SECTION II

PROBLEMS OF SPECIAL TECHNIQUE

I. READING ................................................................. 1,721

A. General Problems .................................................. 680

  1. How to develop fluent expressive oral reading throughout the grades .................. 132
  2. How to develop comprehension of what is read ................................................. 80
  3. How to treat weakness in mechanics of reading in the upper grades .................. 66
  4. How to prevent and overcome word-calling in oral reading ............................... 51
  5. How to overcome rising inflection in oral reading ........................................... 46
  6. How to obtain speed and accuracy in silent reading ........................................... 37
  7. How to get pupils to pronounce words distinctly .............................................. 36
  8. How to prevent and overcome lip reading ....................................................... 31
  9. How to teach silent reading in the different grades .......................................... 18
 10. How to correct the singsong way of reading .................................................... 17
 11. How to teach foreign speaking children to read ............................................... 16
 12. How to overcome carelessness in reading and guessing at words ......................... 15
 13. How to overcome hesitancy in oral reading .................................................... 15
 14. How to secure accuracy in word recognition .................................................... 15
 15. What is the most effective proportion between oral and silent reading ............... 13
 16. When, how often, and what type of drill should be used by the teacher in reading . 13
 17. How to overcome in second grade the loss in reading ability incurred by long summer vacation ................................................................. 12
 18. How to increase eye-span .................................................................................... 12
 19. How to prevent and overcome finger-pointing and losing the place .................... 8
 20. How to teach fifth grade reading ...................................................................... 7
 21. How to develop better readers in the second grade ........................................... 6
22. How to prevent and overcome repetition of words in oral reading

23. How to develop comprehension on part of a good oral reader

24. How to correct long-established mispronunciations

25. What should be the objectives of upper grade reading

26. How to get pupils with limited experience to understand what is read

27. How to develop proper habits of holding book, posture, etc.

28. How to teach classics to upper grades

29. Shall mispronounced words be corrected during the reading or after pupil has finished

30. How can rate be increased in the second grade

31. Should a long story be read as a whole or taken in parts

32. What should be done for children who cannot give new words rapidly even after word, phrase, and phonic drills have been given

33. How to overcome substitution of words in reading

34. If a pupil is weak in reading may he recite in two classes

B. Problems of First Grade

1. How to teach first grade reading

2. How to improve teaching in first grade

3. How to correlate and make transition between print and script

4. How to overcome slow progress

5. How to determine what method to use in teaching beginning reading

6. How to present first grade or pre-primer work

7. How to overcome memorization and picture reading

8. How to develop vocabulary in first grade reading

9. How to develop comprehension

10. How to overcome word-calling

11. How to develop retention

12. How to develop fluent oral readers
13. How to determine when the first grade is ready to read in books ........................................... 3
14. How to overcome substitution of words .......... 2
15. How to overcome guessing at words .................. 2
16. How to develop word mastery .................................. 2
17. How to establish reading habits so that children will continue reading during the summer ........... 2
18. Should the first grade pupils continue the primer until they finish the book .............................. 2
19. How to increase rate of finding phrases in books ................................................................. 1
20. How to use the afternoon period which is too short to teach the new phrases needed for the next day's reading ................................................................. 1
21. Would it be better to base all reading work on the child's interests for the first half of the year .... 1

C. Specific Skills and Abilities ...................................... 294

1. How to establish worth while permanent reading interests ......................................................... 100
2. How to develop ability to use textbooks independently ............................................................. 39
3. How to develop ability to follow directions ................................................................. 32
4. How to get pupils to read critically, to think independently concerning what they read .................. 30
5. How to secure appreciation of poetry and of the classics in upper grades ................................... 20
6. How to develop ability to organize ......................................................... 14
7. How to develop ability to outline ................................................................. 13
8. How to develop ability to find answers to questions ............................................................. 13
9. How to develop ability to reproduce essential thought of material read ................................... 8
10. How to develop the appreciation of literature ........................................ 6
11. How to secure ability to recall and to apply acquired information to new problems .......... 5
12. How to develop ability to evaluate material read ................................. 5
13. How to teach pupils to verify conclusions, to avoid snap judgments ........................................ 4
14. How to develop ability to visualize objects and situations ...................................................... 3
15. How to teach children to summarize ................................................................. 2
D. Phonics

