subjects..................................... 1

B. Differences in Native Ability Among Pupils of Sub-
   Normal Mentality ................................................ 108
   1. What to do with feeble-minded pupils...................... 48
   2. How much time is the teacher warranted in
      spending with feeble-minded pupils....................... 33
   3. How can subnormal children be cared for in
      classes with other children .................................. 27

C. Differences in Achievement .................................... 112
   1. How to overcome difficulty incurred by pupils
      being passed on into advanced grade when they
      have not mastered previous work........................... 56
   *2. How to provide for eighth grade pupils who
      failed in examinations the previous year................ 34
   3. How to provide for pupils who have no founda-
      tion .................................................................. 10
   4. How to make provision for second grade pupils
      who cannot write.................................................. 9
   5. What to do with upper grade pupils who have
      difficulty due to poor foundation in reading........... 3

D. Differences Due to Combinations of Grades ............. 498
   1. How to provide for these differences in arithmetic
      ........................................................................ 251
         Third and fourth grades (228)
         Fifth and sixth grades (18)
         Seventh and eighth grades (5)
   2. How to teach combined classes in which there is
      a great range in achievement................................. 169
   3. How to provide for these differences in reading
      instruction ............................................................ 42
         Third and fourth grades (87)
         Fifth and sixth grades (3)
         Seventh and eighth grades (2)
   4. How to provide for these differences in third and
      fourth grade history when there is such a difference
      in reading ability.................................................. 25

* See page 74.
5. How to provide for these differences in third and fourth grade geography and history

6. How to provide for these differences in seventh and eighth grade history

E. Differences Due to Pupils Entering from Other Schools

1. How to provide for pupils who enter from other schools

2. How to provide for pupils who enter from other schools and are below grade

F. Differences Due to Absence and Late or Irregular Entrance

1. What to do with beginning pupils who enter school in the spring

2. How to overcome losses caused by absence

3. How much make-up work should one undertake or require

4. How to do effective class work when some pupils are absent every day

5. How to handle first grade reading class when beginning pupils enter after class has a good start

6. How to overcome differences caused by late entrance

7. How to arrange the program to accommodate pupils entering school in the spring

8. How to adjust those pupils who entered in the fall, were absent during the winter, and reentered in the spring

G. Differences Due to Unequal Maturity Levels

1. How to make provision for pupils who are sent to school at four or five years of age

2. How to handle the beginning reading class containing pupils ranging in age from four to seven

H. Differences Due to Use of Foreign Language in the Home

1. How to teach the use of good English when foreign language is spoken in the home

2. How to provide for pupils who cannot understand or speak English

3. How to teach beginners who cannot speak English
4. How to overcome reluctance of foreign speaking pupils to express themselves

5. How to make work meaningful to foreign speaking pupils

<table>
<thead>
<tr>
<th>Differences in Character Traits</th>
<th>191</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to deal with the stubborn child who will have his own way</td>
<td>59</td>
</tr>
<tr>
<td>2. How to deal with the domineering, “bullying” type of a child</td>
<td>22</td>
</tr>
<tr>
<td>3. What to do with the pupil who has been “spoiled” at home</td>
<td>21</td>
</tr>
<tr>
<td>4. How to deal with the child who has an exaggerated idea of his own importance</td>
<td>19</td>
</tr>
<tr>
<td>5. What to do with the supersensitive, self-conscious child, who cries without provocation</td>
<td>19</td>
</tr>
<tr>
<td>6. How to manage the sullen child</td>
<td>13</td>
</tr>
<tr>
<td>7. How to provide for the child whose home environment is undesirable</td>
<td>13</td>
</tr>
<tr>
<td>8. How to manage the nervous child</td>
<td>9</td>
</tr>
<tr>
<td>9. How to deal with the bashful, growing boy</td>
<td>6</td>
</tr>
<tr>
<td>10. How to deal with the pupil who thinks he is too bright to have to work</td>
<td>5</td>
</tr>
<tr>
<td>11. How to deal with the child who has a violent temper</td>
<td>4</td>
</tr>
<tr>
<td>12. How to deal with the normal child who is exceedingly slow about everything</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differences in Physical Equipment of Children</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speech defects</td>
<td>46</td>
</tr>
<tr>
<td>a. How to provide for pupils who have serious speech defects</td>
<td>27</td>
</tr>
<tr>
<td>b. What to do for a pupil who stutters</td>
<td>9</td>
</tr>
<tr>
<td>c. What to do for a pupil who stammers</td>
<td>7</td>
</tr>
<tr>
<td>d. What to do for a pupil who lisps</td>
<td>3</td>
</tr>
<tr>
<td>2. How to provide for pupils with defective hearing</td>
<td>19</td>
</tr>
<tr>
<td>3. How to provide for pupils who have defective eyesight</td>
<td>7</td>
</tr>
<tr>
<td>4. How to deal with children who are undernourished</td>
<td>6</td>
</tr>
<tr>
<td>5. How to provide for children who are delicate and below normal physically</td>
<td>6</td>
</tr>
<tr>
<td>6. What to do for children who have large tonsils and adenoids</td>
<td>4</td>
</tr>
</tbody>
</table>
7. What to do with epileptic pupils
8. How to provide for pupils who are always sleepy
9. What to do for pupils who come to school and have toothache almost daily

K. Specific Provisions for Individual Differences

1. Ability grouping
   a. Should a first grade class of widely different abilities in reading be divided?
   b. How to provide for individual differences through ability grouping
   c. Should second grade pupils weak in phonics be placed in first grade phonics class?
   d. To what extent should ability grouping replace grade combinations outlined in the manual

2. Contract plan—differentiated assignments
   a. How to conduct work with the contract plan and the three-level assignments
   b. How to get children adjusted to this plan
   c. In what classes is the contract plan most workable
   d. How to use the plan in a rural school with classes of twenty or more pupils
   e. How to use the contract plan in a rural school with only two or three pupils in a class
   f. How to get the fifth and sixth grade pupils to give better recitations on "B" work
   g. How to understand what is meant by "mastery"

3. Diagnosis and remedial work
   a. How to conduct remedial work
   b. How to do remedial work in arithmetic
   c. Should individual remedial work be done at recess and after school hours
   d. How to conduct remedial work in spelling
   e. How to give individual remedial work in a rural school
   f. How to determine causes of poor reading in the upper grades
   g. How to determine what type of remedial work is needed
II. SELECTION AND ORGANIZATION OF SUBJECT MATTER

(Note: Wherever the word “Manual” is used, it refers to the state elementary course of study.)

