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● Commonwealth of Kentucky ●  
**EDUCATIONAL BULLETIN**

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A PROGRAM OF CURRICULUM  
STUDY IN KENTUCKY

Prepared by  
**THE STATE CURRICULUM  
COMMITTEE**



LIBRARY  
UNIVERSITY OF KENTUCKY

Published by  
**DEPARTMENT OF EDUCATION**  
JAMES H. RICHMOND  
Superintendent of Public Instruction

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## ACKNOWLEDGMENTS

The State Curriculum Committee appreciates the excellent help that has been given by a number of persons in the production of this preliminary announcement.

The Committee especially appreciates the help given by the Committee on General Educational Objectives and by the members of Dr. Adams' curriculum class in the first term of the 1934 Summer Session at the University of Kentucky. These two groups are largely responsible for the list of general objectives in the bulletin.

The Committee also wishes to express its appreciation to Charles Thurmond, Louisville Public Schools, and Mary E. Ransdell, Lexington Public Schools, who rendered special help on the list of definitions given and the general arrangement of the bulletin; and to Frances Martin, Katherine Conroy, and Etheleen Daniel, critic teachers in the University of Kentucky Elementary School, who rendered valuable assistance in preparing the suggested outlines for discussion at teachers' meetings.

The committee also appreciates the excellent work that has already been done by the divisional committees. The results of their work will appear in later publications.

JAMES H. RICHMOND,  
Chairman State Curriculum Committee

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**PART I.**  
**PROBLEMS AND WORK OF THE STATE**  
**CURRICULUM COMMITTEE**

**INTRODUCTION**

The Kentucky Education Commission, realizing that the ultimately important consideration in any educational scheme is **what** and **how** we teach, recommended that a careful study be made of the elementary and secondary curricula of Kentucky.

Acting upon the recommendation of the commission, James H. Richmond, State Superintendent of Public Instruction, appointed a State Curriculum Committee early in the fall of 1933. The members of this committee are:

James H. Richmond, Superintendent of Public Instruction, Chairman  
Jesse E. Adams, University of Kentucky, Vice-Chairman  
R. E. Jagers, State Department of Education, Secretary  
Robert E. Sharon, Superintendent Kenton County Schools  
Arville Wheeler, Superintendent Paintsville Public Schools  
W. M. Wilson, Superintendent Pineville City Schools  
W. R. Champion, Superintendent Lancaster Schools  
J. W. Smith, Principal Breckinridge County High School, Hardinsburg  
Robert B. Clem, Principal Shawnee High School, Louisville  
Mary E. Ransdell, Teacher of Social Science, Morton Junior High School,  
Lexington  
R. A. Edwards, Eastern Kentucky State Teachers College, Richmond  
W. L. Matthews, Western Kentucky State Teachers College, Bowling  
Green  
W. J. Caplinger, Superintendent Murray City Schools  
Warren C. Lappin, Morehead State Teachers College, Morehead  
T. E. Cochran, Professor of Education, Centre College  
Mark Godman, Public School Supervisor, Frankfort.  
L. N. Taylor, Agent for Negro School, Frankfort

The committee held two or three meetings in an attempt to define the scope and function of its work. As a result of these discussions it interpreted its function to be twofold. First, to construct, with the aid of its various divisional committees, new courses of study for Kentucky in both the elementary and secondary fields. Second, to stimulate teachers and educational workers in the state to study intensively the curriculum and its many problems.

As a result of its first conceived function the committee appointed thirty-two divisional committees. This does not mean of course that the committee immediately divided the curriculum into thirty-two different fields. The committee did conceive of field

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divisions for its tentative start. A study of the divisional committees appointed, however, will show that the curriculum was thought of in terms of not more than six or seven major fields, and even this number was considered tentative, and was made in order to get a working organization started. The committee felt that the final field divisions would be largely determined by the results of the work and thinking on the part of the various divisional committees.

In regard to the second function of the committee, the president of the Kentucky Education Association, together with the presidents of the eleven district teachers' organizations, was asked to serve as a State Regional Committee. Also, the president of each association was asked to serve with the secretary and board of directors of his association as a district committee for his territory. The purpose of the district committees is to stimulate teachers and other educational workers in the various districts to study intensively some of the current problems of the curriculum.

The purposes of the present syllabus become apparent at this point. They are:

1. To present certain problems which the curriculum committee faces.
2. To set forth what has been done thus far by the committee.
3. To suggest a list of curriculum topics for discussion at teachers' meetings.

It is hoped that the contents of this bulletin will help to stimulate every educational worker in the state to think seriously about the school curriculum in Kentucky. It should be understood that this bulletin is presented as a **tentative** production, and it is hoped that a critical attitude will be taken toward it. If every person in the state who reads and studies this bulletin will write the committee his opinion of any of the problems involved it will be greatly appreciated. Outlines of procedure made thus far are only preliminary and are entirely subject to change. The final outcome of the study should be a result of the thinking of each educational worker in the state, whether he happens to be a member of any committee or not.

## COMMITTEES

The State Curriculum Committee has appointed three types of committees—the divisional committees, a regional committee, and the eleven district committees. Below are given the purposes and membership of each committee.

**Divisional Committees.** The purpose of the divisional committees is to produce new courses of study in their respective fields on both the elementary and secondary levels. These committees have thus far been working on objectives for their respective fields, and as soon as this project is done they will begin an intensive

study of the material of the curriculum, probably writing it up ultimately in some form of teaching units. The members of these committees were appointed in January, 1934. Since that time a number of changes, especially among the county superintendents, have been made in the personnel. The list of the members as given here, however, is the original list.