1. What is the most efficient procedure or method in teaching phonics

2. How to get pupils to apply their phonics

3. How to teach correct articulation of different sounds, to those who speak indistinctly

4. What emphasis should be placed on phonics above the second grade

5. How should phonics be taught in the second grade

6. How to teach combination of sounds

7. What type and how much drill to devote to the phonics work

8. How to get beginning pupils to speak plainly

9. When to begin teaching phonics

10. Should phonics be taught in reading class or in a separate period

11. How to teach phonics in the upper grades

12. How to teach the changing sounds of certain letters

13. How to prevent or overcome overdependence on sounds in pronouncing words

14. What to do with pupils in the upper grades who lack phonic ability

15. How to present new sounds to first grade children

16. Should the phonic system used be that which has been developed with the basic reader

17. To what extent should phonic work be stressed in teaching reading

18. Should a pupil be required to sound out a difficult word when he meets it in oral reading

19. What to do for beginning pupils who do not grasp the sounds

E. Reading Circle and Library Work

1. How to develop ability of pupils to use the library and reference material intelligently and independently

2. How to conduct the Reading Circle work

3. What is a systematic method of checking and taking care of Reading Circle work

4. How can all pupils be stimulated to do the reading since Reading Circle work is not compulsory
SECTION II—PROBLEMS OF SPECIAL TECHNIQUE

5. How to conduct Reading Circle work in grades 1 and 2 when pupils cannot read independently—12

6. How to get all Reading Circle work completed. 8

7. How to get all book reports finished satisfactorily. 6

8. When and how (oral or written) should book reports be given. 5

9. How to develop in pupils a desire to enrich their experiences through wide reading of reference books. 3

10. How to get the second grade pupils to report books properly. 3

11. How can I get the pupils to use the library effectively. 3

12. How can I prevent the pupils from hurrying through their work so as to read library books. 1

F. Dictionary Work

1. How to teach the pupils to use the dictionary effectively. 23

2. How to make dictionary work effective as demonstrated by use of new words acquired. 21

3. How to develop the ability to select the right meaning when several are given. 18

4. How to develop the dictionary habit among the children. 11

5. When and how to introduce dictionary study. 2

6. How to teach alphabetical arrangement of words. 2

7. How to teach markings of words. 1

8. Should children be required to use the dictionary pronunciation of words, such as “laugh”. 1

9. How to teach the pupils to select, without the teacher’s help, the words from their reading lesson to be looked up in the dictionary. 1

II. ENGLISH

A. Oral and Written Expression

1. Correct usage

   a. How to improve spoken English by overcoming incorrect habits and establishing correct habits of usage. 43

   b. How to eliminate the use of too many “and’s” 40

   c. How to teach correct use of “see”, “saw”, “was”, “were”, etc. 8

   d. How to eliminate the use of “ain’t” 7

   e. How to overcome use of slang. 2
2. How to get pupils, particularly primary pupils, to express themselves freely and spontaneously ........................................ 73
3. How to teach punctuation and capitalization ........................................ 49
4. How to get children to express themselves freely in good English, when a foreign language is spoken in the home ........................................ 23
5. How to develop the ability to speak and write in complete, balanced sentences—Sentence sense ........................................ 17
6. How to teach children to tell a story coherently ........................................ 15
7. How to develop a critical attitude towards, and appreciation for, good English ........................................ 15
8. How to teach or improve written composition ........................................ 14
9. How to develop originality in composition ........................................ 10
10. What is the most economical and effective procedure in dramatization ........................................ 8
11. How to develop ability to organize material in outline form, and then to formulate oral and written composition from the outline ........................................ 8
12. How to teach oral composition ........................................ 7
13. How to restrain children from speaking a foreign language on the schoolground ........................................ 7
14. How to teach primary language ........................................ 6
15. What is the value of language games ........................................ 5
16. What are the best methods of drill in punctuation ........................................ 5
17. How to present a poem to be memorized ........................................ 5
18. When to correct mistakes in English, at once or later ........................................ 4
19. How to teach letter-writing ........................................ 3
20. How to develop pleasing inflection ........................................ 2
21. How to teach paragraphing ........................................ 2
22. How much memorization should be required ........................................ 2
23. How to get pupils to use new vocabulary in oral and written composition ........................................ 1
24. How to introduce written work in the third and fourth grades ........................................ 1
25. How to get upper grade pupils effectively to check all written work before handing it in ........................................ 1