A. Determining Sources and Selecting Materials 446

1. Selecting textbooks 101
   a. What language textbooks and materials are suitable for the different grades 54
   b. How to select best textbooks in general 19
   c. How to select best texts in reading 13
   d. How to select a good spelling book 7
   e. What are suitable history texts for the different grades 5
   f. How to select classics for upper grades 3

2. Selecting supplementary material 293
   a. Where to find suitable history stories for the primary grades 66
   b. How to select supplementary history material 42
   c. How to select worth while supplementary material for the unusually bright child 29
   d. Where to find supplementary geography material 26
   e. Where to find material on farm management and farm accounting 24
   f. Where to find reference material for agriculture 21
   g. Where to find supplementary physiology and health material 16
   h. Where to get bulletins for use in agriculture 15
   i. Where to find the material called for in the manual 13
   j. Where to find material for civic problems 11
   k. Where to find material on geography of Wisconsin 9
   l. How to select supplementary material in general 9
   m. Where to find required information for history notebooks in seventh and eighth grades 6
   n. How to select silent reading material for the different grades 3
   o. Where to secure picture study information 2
   p. How to select biographical material 1
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Selecting miscellaneous materials</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>a. Where to find poems and stories listed in manual</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>b. How to select good language drills</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>c. Where to obtain valuable and interesting seatwork</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>d. How to select physical exercises</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>e. Where to find drill examples for arithmetic combinations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>f. How to select review material</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>Determining and Organizing Available Materials</td>
<td>1,533</td>
</tr>
<tr>
<td>1</td>
<td>Materials and texts in specific subjects</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td>a. How to use the texts in history that are too difficult</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>b. How closely and exclusively to follow manual, texts, locality needs or individual needs</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>c. What to teach in seventh and eighth grades after county examinations</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>(Note: County wide examinations are in some cases given to seventh- and eighth-grade pupils usually in April or early May.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. What to teach in opening exercise period</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>e. What to teach in nature study</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>f. How to determine best source of spelling words</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>g. What to teach in geography</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>(1) Grades 3 and 4 (19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Grades 5, 6, and 7 (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h. What to teach in drawing; what objects to select to draw</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>i. What to teach in history</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(1) Grades 3 and 4 (6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Grades 7 and 8 (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>j. What material to provide for 4- and 5-year olds and for those who enter in the spring</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>k. How to follow the manual and use a modern arithmetic text</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>l. What phonics to teach to first grade</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>m. What language material to use in the first and second grades</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>n. How to adapt work in difficult language texts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>o. How to avoid slavish following of textbook</td>
<td>4</td>
</tr>
</tbody>
</table>
22 FIELD PROBLEMS OF WISCONSIN RURAL TEACHERS

p. What to teach in physiology .......................... 4

q. Should seventh grade study physiology ................. 4

r. How to provide problems so pupils cannot solve all just like the first problem ............. 4

s. What to study in seventh and eighth grade reading ........................................... 2

t. How much mechanics of government to teach .............. 2

u. Should an old text be used to supplement a new text ........................................ 2

v. What work to provide for pupils who return to school after graduation ............... 2

w. What work in drawing besides that given in the manual can be taught ............... 2

x. How to use an unsatisfactory text in arithmetic .............................................. 1

y. What to give the first grade when they have finished the required books ............. 1

z. Civics seems to be far too difficult for the seventh graders. Could I teach physiology in this grade instead ............... 1

2. Organizing units of work ...................................... 54

a. How to organize history work in larger units ....................................................... 30

b. How to organize geography work in larger units ................................................... 10

c. How to organize work in larger units in general ................................................. 14

3. Projects .......................................................... 53

b. How to teach drawing by use of projects ............................................................. 12

a. How to work out projects in geography .............................................................. 14

c. How to organize and carry on project work in history .......................................... 11

d. How to carry on project work in general ............................................................. 6

e. How to find time for projects when work outlined in manual requires all the time .......... 5

f. How to do project work with civic problems ......................................................... 3

g. Should any new projects be started if they cannot be completed this year ............. 1

h. How to get the agriculture class to do project work ............................................. 1

4. Seatwork .......................................................... 917

a. How to provide suitable educative seatwork for first and second grades so that they will be busy during periods at their seats ........................................ 394
b. How to correlate seatwork

(1) With other lessons (49)
(2) With language (30)
(3) With arithmetic (14)
(4) With geography (11)
(5) With phonics (6)
(6) With history (6)
(7) With reading (6)
(8) With spelling (1)

c. How to keep the more rapid workers supplied with seatwork

d. What type of seatwork to give beginners until they can read

e. How to supply enough seatwork for the beginners who enter in the spring

f. How to vary the seatwork so pupils will not tire of it

g. How to provide seatwork that is new and difficult enough for the first grade in the spring

h. How to provide seatwork that does not require close supervision by teacher

i. What type of seatwork to plan for third and fourth grades

j. How to provide lower grades with seatwork while upper grades are busy with tests

k. How to provide sufficient seatwork when pupils cannot go outside to play on account of the weather

l. How to keep all pupils profitably employed at all times

m. What material to prepare that will meet the needs of restlessness caused by warm weather

n. What profitable seatwork to give third and fourth graders after reading circle work has been completed

o. To what extent should pupils select their own seatwork

p. How to provide interesting and profitable seatwork for the last period of the day

q. How to conduct free activity work with less "muss"

r. How to supervise primary seatwork

s. What seatwork to give the last week or so when larger projects cannot be completed