**Committee No. 1. Kindergarten, First Grade, Second Grade (all subjects)**

Frances K. Martin, University Elementary School, Lexington, Chairman  
Virginia Story, Eastern Kentucky State Teachers College, Richmond  
Minnie C. Winder, Public Schools, Ashland  
Geneva Bolin, Isaac Shelby School, Louisville  
Adeline Cabbage, Public Schools, Georgetown  
Margaret Wooldridge, Murray State Teachers College, Murray  
Patty Richmond, Public Schools, Pikeville  
Henry H. Hill, Superintendent City Schools, Lexington  
N. O. Kimbler, Superintendent Henderson County Schools, Henderson  
Mignon Newbern, Lincoln School, Lexington

**Committee No. 2. Reading and Literature, Grades 3-6**

Nan Lacy, Public Schools, Lexington, Chairman  
C. A. Rubado, Assistant Superintendent Elementary Education, Louisville  
Ethel Clarke, Western Kentucky State Teachers College, Bowling Green  
Nellie M. Wyman, Murray State Teachers College, Murray  
Mattie Sallee, Public Schools, Danville  
Dorothy Stephans, Holmes High School, Covington  
C. T. Ward, Superintendent Anderson County Schools, Lawrenceburg  
P. H. Neblett, Superintendent City Schools, Jackson  
Jeanette W. Pates, Public Schools, Lexington  
Mrs. Phoebe B. Worth, Principal Lincoln School, Lexington

**Committee No. 3. Oral and Written Expression, Spelling, Handwriting, Grades 3-6**

W. M. Wesley, Superintendent City Schools, Harlan, Chairman  
Magnolia Scoville, Western Kentucky State Teachers College, Bowling Green  
Mrs. Claude Allen, Public Schools, Madisonville  
L. C. Caldwell, Superintendent Boyd County Schools, Catlettsburg  
R. F. Flege, Superintendent City Schools, Irvine  
J. K. Powell, Principal Elementary Schools, Harrodsburg  
E. F. Hartford, Superintendent Public Schools, Williamstown

**Committee No. 4. English, Oral and Written Expression, Handwriting, Spelling, Literature, Grades 7-9**

Mamie West Scott, Superintendent Estill County Schools, Irvine, Chairman  
Mrs. S. M. Chinn, Public Schools, Georgetown  
Evelyn Sandusky, Public Schools, Somerset  
Mrs. J. Preston Bryan, Public Schools, Nicholasville  
Clara Rimmer, Murray State Teachers College, Murray  
H. C. Burnette, Superintendent City Schools, Nicholasville

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**Committee No. 5. French, Grades 7-12**

Merwin R. Holtzman, Male High School, Louisville, Chairman  
Marjorie Clagett, Western Kentucky State Teachers College, Bowling  
Green

Catherine Dunne, Morton Junior High School, Lexington  
Elizabeth Gasser, Daviess County High School, Owensboro  
Juanita Minnish, Morehead State Teachers College, Morehead  
Lillian Rasch, Holmes High School, Covington  
Everett Howton, Superintendent City Schools, Princeton

**Committee No. 6. German, Grades 7-12**

A. E. Bigge, University of Kentucky, Lexington, Chairman  
R. A. Johnston, Murray State Teachers College, Murray  
H. F. McChesney, Western Kentucky State Teachers College, Bowling  
Green  
Charles E. Pauck, Berea College, Berea

**Committee No. 7. Latin, Grades 7-12**

Hallie T. Gaines, Western Kentucky State Teachers College, Bowling  
Green, Chairman  
Gretchen Bergmeyer, Public Schools, Dayton  
Tossie M. Thorpe, Mayfield High School, Mayfield  
Emily Shelburne, Maysville High School, Maysville  
Mabel Martin, Second and Lee St. High School, Louisville  
Rebecca Lewis, Public Schools, Pikeville  
Paul Garrett, Superintendent City Schools, Versailles  
Robert E. Traylor, Public Schools, Princeton  
Ruth Driskill, City High School, Bowling Green  
Bonnie Richards, Highland Junior High School, Louisville

**Committee No. 8. Spanish, Grades 7-12**

Mrs. J. M. Server, University of Kentucky, Lexington, Chairman  
H. Brandenberger, Maysville High School, Maysville  
Hilda Pehrson, Holmes High School, Covington  
Lillian Elrod, Shawnee High School, Louisville

**Committee No. 9. General Languages, Grades 7-9**

Amy Rose Troxler, Highland Junior High School, Louisville, Chairman  
Ruby Rush, Eastern Kentucky State Teachers College, Richmond  
Merwin R. Holtzman, Male High School, Louisville  
A. E. Bigge, University of Kentucky, Lexington  
Hallie T. Gaines, Western Kentucky State Teachers College, Bowling  
Green  
Mrs. J. M. Server, University of Kentucky, Lexington  
J. O. Lewis, Superintendent Public Schools, Fulton  
D. J. Carty, Superintendent Magoffin County Schools, Salyersville  
J. B. Carpenter, Male High School, Louisville  
Margaret Arnold, Shawnee High School, Louisville

**Committee No. 10. English, Oral and Written Expression, Handwriting,  
Spelling, Literature, Grades 10-12**

Presley M. Grise, Eastern Kentucky State Teachers College, Richmond,  
Chairman

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Sherman G. Crayton, Director University High and Elementary School,  
Lexington

Pansy Pence Dinkle, Danville High School, Danville  
Inez F. Humphrey, Morehead State Teachers College, Morehead  
Attie Faughn, Public Schools, Benton  
Bronston L. Curry, Public Schools, Bowling Green  
Lenora Johnston, Shawnee High School, Louisville  
Mrs. Emma B. Ross, Public Schools, Hazard  
Mrs. Lucy L. Smith, Superintendent Henry County Schools, New Castle  
Mary A. Soward, Frankfort High School, Frankfort  
Green W. Campbell, Superintendent City Schools, Corbin

**Committee No. 11. Number Work and Arithmetic, Grades 3-6**

Roy J. Bell, Principal Salisbury School, Louisville, Chairman  
Mattie S. Trousdale, Murray State Teachers College, Murray  
May K. Duncan, University of Kentucky, Lexington  
T. O. Hall, Superintendent City Schools, Greenville  
\*Orie P. Gruelle, Superintendent Kenton County Schools, Independence  
Emma Bandle, Public Schools, Newport

**Committee No. 12. Mathematics, Grades 7-9**

A. P. Prather, Superintendent City Schools, Earlington, Chairman  
Tomie Bronston, Morton Junior High School, Lexington  
Clarice Hines, Butler High School, Princeton  
Guy G. Nichols, Superintendent City Schools, Barbourville  
Amy Irene Moore, Morehead State Teachers College, Morehead  
D. B. Palmeter, Principal Elementary School, Frankfort.  
Sue Howard, Western Kentucky State Teachers College, Bowling Green  
J. G. Long, Superintendent Schools, Hellier  
Roberta Whitnah, Murray State Teachers College, Murray  
E. F. Birkhead, Superintendent City Schools, Winchester  
Frank Stallings, Parkland Junior High School, Louisville  
Roland Roberts, Superintendent Jessamine County Schools, Nicholasville  
Mrs. Harry H. Tanner, Public Schools, Winchester  
Orme Doolin, Public Schools, Bowling Green