B. Grammar ........................................ 162
1. How to teach grammar in the upper grades ........................................ 69
2. How to teach the various parts of speech ........................................ 28
3. How to get the mechanics of grammar to carry over into the oral and written expression 21
4. How to teach sentence construction and the relationship of the various parts 19
5. How to conduct effective drill in grammar 7
6. How to develop a critical attitude towards sentence construction 6
7. How much mechanics of grammar should be taught 6
8. How to teach diagraming 4
9. Need of a better and more definite outline 2

III. ARITHMETIC 553

A. Fundamental Processes 404
1. How to fix the fundamental combinations in third and fourth grades 55
2. How to do corrective work in the fundamental operations in the different grades 45
3. How to teach long division 34
4. How to develop accuracy in performing fundamental operations 25
5. How to develop speed in performing the fundamental operations 25
6. How to teach percentage 22
7. How to teach decimals 19
8. How to teach short division 17
9. How to develop concepts of the fractional parts, so that the relationships are understood 16
10. How to teach second grade arithmetic 15
11. How to prevent and overcome the habit of counting when adding 14
12. How to teach subtraction 14
13. How to teach beginning multiplication 14
14. How to teach fractions 12
15. How to teach square root 11
16. How to teach taxation, insurance, interest, bank discount, commission, profit and loss, etc 10
17. How to teach denominate numbers 8
18. How to develop a number sense 6
19. How to teach ratio and proportion 6
20. How to teach division when there is a remainder 6
21. How to teach addition combinations 5
22. How to make clear the borrowing process in subtraction 4
23. How to teach the zero combinations 3
24. How to develop the relation of decimals and fractions to per cent. 3
25. How to teach the children to count and write numbers 3
26. How to teach carrying in addition 2
27. How to teach the signs in fundamental operations 2
28. How to teach reduction of fractions 2
29. How to teach the second grade pupils to write dollars and cents with speed and accuracy 2
30. How to teach cancellation 2
31. How to teach rapid column addition to the third and fourth grade pupils 1
32. When pupils are being taught the four fundamentals for the first time should they be allowed to use "crutches" 1

B. Drill Work 37

1. How to make arithmetic drills effective; what type of drill, and length of drill period 21
2. When is the best time to correct errors 5
3. How to conduct lively mental drills in upper grades 3
4. What is the relative value of arithmetic games as drill devices 3
5. How to develop speed and accuracy in the second grade 2
6. Arithmetic practice books are much too hard for the fifth grade. Should they then be used for drill work 2
7. Should a special period or a part of the regular period be used for drill 1

C. Reasoning Processes 103

1. How to develop ability to solve reasoning problems 45
2. How to overcome the inability of pupils to work problems if situation is at all changed 17
3. How to develop judgment as to the operation to use 12
4. How to develop pupil's ability to visualize objective setting of a problem................................. 9
5. How to get pupils to think through a problem before attempting a solution............................. 4
6. How much rationalization or explanation of processes to undertake ..................................... 3
7. How to get second grade pupils to give clear answers to board problems.............................. 3
8. Tests given during the latter part of the year show that the seventh and eighth grade pupils are weak in problem solving. Should I stress this in preference to the work outlined in the manual for the last month of the year...................... 3
9. How to develop ability to apply principles to solution of problems........................................... 2
10. How to get known combinations to carry over to solution of reasoning problems.................... 2
11. How to get the third and fourth graders to understand simple problems involving fractions......... 2
12. Pupils come to class without arithmetic problems worked. How can the tendency be overcome........ 1

D. General Problems ................................................................. 9
1. To what extent should short cuts be used in grades ................................................................. 5
2. How to avoid the tendency to work for answers only ...................................................................... 3
3. Should pupils be allowed to have answers in arithmetic .............................................................. 1