5. Assignments

a. How to make an assignment that will provide for the different abilities in the class
b. What policy to follow in regard to home work in assignments ............... 28

c. How to make a thought-provoking assignment rather than one that merely requires fact-finding .............................................. 26

d. How to prepare assignments to arouse interest in next lesson .................. 26

e. How much notebook and written work to require .................................. 20

f. How to determine proper length of assignment ...................................... 14

g. How to make assignments sufficiently definite ........................................ 7

h. How to make assignments for combination of grades ................................ 5

i. How to make an assignment grow out of the preceding lesson ...................... 4

j. How to make assignments to stimulate the use of reference material ............. 2

k. How to make assignments for third grade history and geography when no books are available .............................................. 2

l. How to make assignments when the majority of the class is absent .............. 1

m. Should the assignments be the outgrowth of class work or be provided at the beginning of the recitation ...................................... 1

n. How to make assignments on review and supplementary material .................. 1

C. Evaluation of Subject Matter ......................................................... 35

1. How to determine worth while practical problems for arithmetic work ............ 13

2. To what extent should material on war be stressed in history ........................ 7

3. How to determine just how much factual work in history to stress ................. 6

4. How to evaluate subject matter .................................................................. 6

5. How to pick out essential facts for emphasis ............................................ 3

D. Determining Difficulty of Material .................................................. 38

1. How to determine valid exercises as to difficulty of materials for different levels in the contract plan .............................................. 19

2. How to judge accurately the difficulty of materials for supplementary reading .... 12

3. How to choose books simple enough for the beginning second grade ............ 7
SECTION I—PROBLEMS OF GENERAL TECHNIQUE

E. Adapting Materials to Time Limits

1. How to adapt material to be taught to the short class periods

2. How to cover the outlined work in the specific subjects in the allotted time

3. How to cover all the work in the manual in the allotted time

III. PLANNING WORK

A. Budgeting Time

1. How to find time to prepare and check seatwork

2. How to find time to give individual help in the various subjects

3. How to find time to do all the things required of a teacher

4. How to find time to correct all written work

5. How to find time to prepare and check make up work missed during absence

6. How to find time to do remedial work

7. How to find time to supervise study

8. How to find time to accomplish anything in drawing

9. How to find time to give special aid to the children who are slow or have been absent so they will be able to make their grade

10. How to find time for music

11. How to find time for reading circle work

12. How to find time for field trips in nature study

13. How to find time to carry on sufficient drill work

14. How to find time to make individual copies of assignments

15. How to find time to give the seventh and eighth grades necessary reviews and also to teach work outlined in the manual

16. How to find time to teach penmanship well

17. How much time is a teacher justified in spending with feeble-minded pupils

18. How much time should the teacher devote to pupils less than six years old

19. How much time should be given to supervised study

20. How to manage to have classes regularly during test or examination week
21. How to find time to complete work books, Credit work, and Fair work besides carrying a heavy review program in each subject.  

(Note: In many counties pupils prepare educational exhibits for the County Agricultural Fair.)

22. How to eliminate waste of time in opening exercise period

23. How to find time to cover the review work as it should be done

24. How to find time for silent reading

25. How to find time for physical exercises

26. How to find time for sewing and manual training

27. How to find time to cover all the work outlined in the manual for May

Preparation of Teacher

1. How to find time to make adequate preparation

2. How to find time to make daily lesson plans

3. How to find time to prepare contracts of three levels

4. How to find time to make good test questions

5. How to find time to prepare and plan large units of work

Other Activities Required of Teacher

1. How to find time to prepare programs and entertainments

2. How to find time to supervise play

3. How to find time for distribution of milk

4. How to find time to prepare hot lunches

5. How to find time to get all the extra credit work checked

6. How to find time to do janitorial work properly

7. How to find time to make out so many required reports

8. How to find time to check examination papers and prepare reports

9. How to find time to visit homes of pupils

10. How to find time for all the extra duties that come near the close of the year

11. What proportion of school time is one justified in taking for Fair work
## SECTION I—PROBLEMS OF GENERAL TECHNIQUE

### B. Mastering Subject Matter to be Taught

1. How to overcome difficulty due to inadequate preparation

2. How to master material in agriculture, never having lived on a farm

3. How to master civics work

### C. Lesson Plans

1. How to make plans according to the arrangement and time allotment of the general program

2. How to make lesson plans that will come out right

3. How to make lesson plans adaptable to individual needs and abilities

4. How to plan work when it gets dark so early

5. Should one use prepared plans that correspond to the course of study

### D. Organizing Work at Beginning of the Year

1. Arranging program

   a. How to divide properly the available time between classes

   b. How to arrange the program effectively when some of the grades are not represented

   c. How to make time allotments so that periods will not be too short

   d. How to provide for flexibility in the arrangement of the program

   e. How to arrange a satisfactory, workable, class program

   f. How to arrange satisfactory study programs for all pupils

   g. Should the program be adjusted to needs of pupils, or follow a prescribed plan

   h. How much time should be devoted to physical exercises and when

2. How to get work, pupils, and classes organized at the beginning of the year

3. How to solve problems arising on the first day of school
E. Planning in Relation to the Course of Study

1. Planning in relation to completing year's work
   a. How to keep the final work up to standard
   b. How to check up and cover work for year
   c. How to be sure that all work has been covered
   d. How to complete all work in some subjects
   e. How to complete fifth and sixth grade history work since class has met only two periods a week
   f. How to check and credit notebooks
   g. How to complete the work planned for reading
   h. Is it permissible to start next year's work if all of this year's work has been completed
   i. How to complete all required classics
   j. Is it permissible to take time for nature study in language classes if the language work has been completed