**Committee No. 13. Mathematics, Grades 10-12**

Merrill E. Schell, Western Kentucky State Teachers College, Bowling  
Green, Chairman  
Katie Galt Miller, Second and Lee St. High School, Louisville  
J. S. Mitchell, University High School, Lexington  
H. L. Ellis, Superintendent Public Schools, Louisa  
Evelyn Ross, Public Schools, Corbin  
Eunice Bone, Madisonville High School, Madisonville  
\*R. B. Cartmell, Spears High School, Route 5, Lexington  
Golda M. Huff, Holmes Junior High School, Covington  
Eugene Kifer, Central City High School, Central City  
Mrs. Forrest Mercer, Frankfort High School, Frankfort  
K. G. Gillaspie, Superintendent City Schools, Morganfield  
Paul B. Boyd, Superintendent City Schools, Carrollton  
Kenneth R. Patterson, Superintendent City Schools, Mayfield

\* Term has expired since appointment was made.

**Committee No. 14. History, Civics, Geography, Grades 3-6**

L. G. Kennamer, Eastern Kentucky State Teachers College, Richmond,  
Chairman  
Katherine Conroy, University Elementary School, Lexington  
Lillian Logan, Principal Stoddard-Johnson School, Louisville  
Evelyn Odom, Morehead State Teachers College, Morehead  
T. W. Oliver, Superintendent City Schools, Pikeville  
Elizabeth Zachary, Louisville Normal School, Louisville  
Catherine Braun, State Teachers College, Morehead  
Lee Kirkpatrick, Superintendent City Schools, Paris  
Z. O. Price, Superintendent Grant County Schools, Williamstown  
Winifred D. Broderick, Ahrens Trade School, Louisville  
Mary Marks, Public Schools, Hartford  
Marjorie Leonard, University Elementary School, Lexington  
W. M. Caudill, State Teachers College, Murray

**Committee No. 15. History, Civics, Geography, Sociology, Economics,  
Grades 7-9**

Freeman Tanner, Principal High School, Russellville, Chairman  
Mrs. Clyde B. Cates, Public Schools, Central City  
Mrs. Mayme W. Randolph, Public Schools, Franklin  
Mary Lawrence, Western Kentucky State Teachers College, Bowling  
Green  
Margaret Campbell, Murray State Teachers College, Murray  
Alma Owens, Parkland Junior High School, Louisville  
Mrs. Norton Peel, Public Schools, Nicholasville  
R. E. Hale, Public Schools, Maceo  
Louise McKinney, Public Schools, Midway  
Mildred White, Senior High School, Ashland  
Eliza M. Hanson, Public Schools, Richmond  
Robert K. Rudd, Principal Forest Hills School, Covington  
Fan Lee Dalzell, Morton Junior High School, Lexington  
J. W. Snyder, Superintendent Daviess County Schools, Owensboro  
Harper Gatton, Superintendent City Schools, Madisonville  
T. D. Clark, University of Kentucky, Lexington  
Jesse Baird, Berea College, Berea

**Committee No. 16. Social Studies, Grades 10-12**

\*\*J. D. Williams, Principal High School, Danville, Chairman  
Fred Boyd, Principal Parksville School, Parksville  
William R. Bridges, Public Schools, Mt. Sterling  
L. C. Curry, Principal Senior High School, Bowling Green  
N. G. Denes, Corbin High School, Corbin  
Irene French, Daviess High School, Owensboro  
Dan R. Glass, Principal Public Schools, Wilmore  
G. K. Gregory, Principal Butler School, Butler  
W. Ross McGehee, The Training School, Bowling Green  
Anna B. Peck, University High School, Lexington  
Mrs. Elizabeth Peck, Berea Academy, Berea  
\*Mrs. Mary Isabelle Wood, Public Schools, Shelbyville  
W. Witten Horton, Superintendent Bath County Schools, Owingsville  
H. E. Binford, Assistant Superintendent Secondary Education, Louisville  
Samuel H. Morton, Principal High School, Owensboro  
L. H. Lutes, Superintendent Schools, Falmouth

\*\* Recently resigned to accept superintendency of schools, Norris, Tenn.  
\* Term has expired since appointment was made.

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**Committee No. 17. General Science and Nature Study, Grades 3-6**

Etheleen Daniel, University Elementary School, Lexington, Chairman  
Mildred Bott, I. N. Bloom School, Louisville  
Irene Downey, Arlington School, Lexington  
L. Y. Lancaster, Western Kentucky State Teachers College, Bowling  
Green  
Andrew Owens, Superintendent City Schools, Newport  
J. A. Payne, Public Schools, Cynthiana  
Louise Willson, University Elementary School, Lexington  
Artie Lynne Snider, Jefferson Davis School, Lexington  
Winifred Sweeney, Maxwell School, Lexington  
Mary Louise Dreyer, City Schools, Frankfort

**Committee No. 18. Hygiene, Health, Physical Education, Grades 3-12**

J. D. Farris, M. D., Eastern Kentucky State Teachers College, Richmond,  
Chairman  
Arnold W. Winkenhofner, Princeton City Schools, Princeton  
Ethel Fitzhugh, Shawnee High School, Louisville  
Ernestine Troemel, Morehead State Teachers College, Morehead  
Jesse Keep, Morehead State Teachers College, Morehead  
M. E. Potter, University of Kentucky, Lexington  
Thomas E. McDonough, Eastern Kentucky State Teachers College,  
Richmond  
J. W. Bradner, Superintendent City Schools, Middlesboro  
F. W. Hood, Superintendent Scott County Schools, Georgetown

**Committee No. 19. General Science, Grades 7-9**

W. B. Moser, Murray State Teachers College, Murray, Chairman  
R. V. Anderson, Principal High School, Cold Spring  
Charles C. Graham, Berea Academy, Berea  
Chester Igleheart, Daviess County High School, Owensboro  
Victor E. Moore, Public Schools, Somerset  
Minna Pickard, Second and Lee St. High School, Louisville  
H. C. Taylor, Superintendent City Schools, Elizabethtown  
H. A. Cocanougher, Superintendent Boyle County Schools, Danville  
C. R. Lisanby, Principal High School, Georgetown  
Lewis Thompson, Public Schools, Lexington