IV. PENMANSHIP ........................................................................ 287
A. General: all grades ................................................................. 240
1. How to teach penmanship so that it will carry over into all written work..................................... 63
2. How to teach penmanship effectively to the grades one to eight during the same short period .... 35
3. What is the best system of penmanship to teach ............................................................................ 36
4. How to improve writing of upper grade pupils who write illegibly .............................................. 26
5. How to teach penmanship to left-handed pupils ............................................................................ 17
6. How to avoid monotony during the writing period ....................................................................... 12
7. How to get pupils to use arm movement outside of writing period ............................................... 11
8. To what extent should muscular arm movement be required .............................. 10
9. How to make use of the penmanship period—individual or class instruction........... 7
10. How to create a desire to write well—a critical attitude towards writing............. 7
11. How to overcome cramped finger writing ......................................................... 6
12. How to develop speed in writing ........................................................................... 5
13. Should a child continue to practice penmanship after he has achieved skill specified in standard handwriting scales or has a diploma in penmanship .................................................. 3
14. To what extent should spelling words be used for practice in writing ................ 1
15. Does the muscular system actually function in the pupils' work outside of school ....... 1

B. First Grade ............................................................................................................. 47
1. How to teach penmanship to beginners .............................................................. 23
2. Should work be introduced by words or single letters ...................................... 5
3. When and how much writing instruction should be given .................................. 4
4. How to start penmanship in the primary grades ............................................... 3
5. How to develop ability to write words from print ............................................... 3
6. How to establish proper letter forms ................................................................. 3
7. Should beginners write at the board or seats .................................................... 2
8. How to develop muscular control ........................................................................ 2
9. How to provide written work suitable for first grade ........................................... 1
10. Should pupils use large lead pencils ................................................................... 1

V. SPELLING ........................................................................................................... 271
A. General Problems ................................................................................................. 212
1. How to make correct spelling carry over from spelling class to use of same words in other work ................................................................. 88
2. What is the best method to use in teaching spelling in the different grades ........... 47
3. How to conduct spelling work for upper grade pupils who are weak in spelling when no class is provided for in the Course of Study ................. 17
4. How to develop “sound sense” in older pupils who have had no training in phonics
5. How to establish a “spelling sense”—a critical attitude towards the spelling of words
6. How to improve spelling in general
7. To what extent should rules be taught in spelling
8. How to teach the syllabication of words
9. How to get pupils to visualize words
10. How to impress pupils with the value of ability to spell words correctly
11. How much knowledge of marking of words should be required
12. What is the proper proportion to maintain between oral and written spelling
13. Should older pupils hear spelling of younger pupils
14. What rules should be taught in spelling
15. How to teach the spelling “demons”

B. Problems in Certain Grades

1. How to teach beginning spelling
2. How to make third grade spelling more effective
3. How to make the seventh graders see the value of spelling
4. How to get the seventh and eighth grades up to standard
5. How to obtain good spelling in the fifth grade
6. How to teach spelling to third and fourth grade pupils
7. Should the teaching of introductory spelling be stressed in the first grade during the last four weeks

C. Pre-Test

1. What to do when pupils get 100% on pre-test
2. How to prevent pupils being discouraged by results of pre-test
3. Are twenty or even thirty words in a week enough
4. How to use the pre-test method
5. How to avoid so many misspelled words in the Friday test
6. How to test for meaning and use of spelling words
VI. GEOGRAPHY

1. How to conduct map and globe study effectively 21
2. How to teach geography in the lower grades, particularly when pupils have no texts 19
3. How to teach geography effectively 13
4. How to teach latitude and longitude 8
5. How to teach various phenomena of nature adequately 7
6. What is the relative importance of map, booklet, and notebook work 7
7. How to use geography books most effectively 4
8. How to conduct a profitable field trip 4
9. How to teach the International Date Line and change of time 2
10. How to use the sand table in geography 2
11. What is the relative importance of field walks 2
12. How to overcome dependence on the teacher when answering thought questions in geography 2
13. How to teach local geography 1
14. Need of a more definite outline for geography 1

VII. HISTORY AND CIVICS

1. How to teach seventh and eighth grade history and civics effectively, so that pupils will have an intelligent understanding of the work 34
2. How to teach fifth and sixth grade history effectively 12
3. How to get the seventh grade to understand this (even) year's work because of lack of foundation 12
4. How to teach lower grade history and civics when there is no text 9
5. How to teach the constitution and the mechanics of government 8
6. What is the relative value of notebook, booklet, and map work 7
7. How to teach fifth and sixth grade civics 5
8. How to make the study of civics a training in citizenship 3
9. How to keep pupils from "muddling" the various events and divisions of history 2