2. How to cover amount of work outlined in course of study for the different grades

3. How to cover amount of work outlined in course of study for:
   a. Second grade arithmetic
   b. Sixth and seventh grade geography
   c. Third and fourth grade arithmetic
   d. Entire seventh grade
   e. Seventh and eighth grade arithmetic
   f. Language, geography, and arithmetic
   g. Fourth grade language
   h. Eighth grade history

4. How to cover work outlined for nine months in eight months

5. How to follow the course of study and still meet individual needs

6. How to be sure the work is based on sound psychological principles

7. What work should be given the second grade in order to prepare them for the difficult work for next year
F. Planning in Relation to Available Materials, Texts, etc. 719

1. How to overcome lack of reference works and supplementary material 177

2. How to overcome lack of supplementary history material 71

3. How to overcome lack of required materials in civics 3, 4, 5, and 6 71

4. How to overcome lack of texts in third and fourth grade geography and history 58

5. How to plan work at the beginning of the year when pupils are not supplied with textbooks 35

6. How to plan work with inadequate supplies 31

7. How to overcome lack of supplementary silent reading material 31

8. How to overcome lack of reading circle books in different groups 29

9. How to adapt civics material to ability and interests of pupils—texts are so formal 28

10. How to prepare seatwork and assignments without a duplicator or sufficient board space 23

11. How to overcome lack of primary reading equipment 19

12. How to overcome meagerness of textbook in physiology 19

13. How to overcome lack of material for opening exercises 15

14. How to plan current events when there are no newspapers in the homes 12

15. How to plan history work when there are an insufficient number of books 11

16. How to become familiar with material in library 11

17. How to plan when there is no seatwork supplied whatever 10

18. How to overcome lack of reading material at this time of the year (spring) 10

19. How to overcome lack of material for projects, notebooks, and practice exercises 10

20. How to overcome lack of sufficient supplementary geography material 9

21. How to become thoroughly familiar with plan and content of textbooks used 9

22. How to overcome lack of good texts in language 8

23. How to overcome the lack of arithmetic texts and supplementary problems 7
IV. MOTIVATION ................................. 1,317

A. Securing Interest in General .......................... 721

1. How to create and maintain interest in school work .......................... 159

2. How to make the work interesting when there is but one pupil in the class .......................... 111

3. How to overcome restlessness due to spring weather and approaching vacation .......................... 98

4. How to maintain interest just before and after vacation periods .......................... 91

5. How to interest pupils in their work after their examinations have been taken .......................... 66

6. How to maintain interest in work when some are taking examinations .......................... 29

7. How to maintain interest in the work in the lower grades .......................... 26

8. How to create and maintain interest in playground activities .......................... 26

9. How to maintain interest in review work .......................... 24

10. How to maintain interest while preparing a school program .......................... 16

11. How to motivate "contract work" so that pupils will want to attempt "A" and "B" assignments .......................... 15

12. How to maintain interest in school after eighth grade pupils have left .......................... 13

13. How to overcome loss of interest caused by absence .......................... 12

14. How to keep the eighth grade pupils interested when they do not plan to go on to school .......................... 8

15. How to create interest in the use of reference books .......................... 6

16. How to interest the eighth grade pupils in going on to high school .......................... 5

17. How to keep up the interest of pupils who cannot keep up with the class .......................... 4
18. How to make the work interesting the first day of school ................................................. 3
19. How to interest boys in extra club work............. 3
20. How to utilize specific interests of children........ 2
21. How to encourage slow pupils to study during the summer months ........................................ 2
22. How to stimulate competition ................................. 1
23. How to create a good school spirit ....................... 1

B. Motivating Specific Subjects .............................................. 489

1. How to make the opening exercise period more interesting .................................................. 54
2. How to vitalize and humanize geography.............. 42
3. How to motivate spelling .............................................. 41
4. How to motivate civics ............................................... 30
5. How to vitalize history work ................................. 25
6. How to develop an interest in newspaper reading .............................................................. 21
7. How to motivate music for both boys and girls .......... 20
8. How to make the dictionary work more interesting ......................................................... 18
9. How to make fifth grade history more interesting .............................................................. 18
10. How to motivate poem study ........................................ 17
11. How to motivate phonics ............................................ 17
12. How to create interest in arithmetic activities .... 17
13. How to motivate seventh and eighth grade grammar ......................................................... 15
14. How to make agriculture interesting to farm children ....................................................... 15
15. How to motivate primary reading ......................... 12
16. How to motivate reading when all have read the material before ......................................... 12
17. How to motivate oral composition ............................ 12
18. How to make the drawing class interesting to whole school ................................................ 12
19. How to motivate upper grade reading .................. 12
20. How to motivate physiology .................................... 10
21. How to motivate writing .......................................... 10
22. How to interest pupils in reading and discussing current events ........................................ 10
23. How to create interest in health problems 9
24. How to make drill in arithmetic interesting 8
25. How to make debates in agriculture a success 7
26. How to maintain interest in penmanship after all awards for that grade have been won 6
27. How to interest foreign pupils in mastering English 4
28. How to motivate letter writing 3
29. How to motivate a study of the constitution 3
30. How to interest pupils in current civic problems 3
31. How to motivate fifth and sixth grade language classes 2
32. How to make tests interesting 2
33. How to motivate picture study 1
34. How can drawing be motivated so that it will create a desire to draw 1