**Committee No. 20. Biological Science, Grades 10-12**

Clay Tharpe, Superintendent Carroll County Schools, Carrollton, Chair-  
man  
Gladys Merritt Archer, Public Schools, Danville  
R. W. Carden, Greenville High School, Greenville  
W. F. Jones, Principal High School, Winchester  
Jessie E. Jones, Second and Lee St. High School, Louisville  
N. L. Ross, College High School, Bowling Green  
H. L. Smith, Superintendent City Schools, Paducah  
Luther M. Ambrose, Berea College, Berea  
Edgar W. Bailey, Public Schools, Ashland

**Committee No. 21. Physical Sciences, Grades 10-12**

T. A. Sanford, Principal High School, Danville, Chairman  
Agnes J. Borgman, Shawnee High School, Louisville  
F. H. Coker, Holmes Senior High School, Covington

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Meredith J. Cox, Eastern Kentucky State Teachers College, Richmond  
R. Y. Cravens, Daviess County High School, Owensboro  
Z. Coleman Daniel, Public Schools, Hazard  
William Evans, Public Schools, Lexington  
J. S. Jackson, Senior High School, Bowling Green  
D. F. Nisbet, Princeton City Schools, Princeton  
Roy G. Smith, Ashland High School, Ashland  
W. Gayle Starnes, Maysville Public Schools, Maysville  
Ernest Woford, Public Schools, Danville  
Duke Young, Principal High School, Frankfort  
Earl G. Robbins, Meade Memorial School, Williamsport  
John Shaw, Superintendent City Schools, Maysville  
G. R. McCoy, Superintendent Christian County Schools, Hopkinsville

**Committee No. 22. Music, Kindergarten-Grade 12**

Mildred S. Lewis, University of Kentucky, Lexington, Chairman  
Ellen S. Blanding, Paris City Schools, Paris  
James E. VanPeurse, Eastern Kentucky State Teachers College, Richmond  
Lewis H. Horton, Morehead State Teachers College, Morehead  
Catherine Mathis, Danville City Schools, Danville  
Virginia L. Hollis, Southern Junior High School, Louisville  
John Lewis, Jr., University of Kentucky, Lexington  
R. D. Perry, Western Kentucky State Teachers College, Bowling Green  
Oscar T. H. Schmidt, Covington Public Schools, Covington  
Lynn Thayer, Louisville Male High School, Louisville  
Josephine Mitchell, Louisville Normal School, Louisville  
Irma Huckriede, J. M. Atherton High School, Louisville  
Marcia E. Lampert, Public Schools, Lexington  
Stella Pennington, Maysville Public Schools, Maysville  
Nell G. Travelstead, Western Kentucky State Teachers College, Bowling Green  
Mrs. Willie C. Ray, Superintendent Public Schools, Shelbyville  
Orville J. Stivers, Superintendent Jefferson County Schools, Louisville

**Committee No. 23. Art, Grades 3-12**

Mrs. Ruth Haines, University of Kentucky, Lexington, Chairman  
Reed Potter, City Schools, Bowling Green  
Jessie Cox, Public Schools, Frankfort  
Ralph M. Hudson, Morehead State Teachers College, Morehead  
Lela Lowe, Public Schools, Covington  
Allie Fowler, Eastern Kentucky State Teachers College, Richmond  
Alice Cane, Second and Lee St. High School, Louisville  
Minnie S. Martin, Western Kentucky State Teachers College, Bowling Green  
W. F. O'Donnell, Superintendent City Schools, Richmond  
James B. Heird, Superintendent Woodford County Schools, Versailles  
Edward Rannels, University of Kentucky, Lexington  
Kathryn E. Watson, Monsarrat School, Louisville

**Committee No. 24. Commercial Education, Grades 7-12**

A. J. Lawrence, University of Kentucky, Lexington, Chairman  
S. E. Cranfill, Bowling Green College of Commerce, Bowling Green  
Carter H. Eads, Holmes High School Supply Store, Covington  
Margaret E. Heil, Atherton High School, Louisville

W. C. Huffman, Danville High School, Danville  
W. J. Moore, Eastern Kentucky State Teachers College, Richmond  
J. T. Miracle, Superintendent City Schools, Catlettsburg  
P. H. Hopkins, Superintendent City Schools, Somerset  
Betsy H. Morton, University High School, Lexington  
Robert D. Haun, University of Kentucky, Lexington

**Committee No. 25. Agriculture, Grades 7-12**

M. C. Ford, Western Kentucky State Teachers College, Bowling Green,  
Chairman  
R. H. Woods, University of Kentucky, Lexington  
O. W. Barker, Public School, Bandana  
C. A. Hollowell, Principal Trimble County High School, Bedford  
C. A. Horn, Principal Butler High School, Princeton  
Joe C. Towery, Daviess County High School, Owensboro  
J. Ernest Threlkeld, Madisonville High School, Madisonville  
Hargis Ison, Public Schools, West Van Lear  
Mr. Glascock, Rural Schools, Bowling Green  
\*George L. Evans, Superintendent Mason County Schools, Maysville  
W. E. Lawson, Superintendent City Schools, Cynthiana  
Boswell B. Hodgkin, Superintendent Clark County Schools, Winchester

**Committee No. 26. Home Economics, Grades 7-12**

Ronella Spickard, University of Kentucky, Lexington, Chairman  
Margaret Byrn, Public Schools, Dry Ridge  
Nancy Pickard, Public Schools, Greenville  
Jane Lewis, Picadome High School, Lexington  
Ruth Latimer, Danville High School, Danville  
Katheryn Sullinger, Public Schools, Louisa  
Katherine M. Werner, Newport High School, Newport  
Mary L. Adams, Eastern Kentucky State Teachers College, Richmond  
Ata Lee, State Department of Education, Frankfort  
Cornelia Stofer, Morton Junior High School, Lexington  
J. W. Lancaster, Superintendent City Schools, Georgetown  
Anna L. Bertram, Superintendent Lewis County Schools, Vanceburg  
Virginia James, Parkland Junior High School, Louisville

**Committee No. 27. Industrial Education, Grades 7-12**

Roy A. Lawrence, Southern Junior High School, Louisville, Chairman  
R. H. Carter, Butler Consolidated School, Butler  
D. P. Denison, Public Schools, Greenville  
Jesse Mays, Morehead State Teachers College, Morehead  
Norman J. Ranum, Somerset High School, Somerset  
L. T. Smith, Western Kentucky State Teachers College, Bowling Green  
Ralph W. Whalin, Danville High School, Danville  
E. M. Lovell, Principal Theodore Ahrens Trade School, Louisville  
D. W. Bridges, Superintendent City Schools, Fort Thomas  
O. L. Shultz, Public Schools, Hartford  
James H. Garner, City Schools, Bellevue  
H. D. Schultz, Berea College, Berea  
Roman T. Brom, Western Junior High School, Louisville  
E. B. Stansburg, Lancaster High School, Lancaster  
Edwin Hundley, Parkland Junior High School, Louisville

\* Term has expired since the appointment was made.