* See page 74.
### SECTION II—PROBLEMS OF SPECIAL TECHNIQUE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. How to teach first and second grade civics</td>
<td>2</td>
</tr>
<tr>
<td>11. How to overcome the inability of fifth grade pupils to answer independently thought questions in history and civics</td>
<td>1</td>
</tr>
<tr>
<td>12. How to “fix” the necessary facts of civics</td>
<td>1</td>
</tr>
</tbody>
</table>

### VIII. PHYSIOLOGY AND HYGIENE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to get the class physiology and hygiene work to function in habits and attitudes of pupils</td>
<td>22</td>
</tr>
<tr>
<td>2. How to conduct a health contest</td>
<td>5</td>
</tr>
<tr>
<td>3. What is the value of drawings and diagrams</td>
<td>1</td>
</tr>
</tbody>
</table>

### IX. NATURE STUDY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to develop an observing attitude toward nature</td>
<td>13</td>
</tr>
<tr>
<td>2. How to create an appreciation for the beautiful in nature</td>
<td>9</td>
</tr>
<tr>
<td>3. How to teach nature study</td>
<td>6</td>
</tr>
<tr>
<td>4. How to conduct a nature study field trip</td>
<td>5</td>
</tr>
</tbody>
</table>

### X. AGRICULTURE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to plan better projects for agriculture</td>
<td>2</td>
</tr>
<tr>
<td>2. How to provide sufficient instruction in agriculture</td>
<td>2</td>
</tr>
</tbody>
</table>

### XI. MUSIC

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to teach music to all grades at once</td>
<td>15</td>
</tr>
<tr>
<td>2. How to teach note-reading</td>
<td>14</td>
</tr>
<tr>
<td>3. How to develop in pupils a desire to sing</td>
<td>13</td>
</tr>
<tr>
<td>4. How to teach music when teacher cannot sing and has had no training</td>
<td>11</td>
</tr>
<tr>
<td>5. How to teach music without an instrument</td>
<td>10</td>
</tr>
<tr>
<td>6. How to teach the monotone pupil</td>
<td>10</td>
</tr>
<tr>
<td>7. How to teach rhythm</td>
<td>9</td>
</tr>
<tr>
<td>8. How to teach pupils to sing softly</td>
<td>6</td>
</tr>
<tr>
<td>9. How to develop appreciation of music</td>
<td>5</td>
</tr>
<tr>
<td>10. How to keep pupils in pitch</td>
<td>3</td>
</tr>
<tr>
<td>11. How to teach note singing</td>
<td>3</td>
</tr>
<tr>
<td>12. How to teach singing with the use of a victrola</td>
<td>1</td>
</tr>
</tbody>
</table>
XII. DRAWING .................................................. 69

1. How to teach drawing in the different grades. .......................... 21
2. How to teach drawing to all the grades at the same time ............. 20
3. How to teach drawing when the teacher has had no training in the work ........................................... 9
4. How to develop appreciation of pictures ................................ 6
5. How to prepare school and Fair exhibits ................................ 5
6. How to develop initiative and originality in drawing .................. 3
7. How to teach pupils to draw to a scale .................................. 2
8. How to teach poster work ............................................... 1
9. How to teach free-hand cutting ......................................... 1
10. How to teach free-hand drawing ........................................ 1

XIII. OPENING EXERCISES ............................................. 12

1. How to bring about a variety in opening exercises near the end of the year ........................................... 8
2. Which important biographies to present to the whole school ........... 1
3. May the course in opening exercises be changed to suit conditions ........................................... 1
4. About how often should fire prevention be taught throughout the year ........................................... 1
5. How to accomplish anything in such a short time ......................... 1

XIV. CURRENT EVENTS ................................................ 55

1. How to present current events so that pupils will have an intelligent understanding of topics discussed .......... 35
2. How to teach pupils to select worth while current events ............ 14
3. How to teach current events from the Literary Digest (too difficult) .... 4
4. How to include little folks with the upper grades ..................... 1
5. How to know what current events to teach ............................. 1