C. Arousing Interest of Different Types of Pupils 107
   1. How to motivate work for repeaters 26
   2. How to arouse and maintain interest of over-age pupils 21
   3. How to motivate work for a pupil who evidences interest in but one subject 16
   4. How to make work interesting for the dreamer 14
   5. How to motivate work so that older pupils will stay in school 13
   6. How to interest pupils who have an indifferent attitude toward everything 8
   7. How to interest pupils whose parents are disinterested in school work 3
   8. How to interest the subnormal pupils 3
   9. How to keep four- and five-year old children interested 3

V. MEASURING ACHIEVEMENT 1,090
   A. Determining (diagnosing) Situations at Beginning of Year 62
      1. How to determine the status, abilities, and traits of individual pupils in each class 38
      2. How to determine starting point for each group 16
      3. How to determine what combinations in arithmetic pupils have not mastered 8
B. Grading and Promotion

1. Should I promote

   a. a pupil who has been held in the grade two years and yet cannot do the work

      (1) Reading (2)
      (2) Sixth grade arithmetic (1)
      (3) Second grade reading (1)
      (4) Sixth grade spelling and writing (1)
      (5) Fifth grade arithmetic (1)
      (6) Fourth grade arithmetic (1)
      (7) Fourth grade reading (1)

   b. a pupil who is not up to grade yet has done the work to the best of his ability

   c. a child who is very poor in one class but good or fair in the others

   d. a child who has had poor attendance due to sickness, work at home, or indifference of parents if not up to grade

   e. a child who does average work in most subjects but is very weak in:

      (1) Reading (2)
      (2) Sixth grade arithmetic (1)
      (3) Second grade reading (1)
      (4) Sixth grade spelling and writing (1)
      (5) Fifth grade arithmetic (1)
      (6) Fourth grade arithmetic (1)
      (7) Fourth grade reading (1)

   f. a whole class which is backward

   g. one who can do the work but is lazy or not interested

   h. a child who does good work, occasionally

   i. a child who does fair class work but fails in the tests

   j. one who entered from another state and lacks the requirements of our course of study

   k. one who entered in March, but had training at home

   l. a child who does poor daily work but writes a good final test

   m. under-age children who are overworking even if they succeed in doing as well as the others in the grade

2. How to determine standards of promotion

3. Should pupils who are retarding their class groups be put back

4. How to grade dull over-age pupils who have been repeaters in lower grades

5. Should a child be promoted in some subjects and retained in others

6. Should ability, age, or previous classification be used as basis for grading or promotion

7. How to grade pupils properly
8. How to adjust situations for a few weak pupils
9. How to grade pupils who have come from other localities and schools
10. How to adjust situation when the pupil’s reading ability is below the grade placement
11. Should a pupil of exceptional ability be allowed to skip a grade
12. How to adjust the situation when pupils’ arithmetic achievement is lower than grade placement
13. How to adjust promotions of pupils who have been absent a great deal
14. How to create right attitudes in the minds of the failures
15. How to decide fairly regarding promotions
16. Must the County Superintendent’s permission be obtained before promoting a child from the sixth to the eighth grade
17. How to make a dull child or possible failure feel that he has a chance
18. Should the teacher inform the parents when failing a pupil
19. Are mid-year promotions ever advisable in a rural school

C. Marking Papers and Report Cards

<table>
<thead>
<tr>
<th>Question</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent should neatness, completion, effort, and attitude be considered in marking</td>
<td>21</td>
</tr>
<tr>
<td>2. How to keep pupil’s individual record</td>
<td>15</td>
</tr>
<tr>
<td>3. How to mark slow pupils who have done all they are capable of doing</td>
<td>14</td>
</tr>
<tr>
<td>4. How to mark fairly contract work considering the varying abilities of children</td>
<td>14</td>
</tr>
<tr>
<td>5. Should marks be given in numbers or letters</td>
<td>10</td>
</tr>
<tr>
<td>6. To what extent should marks be influenced by the rapidity of doing the work</td>
<td>10</td>
</tr>
<tr>
<td>7. How to avoid favoritism in marking</td>
<td>10</td>
</tr>
<tr>
<td>8. To what extent should correct method be considered in arithmetic marking</td>
<td>8</td>
</tr>
<tr>
<td>9. How to mark papers so that corrections will be beneficial to pupils</td>
<td>8</td>
</tr>
<tr>
<td>10. How much credit to give for outside activities</td>
<td>6</td>
</tr>
<tr>
<td>11. How to mark report cards fairly</td>
<td>5</td>
</tr>
<tr>
<td>12. Should all papers be marked and returned</td>
<td>5</td>
</tr>
</tbody>
</table>
13. Should a rural teacher keep a class record book and if so, how