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**Committee No. 28. Defective Hearing, Kindergarten-Grade 12**

Mary Jeffers, George W. Morris School, Louisville, Chairman  
Lula M. Bruce, The Kentucky School for the Deaf, Danville  
Madison J. Lee, The Kentucky School for the Deaf, Danville  
Glenn O. Swing, Superintendent City Schools, Covington

**Committee No. 29. Defective Sight, Kindergarten-Grade 12**

Catherine T. Moriarity, Kentucky School for the Blind, Louisville, Chairman  
Helen Peil, Shawnee High School, Louisville  
Harry Best, University of Kentucky, Lexington  
H. G. Wells, M. D., Scott County Health Department, Georgetown

**Committee No. 30. Mentally Subnormal, Kindergarten-Grade 12**

A. M. Lyon, M. D., The State Institution for the Feeble-Minded, Frankfort, Chairman  
M. L. Billings, Western Kentucky State Teachers College, Bowling Green  
Ann Poindexter, Georgetown College, Georgetown  
Grace Schneider, Southern Junior High School, Louisville  
Florence Martin, Johnson School, Lexington  
Artemis Underwood, Poplar Street School, Bellevue  
Mabel Downey, Public Schools, Madisonville  
Mary J. Harlowe, Parkland Junior High School, Louisville

**Committee No. 31. Defective Speech, Kindergarten-Grade 12**

Pearl Buchanan, Eastern Kentucky State Teachers College, Richmond, Chairman  
Eleanor McGregor, Public Schools, Frankfort  
Louise A. Blymyer, Berea College, Berea  
Hildreth M. Cross, Asbury College, Wilmore  
Etta M. Paulson, Morehead State Teachers College, Morehead

**Committee No. 32. Library, Grades 7-12**

Ruth Theobald, Supervisor Public School Libraries, Frankfort, Chairman  
Mrs. Ben Grogan, Murray High School, Murray  
Katheryn Sullivan, Western Kentucky State Teachers College, Bowling Green  
Ella Churchill Warren, Second and Lee St. High School, Louisville  
Mary Christian Adams, County Schools, Lexington  
Katie Murrell, Trimble County High School, Bedford  
Mary Floyd, Eastern Kentucky State Teachers College, Richmond  
Susan E. Miller, Henry Clay High School, Lexington  
Mrs. W. R. Wood (Lucy Gragg), University High School, Lexington  
H. R. Brown, Principal Elementary School, Ashland  
H. A. Babb, Superintendent City Schools, Mt. Sterling  
Mildred Semmons, University of Kentucky, Lexington

**State Regional Committee.** It is the purpose of the State Regional Committee to correlate the activities of the district committees in stimulating a state-wide study of the problems of the cur-

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riculum. The following persons are the members of the State Regional Committee:

- John Howard Payne, President Kentucky Education Association, Chairman  
Tullus Chambers, President First District Education Association, Benton  
Gladstone Koffman, President Second District Education Association, Hopkinsville  
Barkus Gray, President Third District Education Association, Woodburn  
H. C. Taylor, President Fourth District Education Association, Elizabethtown  
H. R. Kirk, President Fifth District Education Association, LaGrange  
W. M. Wesley, President Central Kentucky Education Association, Harlan  
John Howard Payne, President Eastern Kentucky Education Association, Morehead  
W. M. Watkins, President Middle Cumberland Education Association, Liberty  
Robert Sharon, President Northern Kentucky Education Association, Independence  
G. W. Campbell, President Upper Cumberland Education Association, Corbin  
C. V. Snapp, President Upper Kentucky River Education Association, Jenkins

**District Committees.** The District Committee in each of the eleven districts consists of the president, the secretary, and the board of directors of the association. The purpose of each of these committees is to encourage the teachers and educational workers of the state to study the various problems in curriculum making. Below are given the names of the president and the secretary of each association.

**First District Education Association:**

Tullus Chambers, Superintendent Schools, Benton, President  
Kenneth R. Patterson, Superintendent City Schools, Mayfield, Secretary

**Second District Education Association:**

Gladstone Koffman, Superintendent City Schools, Hopkinsville, President  
N. O. Kimbler, Superintendent Henderson County Schools, Henderson, Secretary

**Third District Education Association:**

Barkus Gray, Principal Woodburn Schools, Woodburn, President  
Bronston Curry, Principal Bristow School, Bristow, Secretary

**Fourth District Education Association:**

H. C. Taylor, Superintendent City Schools, Elizabethtown, President  
Ella L. Cofer, Elizabethtown, Secretary

**Fifth District Education Association:**

H. R. Kirk, Superintendent Public Schools, LaGrange, President  
W. B. Jones, Anchorage Public Schools, Anchorage, Secretary

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**Central Kentucky Education Association:**

W. M. Wesley, Superintendent City Schools, Harlan, President  
R. E. Jagers, State Department of Education, Frankfort, Secretary

**Eastern Kentucky Education Association:**

John Howard Payne, President Morehead State Teachers College, Morehead, President  
H. R. Brown, Principal Elementary School, Ashland, Secretary

**Middle Cumberland Education Association:**

W. M. Watkins, Superintendent Casey County Schools, Liberty, President  
P. H. Hopkins, Superintendent City Schools, Somerset, Secretary

**Northern Kentucky Education Association:**

Robert Sharon, Superintendent Kenton County Schools, Independence, President  
James A. Caywood, Principal Crescent Springs High School, Covington, Secretary

**Upper Cumberland Education Association:**

G. W. Campbell, Superintendent City Schools, Corbin, President  
Guy G. Nichols, Superintendent City Schools, Barbourville, Secretary