14. To what extent should pupils be allowed to assist with marking papers

15. How to mark a child who does poor written work but is highly intelligent

D. Tests and Examinations

1. Objective and standard tests
   a. How to give and score standardized tests
   b. How often should tests be given
   c. How to interpret the results of tests
   d. Should pupils be shown their intelligence record
   e. How to analyze the results of standard tests
   f. How to select standardized tests
   g. Where can achievement tests, that will help determine our estimate of a pupil, be obtained
   h. Which is of more value—a five minute test daily or a longer weekly test
   i. How to make diagnostic tests without unwarranted expenditure of time
   j. What is the value of standard tests in promotions
   k. How to make true-false tests in which the guessing factor is eliminated
   l. What are the relative values of different types of tests
   m. How to get dependable reading tests
   n. To what extent should true-false tests be used
   o. Would a standardized test serve as a final test for first and second grade reading
   p. What standard tests may be used to find out the speed and comprehension of fifth and sixth grade pupils in reading
   q. How to make suitable inventory tests for second, third, and fourth grades in arithmetic
   r. Where to obtain standard tests for pupils in second grade arithmetic
   s. Are true-false tests adequate for semester finals
   t. What intelligence tests should be given at the close of the year
2. Final tests and examinations
   a. How to make well-balanced final tests
   b. How to manage the home or special credit work
   c. How to arrange and conduct a yearly examination and to what extent are they given
   d. How to make lower grade reading tests
   e. How to prepare the eighth graders for their examinations and not slight the work of the other grades
   f. How much should tests count in deciding promotions
   g. How to make tests that are not too lengthy yet cover all the work
   h. How to measure pupils' reading ability
   i. How to test in arithmetic, civics, and grammar
   j. How to care for students who are not taking the examinations
   k. How to get pupils who have been out of school, on account of sickness or work at home, ready for the final examinations
   l. How to get better written work in tests
   m. How to get pupils to read tests carefully
   n. Should high average pupils be exempt from tests
   o. How to provide for testing pupils who leave school a week or two before school is out
   p. How to select subject matter for review tests which will get pupils ready for county examinations
   q. What is the best type of question to use when giving examinations in social studies
   r. If exemptions are used, what should be the standard
   s. Should time outside of school be spent in preparing for examinations
   t. How to make eighth graders feel the responsibility and necessity of putting material down correctly and neatly on examinations
   u. How to test properly and classify members of the primary grades
   v. How to test first grade vocabularies

<table>
<thead>
<tr>
<th>Question</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final tests and examinations</td>
<td>233</td>
</tr>
<tr>
<td>a. How to make well-balanced final tests</td>
<td>51</td>
</tr>
<tr>
<td>b. How to manage the home or special credit work</td>
<td>23</td>
</tr>
<tr>
<td>c. How to arrange and conduct a yearly examination and to what extent are they given</td>
<td>22</td>
</tr>
<tr>
<td>d. How to make lower grade reading tests</td>
<td>20</td>
</tr>
<tr>
<td>e. How to prepare the eighth graders for their examinations and not slight the work of the other grades</td>
<td>19</td>
</tr>
<tr>
<td>f. How much should tests count in deciding promotions</td>
<td>18</td>
</tr>
<tr>
<td>g. How to make tests that are not too lengthy yet cover all the work</td>
<td>17</td>
</tr>
<tr>
<td>h. How to measure pupils' reading ability</td>
<td>6</td>
</tr>
<tr>
<td>i. How to test in arithmetic, civics, and grammar</td>
<td>6</td>
</tr>
<tr>
<td>j. How to care for students who are not taking the examinations</td>
<td>6</td>
</tr>
<tr>
<td>k. How to get pupils who have been out of school, on account of sickness or work at home, ready for the final examinations</td>
<td>6</td>
</tr>
<tr>
<td>l. How to get better written work in tests</td>
<td>5</td>
</tr>
<tr>
<td>m. How to get pupils to read tests carefully</td>
<td>5</td>
</tr>
<tr>
<td>n. Should high average pupils be exempt from tests</td>
<td>4</td>
</tr>
<tr>
<td>o. How to provide for testing pupils who leave school a week or two before school is out</td>
<td>4</td>
</tr>
<tr>
<td>p. How to select subject matter for review tests which will get pupils ready for county examinations</td>
<td>4</td>
</tr>
<tr>
<td>q. What is the best type of question to use when giving examinations in social studies</td>
<td>3</td>
</tr>
<tr>
<td>r. If exemptions are used, what should be the standard</td>
<td>2</td>
</tr>
<tr>
<td>s. Should time outside of school be spent in preparing for examinations</td>
<td>2</td>
</tr>
<tr>
<td>t. How to make eighth graders feel the responsibility and necessity of putting material down correctly and neatly on examinations</td>
<td>2</td>
</tr>
<tr>
<td>u. How to test properly and classify members of the primary grades</td>
<td>2</td>
</tr>
<tr>
<td>v. How to test first grade vocabularies</td>
<td>2</td>
</tr>
</tbody>
</table>
w. If a pupil fails in county examinations must the teacher give him special help during noon hour .................................................. 1

x. Should the sixth and seventh graders have regular geography class work after they have taken the final examinations........................................ 1

y. Should the seventh grade have history after final examinations ........................................ 1

z. Shall absent pupils be exempt from tests... 1

VI. CLASS MANAGEMENT .................................................. 634

A. Securing Attention .................................................. 36

1. How to secure and hold the pupils’ attention.................. 18

2. How to overcome tendency to be inattentive when another is reciting.................. 5

3. How to get pupils to follow directions.................. 5

4. How to hold the attention while giving the assignment .................. 4

5. How to keep the attention of the class while giving individual drill.................. 4

B. Securing Pupil Participation ........................................ 403

1. Problems of general management and technique 175

   a. What is the best method of securing pupil participation in various classes........... 52

   b. How to prevent pupils from interrupting each other ........................................ 40

   c. How to stimulate pupils to raise questions for discussion ........................................ 24

   d. How to prevent the more forward child from monopolizing the class period without destroying his enthusiasm ........................................ 20

   e. How to eliminate short question and answer recitation ........................................ 8

   f. How to avoid repetition of questions ........................................ 8

   g. How to stimulate the hesitant child to participate ........................................ 7

   h. How to keep pupils to the point in discussion ........................................ 6

   i. How to stimulate a friendly rivalry in the recitation ........................................ 5

   j. How to make the most of leads indicated by pupils’ responses ........................................ 3

   k. How to get pupils to weigh recitations independently and critically ........................................ 2
2. Socialized recitation

a. How to conduct a socialized recitation
b. How to get pupils to dwell on essential points when using the socialized recitation
c. How to develop free attitude in a socialized recitation
d. How to get the slower pupils to participate in a socialized recitation
e. How to develop independence of pupils in conducting socialized recitation
f. To what extent should the socialized recitation be used
g. How to get pupils to address the class instead of the teacher