**Upper Kentucky River Education Association:**

C. V. Snapp, Superintendent City Schools, Jenkins, President  
M. C. Napier, Superintendent Perry County Schools, Hazard, Secretary

## PROBLEMS IN CURRICULUM MAKING

When a committee begins work on the curriculum it immediately is confronted with a great many problems. There are techniques in curriculum making, but there is no one technique **approved** by all authorities. Before many of the problems of the curriculum can ever be solved large amounts of money and time must be spent in experimentation. While scientific procedures are being applied more and more to curriculum making it must be admitted that to a considerable extent curriculum making must still be kept on a philosophical basis. Procedure in curriculum revision at the present time is in a very intangible stage. Many of its problems must be temporarily settled more or less dogmatically. A few of the problems which the committee faced immediately at the beginning of the discussion were as follows:

### 1. What form shall curriculum revision take?

- (a) Shall we go on the assumption that **present** subject divisions are right and that the job of the curriculum maker is simply to revise the content of these subjects, or



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- (b) Shall we go on the assumption that our curriculum has already been divided into too many fields, and that while fields should be kept there should be a great reduction in the number? That is, should a number of present subjects be integrated, such as history, civics, and sociology into a single subject such as social science, or
- (c) Shall we present a program built more along the line of units with subject lines completely disregarded?

After considerable discussion of this problem within the committee, it was thought that with a rural state such as Kentucky it would not be practical to attempt to carry out the unit form of revision with all division lines obliterated. On the other hand it was felt that we have gone to the extreme on subject divisions. Therefore, the committee feels that the form stated in "b" above, or some combination of "b" and "c," is the better for Kentucky.

**2. How shall the objectives in curriculum revision be determined, and in what form shall they be stated?**

- (a) Shall child interests or adult needs largely determine the objectives? The roll call of curriculum writers at the present will show answers to this question varying all the way from ultra child interests to ultra adult needs. The thinking of the committee at the present time on this subject is that a balanced viewpoint must be taken. Past history in curriculum making shows too strong a tendency to crush out the child's interests as a consideration in selecting subject matter. Yet, the present thinking on this subject does not justify the conclusion that the child's interests should be the only consideration. Interests of children should be a dominant factor in the presentation of subject matter and they should be used also to a considerable extent in determining subject content. However, the interests of children are almost all together dependent upon the environment and the teaching, hence, even when we believe we are basing our subject matter on child interests it is probably true that to a very large extent adult needs are indirectly the determining factors.
- (b) In what form shall the objectives be stated? Shall they be built upon the theory of centers of interest, or knowledges to be learned, or activities to be done, or attitudes and appreciations to be developed? A perusal of the list of general objectives incorporated elsewhere in this bulletin indicates the form which is proposed by the committee for the general objectives.

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**3. How shall the subject matter be determined, and in what form stated?** Shall the subject matter be conceived as textbook material to be taught, or shall it be thought of as activities of children, or shall it be looked upon as units of experience to be appropriated? It is the hope of the committee that ultimately the subject matter suggested for reaching the objectives shall be conceived as major teaching units built to a considerable extent upon centers of child interests. It is hoped also that each course of study will present a few well formulated teaching units. The criteria of these units should be so carefully stated that the teacher, with a medium amount of training, may be able to use them as types for the building of other units not listed in the course of study.

**4. To what extent shall the curriculum be made in advance by the various curriculum committees, and to what extent shall it be determined by the teacher?** The answer to this question manifestly will depend to a large extent on the training of the teachers. In regard to this point the curriculum committee has constantly kept in mind that it is working on a curriculum for Kentucky, and a curriculum that is to be presented by the teachers in Kentucky. When one reflects upon the fact that Kentucky has a wide variation in the training of its teaching personnel, and that its schools vary all the way from thousands of one-room rural schools to some of the best city school systems in the nation, he will readily see that one should not go to the extreme in permitting teacher freedom in curriculum making. If the committee were attempting to propose a curriculum for the training schools in our state university or state teachers' colleges, doubtless a mere suggestion of the objectives to be reached would be sufficient, but when the whole state is considered it is evident that we must go a considerable way in suggesting material and content as well as objectives.

**5. What concepts shall be attached to curriculum terms?** No group of people can begin a study of the curriculum today without soon discovering that their concepts of terms vary greatly. The word unit does not mean the same to one man as it does to another. A knowledge to one means simply committing to memory a fact, to another it means the ability to use it. One person thinks that a thing has been learned when it can be recalled, another feels that it has not been learned until it **can** and **will** be recalled at the appropriate time. One speaks of interest as though all interests are spontaneous, while another has always conceived interest as being biologically inherited, and more or less expressed regardless of environment. Hence, the committee has attempted to define certain terms most likely to be used in the consideration of the curriculum. In discussing the objectives stated elsewhere in this bulletin, if different concepts are given for terms used, many criticisms will arise that will not occur if the definitions which the

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committee has stated are continually kept before the reader. The committee proposes the following definitions for some of the most important terms used in this study:

An **activity** is a school experience in which the pupil engages in order to attain knowledges and understandings, attitudes, automatic responses, and appreciations.

An **aim** is an end in view to give direction to the educative process.

An **appreciation** is a recognition of and a feeling for the true value of a thing.

An **attitude** is a viewpoint held toward certain types of life's activities; a pattern by which certain conduct is determined.

An **automatic response** is a tendency to respond in the same or similar way to the same or similar situation.

A **center of interest** is a phase of the group culture around which activities evolving from a variety of related interests tend to group themselves. (Virginia State Curriculum Committee.)

A **course of study** is any definite segment of the curriculum to be achieved within some relatively stated time limit by the normal child.

The **curriculum** consists of the directed activities and experiences in which pupils engage to achieve certain educational objectives.

**Education** is a process of growth through experience; it means a liberation of capacity.

**Growth** means training of such a sort as to facilitate understanding and appreciation of all human interests. (Bode.)

**Interests** are simply states of readiness to react to certain stimuli. Interests are often learned reactions. (Reeder.)

**Knowledge** is acquired information which may or may not result in an automatic response.

**Learning** is the active experiencing of an individual whereby he develops understanding, skills, and general patterns of conduct.

An **objective** is a goal of growth; a specific usable knowledge, attitude, automatic response, or appreciation set up to be achieved through school activities.

**Outcome** differs from the term objective only in that it suggests the product instead of the goal. (Harap.)

A **program of studies** consists of a mere catalog of all courses of study offered.

**Understanding** involves the comprehension and proper application of knowledge.

A **unit of work** is a series of related purposeful activities engaged in by pupils under teacher guidance to realize approved educational objectives.

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## SUGGESTED GENERAL OBJECTIVES

As soon as the various divisional committees on the curriculum were appointed, they were asked to set up the objectives for their respective fields. During the meeting of the Kentucky Education Association at Louisville in April, 1934, each of these committees brought in copies of its suggested objectives and presented them at a joint meeting of the State Curriculum Committee and the chairmen of the various divisional committees. At this meeting it was proposed that a small committee, consisting of representatives of the State Curriculum Committee and certain chairmen of the various divisional committees, be appointed to suggest the general educational objectives. The committee appointed for this purpose was as follows:

Jesse E. Adams, University of Kentucky, Lexington  
Robert B. Clem, Principal Shawnee High School, Louisville  
Etheleen Daniel, University of Kentucky, Lexington  
R. E. Jagers, State Department of Education, Frankfort  
W. L. Matthews, Western Kentucky State Teachers College, Bowling Green  
Josephine Mitchell, Normal School, Louisville  
A. P. Prather, Public Schools, Earlington  
Mayme West Scott, Superintendent Estill County Schools, Irvine  
Robert E. Sharon, Superintendent Kenton County Schools, Independence  
J. D. Williams, Principal High School, Danville

The committee appointed to set up the general objectives had before it copies of all the field objectives proposed by the various divisional committees. The general objectives were to some extent built up from these lists of field objectives. Consequently, the general objectives were arrived at more inductively than deductively.

Below is given the **tentative** list of the major purposes of the school, and the general objectives for the first twelve grades, together with the form of set-up which the committee proposes.

### Major Purposes of the School

1. To develop integrating ideals.
2. To provide for individual differences through differentiation.
3. To develop the ability and desire for intelligent self-direction.

### General Objectives

**I. Knowledges and Understandings.** Knowledge is acquired information which may or may not result in an automatic response; an understanding involves the interpretation and proper application of knowledge.

- A. Knowledges and understandings necessary for healthful living:

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1. The fundamental activities of personal cleanliness
  2. The necessary rules of safety under ordinary circumstances
  3. The relationship existing between health and individual and community practices
  4. Occupational diseases and hazards
  5. The benefits of outdoor recreation
  6. Correct methods of ventilation and their relation to the maintenance of health
  7. The types of wholesome exercises and their value to health
  8. Correct posture and its relation to health
    - a. How to correct defects of posture through proper physical education
  9. The effect of mental attitudes on health
  10. The relationship between foods and health
  11. The hygiene of nutrition
  12. Preventive measures in disease control
    - a. Natural adaptation to resist disease
    - b. Preventive measures (by man)
  13. The effects of stimulants and narcotics upon the body
  14. First aid treatment
  15. The effects of proper clothing
  16. The value of rest, and the best methods for obtaining it
  17. The function of the nervous system
  18. The hygiene of special organs of the body
  19. How the structure and the functions of certain organs of the body affect health

B. Knowledges and understandings necessary for proper social relationships:

1. The interdependence of man
2. The necessity of, and the methods by which man adapts himself to changing conditions
3. The geographic factors in the development of civilization
4. Man's increasing control over his social environment
5. The relation of man's social heritage to his development
6. Democracy as a method of living and thinking
7. The struggle of the masses to gain freedom from the dominance of the few
8. Recreation as a creative agency

C. Knowledges and understandings necessary for proper family relationships:

1. Biological inheritance
2. Courtesy
3. Approved standards of right and wrong
4. Cooperative procedures
5. Characteristics of loyalty
6. Sound principles and practices of thrift
7. Methods of self-control
8. Parents' part in the home
9. Contributions of children to the home

D. Knowledges and understandings necessary for leisure and culture:

1. Literature
  2. Social Sciences
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3. Physical and biological sciences
  4. Art for appreciation
  5. Music for appreciation and participation
  6. Dramatics for appreciation and participation
  7. Games for participation and observation
  8. Club activities
  9. One or more desirable avocations

E. Knowledges and understandings of the symmetry and coherence of the universe as revealed through philosophy and the sciences:

1. The philosophies of the great religions
2. General laws of nature with regard to their constancy
3. Beginnings of life
4. The nature of existence

F. Knowledges and understandings necessary in individual and group economic relationships:

1. Factors causing the development of economic groups
2. The relationship of individual prosperity and the prosperity of the group
3. Economic factors as they influence the course of history
4. Economic factors as a help in the choice of vocations and avocations

G. Knowledges and understandings necessary to meet individual differences as required for:

1. Propaedeutic values
2. Vocational values

**II. Attitudes.** An attitude is a viewpoint held toward a certain type of life's activity; a pattern by which certain conduct is determined.

A. Attitude of respect for properly constituted authority:

1. Disposition to obey all laws while reserving the right to strive for modification
2. Willingness to subordinate personal convenience for the good of the group
3. Disposition to use socially approved methods for the accomplishment of changes in government
4. Disposition to work for the eradication of indifference in governmental affairs
5. Disposition to be loyal to constituted authority, such as is found in the home, school, church, or state

B. Attitude of respect for personality:

1. Disposition to insist upon fair play
  2. Disposition to recognize the socially inherent right to equity of opportunity
  3. Disposition to insist upon compliance with codes of fair competition in all business affairs
  4. Disposition to evaluate success in terms of service rendered
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5. Disposition to consider the welfare and convenience of others
  6. Disposition to respect the wisdom and mature judgment of older persons
  7. Disposition to be tolerant

C. Attitude of inquiry:

1. Disposition to investigate data in forming conclusions
2. Attitude of intelligent interest in current problems
3. Disposition to acquire new desirable interests
4. Disposition for continuous mental growth

D. Attitude of social obligation:

1. Attitudes toward home relationships
  - a. Interest in home activities
  - b. Desire to do one's share of the work
  - c. Willingness to accept responsibility
  - d. Interest in making the home beautiful
  - e. Interest in the homes of others
  - f. Respect for the members of the home
2. Attitudes toward community relationships
  - a. Interest in community activities
  - b. Worthy of membership in the community
  - c. Interest in the activities of other communities
3. Attitudes toward governmental relationships
  - a. Interest in local, state, and national affairs
  - b. Interest in the relationship of the community and the state
  - c. Intelligent national patriotism
4. Attitudes toward international relationships
  - a. World citizenship
  - b. Recognition of the futility of war