3. Topical recitations

a. How to develop pupil's ability to give topical recitations
b. How to develop pupil's ability to hold the attention of the class when presenting a topical report
c. How to get pupils to organize their material for topical reports
d. How to develop independence in reciting topically

4. Response of pupils

a. How to get pupils to recite so that the whole class may hear
b. How to secure clear distinct responses
c. How to get pupils to respond in complete sentences
d. How to get pupils to recite in natural conversational tones
e. How to develop pupil's ability to express himself adequately

C. Use of Class Time

1. How to find time to test, discuss, teach, summarize and assign work in 15-minute period
2. How to eliminate waste of time in distributing materials, assembling equipment, etc.
3. When and how to give extra help and attention to weak pupils
4. Should class time be used for project work
5. Should previous day's assignment be reviewed and how ........................................ 3
6. How to make the most of every minute of the recitation period .......................... 3
7. Should class time be used for dictation............................... 1

D. Assigning the Lesson ................................................. 83
1. How to overcome necessity of repeating assignment ....................................... 30
2. What is the best way of making assignments when there is not enough board space. 20
3. How to formulate stimulating questions ............................................... 18
4. How to find time to make assignment properly ........................................ 8
5. How to be sure pupils understand the assignment ...................................... 4
6. When, during the recitation, should the assignment be made ....................... 3

E. Conducting a Class of One or Two Pupils ........................................ 44
1. How to conduct specific classes .................................................. 20
2. How to employ competition ...................................................... 13
3. How to prevent monotony in class of one pupil .................................... 11

VII. SPECIAL TEACHING TECHNIQUES .................................. 413

A. Conducting Review and Drill Exercises ........................................ 381
1. What are the best methods and procedures to use in review ............................. 56
2. How to conduct reviews for seventh and eighth grades ................................ 50
3. How to make reviews that will summarize year's work and still be interesting .... 45
4. How to plan a systematic, effective review of all subject matter ..................... 42
5. How to conduct effective reviews ................................................. 39
6. How to conduct effective reviews in: ............................................. 27
   a. Physiology ........................................................................ 8
   b. Arithmetic .......................................................................... 4
   c. Arithmetic 3 and 4 .......................................................... 2
   d. Reading ........................................................................... 2
   e. Civics ............................................................................. 2
   f. History, eighth grade ....................................................... 2
g. Long division, third grade
h. Geography of North America
i. Geography and history, fourth grade
j. Fractions

7. How to organize review work to meet limited time for reviews
8. How to establish necessary facts and dates in history
9. How to secure participation of all pupils in drill exercises
10. How to make facts "stick"
11. How to overcome economically loss incurred by long summer vacation
12. How to evaluate review material
13. How to review last year's work effectively
14. How to "fix" geography locations
15. What is to be done if, when reviewing, one finds certain material (as pictures) which has never been taught
16. How to determine what to review for eighth grade examinations
17. How can all the reviews in the upper grades be completed for county examinations and still leave a definite plan of work for the last few weeks of school
18. How to provide for individual differences in review work
19. How to make review lessons according to the two-level assignment idea
20. How to "fix" the spelling of words
21. How to conduct reviews for those who have been absent

B. Presenting New Material and Problem Solving
1. How to develop problem solving ability with geography material
2. How to present new history material
3. How to present new physiology material
4. How to develop problem solving ability

C. Developing Appreciations, Attitudes, etc.
1. How to secure living results in citizenship through teaching of civics
2. How to develop appreciations through field trips
3. How to teach patriotism through history
SECTION I—PROBLEMS OF GENERAL TECHNIQUE

VIII. GENERAL HABITS OF CONDUCT

A. Work Habits, Attitudes, and Ideals

1. Self-direction, self-control, and responsibility
   a. How to establish correct independent study habits
   b. How to develop in children a sense of responsibility towards their own achievement
   c. How to develop in pupils an attitude of independence in attacking their work
   d. How to teach pupils to budget their time most economically
   e. How to develop in pupils a responsibility for remembering and preparing their assignments
   f. How to develop in pupils an ability to correct their own papers
   g. How to eliminate unnecessary questions
   h. How to develop a power of self-control
   i. How to develop a critical attitude by pupils towards their own progress
   j. How to develop pupils’ ability to judge their own work and progress
   k. How to build economically new habits and modify old ones

2. Industry
   a. How to develop habits and ideals of industry in the schoolroom
   b. How to overcome laziness and indifference on part of pupils
   c. How to develop perseverance

3. Concentration
   a. How to develop habits of concentration on work to be done
   b. How to overcome the distractions to pupils at their seats caused by class activities
   c. How to aid pupils in making adjustments to work after summer vacation
   d. How to overcome habit of daydreaming
   e. How to overcome distraction among upper grade pupils caused by social activities outside of school
   f. How to overcome distraction caused by outdoor sports
4. Mastery—thoroughness, accuracy, and completeness 85
   a. How to develop in pupils a real desire for achievement in school work 28
   b. How to create a desire for thoroughness in preparation 22
   c. How to develop in pupils the ideal of accuracy in their work 14
   d. How to develop in pupils a desire to master their work 12
   e. How to deal with pupils who are satisfied with merely passing 4
   f. How to develop a favorable attitude toward home work 3
   g. How to deal with pupils who neglect their work for storybooks 2

5. Promptness 87
   a. How to get pupils to start work promptly after intermission 36
   b. How to get pupils to complete their written work on time 27
   c. How to develop in pupils habits and ideals of promptness 16
   d. How to develop habit of keeping work up-to-date 6
   e. How to overcome habit of dawdling 2

6. Habits and ideals of written work 68
   a. How to develop ideals of neatness and order about written work 41
   b. How to overcome habits of carelessness in written work 27

7. Habits of posture, handling of materials, etc. 34
   a. How to develop proper habits of posture while reciting 20
   b. How to develop proper habits of posture while working 11
   c. How to develop proper habits in care of books and materials 3

B. Character Traits 617

1. Traits in the more personal development of individual 411
   a. How to develop ideal of honesty 86
SECTION I—PROBLEMS OF GENERAL TECHNIQUE

b. How to overcome timidity and establish self-confidence on part of pupils. 86
   (1) On part of beginning pupils (49)
   (2) On part of pupils in general (37)

c. How to establish ideals of cleanliness and pride in personal appearance. 68

d. How to develop habits and ideals of thrift... 39

e. How to develop respect for property, public and private 29

f. How to teach manners and morals in general 26

g. How to establish habitual observance of health rules 18

h. How to develop habits in regard to weekly bath 12

i. How to develop adaptability to varying circumstances 11

j. How to develop initiative and originality of pupils 6

k. How to develop patience on part of pupils. 6

l. How to develop pupils' control of temper, jealousy, etc. 6

m. How to develop ideals of honesty that will result in honesty in Credit work, Fair exhibits and Club work 5

n. How to build up the best ideals in children when home environment is not favorable. 4

o. How to make proper use of handkerchief habitual 4

p. How to avoid the development of inferiority complex which seems to develop when older children recite with younger ones 3

q. How to develop ideals of courtesy 2

2. Traits which function in group relationships in schoolroom and on playground 206

a. How to develop spirit of cooperation 52

b. How to develop the ideal of sportsmanship and fair play 41

c. How to develop thoughtfulness for feelings of others 31

d. How to develop habits and ideals of courtesy 27

e. How to develop attitude of service, sympathy, and kindness to each other 21

f. How to develop respect for opinion of others 9
g. How to overcome national and religious barriers between pupils................. 8

h. How to develop wholesome attitudes and relationships between boys and girls... 6

i. How to get pupils to respect rights of others........................................ 6

j. How to develop unselfishness ............................................................... 3

k. How to develop social adaptability ...................................................... 2

C. Conduct and Discipline (This is really a negative statement of the problems listed under A and B of this section) ........................................... 954

1. Eliminating disturbance in general...................................................... 512

   a. How to discipline and maintain order.............................................. 156

      (1) In the schoolroom (113)
      (2) In a socialized recitation (17)
      (3) In the drawing period (16)
      (4) In the music period (10)

   b. How to eliminate unnecessary whispering....................................... 81

   c. How to abolish talking without permission...................................... 42

   d. How to overcome disturbance caused by pupils leaving the room, and asking permission to leave the room................................................. 41

   e. How to overcome tendency of pupils to move about restlessly............... 41

   f. How to deal with pupils who are centers of disturbances.................. 36

   g. How to maintain order in passing to and from classes, out of the schoolroom, etc................................................................. 22

   h. How to overcome disorder while waiting turn at drinking fountain or pencil sharpener............................................................... 20

   i. How to eliminate unnecessary noise in the schoolroom........................ 19

   j. How to maintain discipline in general, on the playground................... 18

   k. How to eliminate silly giggling....................................................... 15

   l. How to prevent note-writing......................................................... 13

   m. How to prevent pupils from annoying one another............................ 6

   n. How to deal with humming................................................................ 2

2. Dealing with specific misdemeanors................................................ 442

   a. How to deal with dishonesty: .......................................................... 113

      (1) Petty thefts (47)
      (2) Exaggeration and lying (18)
      (3) Cheating (39)
      (4) Taking of lunches (5)
      (5) Bluffing (4)
b. How to eliminate profane and vulgar language of pupils 73

c. How to deal with continual quarreling 61

d. How to deal with deliberate disobedience 36

e. How to deal with discourtesy and impudence 34

f. How to eliminate continual tattling 32

g. How to prevent family quarrels affecting relations between pupils 27

h. How to deal with smoking among pupils 22

i. Punishment 18

(1) How to punish pupils for misdemeanors (6)

(2) Under what circumstances is a teacher justified in expelling a pupil (3)

(3) Should pupils be kept at recess or after school for misdemeanors (3)

(4) Is it advisable to have pupils make apologies (2)

(5) When should a teacher whip a child (2)

(6) Should pupils be made to take their seats for improper conduct at class (2)

j. How to deal with truancy 11

k. How to overcome habit of contradicting 9

l. How to deal with the mischievous child 4

m. How to deal with destruction of school property 2

D. Problems of Conduct on Part of Teacher 117

1. Developing desirable qualities 50

a. How to be tactful 7

b. How to be firm 7

c. How to have confidence that one is master of the situation 7

d. How to gain perfect control of one's temper 7

e. How to avoid nagging 7

f. How to be friendly with the pupils without loss of dignity 4

g. How to avoid partiality 4

h. How to advise pupils without seeming to preach 3

i. How to analyze and remedy one's own teaching 2

j. How may a beginning teacher best establish her authority at the outset 2
2. Establishing cooperative relationships with pupils 67
   a. How to learn to understand individual pupils 23
   b. How to develop and maintain happy spirit of cooperation between teacher and pupils. 16
   c. How to get acquainted with the pupils and learn their names quickly 13
   d. How to make use of the "gang spirit" rather than have it demoralize the school 5
   e. How to get pupils to respond when visitors are present 4
   f. How to gain the cooperation and influence of older pupils in management of little folks 4
   g. How to get the good will of pupils 2

IX. STUDY PERIOD MANAGEMENT

A. Study Techniques Used in Preparing Assignments and Seatwork (See Reading under Specific Reading Abilities.)

B. Study Habits and Conduct in Study Periods (See General Patterns of Conduct under Work Habits and Ideals.)