E. Attitude of respect for orderly procedure in gaining social ends:

1. Suspended judgment
2. Patience
3. Respect for justice
4. Respect for orderly methods in one's private life and in one's work
5. Respect for arbitration

F. Attitude of integrity:

1. Intellectual honesty
2. Social honesty
3. Self-respect
4. Reliability

G. Attitude of respect for wholesome living:

1. Disposition to cultivate a taste for the better class of:
    - a. Literature
    - b. Spoken drama
    - c. Motion pictures
    - d. Music
    - e. Art
  2. Disposition to cultivate wholesome friendships
  3. Disposition to participate in wholesome recreation
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H. Attitude of reverence :

1. For the Deity
2. For places of worship
3. For the sacredness of life

I. Attitude of tolerance :

1. Disposition to recognize the viewpoint of the other fellow
2. Disposition to recognize the rights of others
3. Disposition to develop a spirit of good will toward individuals and groups whose race, religion, nationality, beliefs or ways of living differ from one's own
4. Disposition to be free from prejudice
5. Disposition to show consideration for the limitations of others
6. Disposition to be tolerant toward various religions

J. Attitude of respect for thoroughness and completeness :

1. The disposition for intelligent perseverance in the solution of any problem
2. The tendency to expand the necessary energy on a problem
3. The inclination to develop thoroughness in thought and action
4. The disposition to accept responsibility
5. The tendency to recognize neatness and accuracy as being essential in good workmanship

K. Attitude of respect for courage and fortitude :

1. The inclination to develop self-reliance
2. The inclination to develop initiative
3. The tendency to defend one's convictions and rights
4. The disposition to be patient when circumstances make it desirable
5. The disposition to exercise self-control

L. Attitude of respect for balance :

1. The disposition to discriminate, and to evaluate and verify statements heard and read
2. The disposition to maintain physical and mental poise on all occasions

M. Attitude of constructive criticism :

1. Analysis of existing problems with the purpose of recognizing the basic guiding principles of action
2. Intelligent application of principles toward the better solution of the problem

**III. Automatic Responses.** An automatic response is a tendency to respond in the same or similar way to a same or similar situation.

A. Reading effectively by :

1. Developing proper motor control
  2. Recognizing accurately and rapidly words and groups of words
  3. Comprehending sentence and paragraph meaning
  4. Recognizing and interpreting typographical devices
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5. Forming the correct habit of associating
6. Recalling related experiences that add to or clarify the meaning
7. Organizing mentally the content, i. e.,
  - a. Selecting important points and supporting details
  - b. Recognizing important elements of meaning
  - c. Grasping author's organization
8. Reading with definite purposes
9. Evaluating the meaning
10. Retaining the meaning
11. Giving clearly by oral interpretation thought relationships
12. Adjusting the voice to the mood and type of reading material, and to the physical environment

B. Speaking effectively through:

1. Speaking in complete sentences
2. Using correct language forms
3. Speaking in simple direct style, avoiding affectation and insincerity
4. Speaking accurately
5. Asking pertinent questions
6. Replying accurately and courteously
7. Pronouncing words correctly and distinctly; avoid mumbling
8. Modulating one's voice correctly
9. Speaking on one's feet without confusion

C. Writing legibly and easily by:

1. Correct formation of letters and numbers
2. Coordination in movement
3. Muscular relaxation
4. Rhythmic movement
5. Rapidity of movement
6. Correct posture

D. Developing the fundamental number concepts through skills in:

1. Manipulation of number forms and systems
2. Manipulation of common measures
3. Recognition of quantitative relationships
4. Expression of quantitative relationships in precise language
5. Use of fundamental processes
6. Application of fundamental laws of mathematics

E. Practicing the fundamental health activities by:

1. Forming the habits necessary to achieve personal cleanliness
2. Developing safety responses to meet ordinary circumstances
3. Conforming to the practices necessary to preserve community health
4. Practicing measures which protect against occupational diseases and hazards
5. Forming the habit of participation in all forms of outdoor life
6. Practicing effective methods of ventilation
7. Developing with moderation skill in healthful games
8. Forming habits of posture conducive to health, poise, and grace
9. Forming the habit of making wholesome mental responses

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10. Forming habits of eating proper foods in an approved manner
  11. Forming habits of abstinence in the use of stimulants and narcotics
  12. Attaining skill in the relief of minor injuries
  13. Forming habits of wearing proper and healthful clothing
  14. Developing habits productive of rest
  15. Learning habits that will properly coordinate nervous and muscular responses
  16. Practicing habits which will lead to the protection of special organs of the body

F. Conforming to the approved social standards by:

1. Being friendly
2. Being able to associate easily and naturally with individuals in various stations of life
3. Avoiding offensive behavior
4. Seeking the association of good companions
5. Practicing the common courtesies of life
6. Respecting the rights of others
7. Controlling one's temper
8. Listening attentively
9. Being punctual
10. Obeying traffic regulations
11. Being patient

G. Using effectively the habits and skills essential in the technique of acquiring knowledge by:

1. Forming the habit of beginning work promptly
2. Forming the habit of ignoring both external and internal distractions
3. Forming the habit of making skillful use of such aids to study as tables of contents, indexes, card catalogs, readers' guide, etc.
4. Forming the habit of providing external conditions of work such as light, temperature, humidity, chair, desk, etc., favorable to work
5. Forming the habit of taking notes which will insure ready availability of material or ready reference to sources
6. Forming the habit of a place-study and a time-study habit
7. Forming the habit of reviewing in spare moments material which has been learned
8. Caring for materials

**IV. Appreciations.** An appreciation is the recognition of and a feeling for the true value of a thing.

A. Appreciation of man's personal relationships:

1. Cooperation in all phases of human living
2. The point of view of others
3. Accomplishments and attainments of others
4. Individuality in thought and action
5. The accepted principles of fair dealing

B. Appreciation of man's biological environment:

1. The processes involved in plant growth
2. Improvement through breeding

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3. Health as fundamental to all life activities of plants and animals
  4. The organizational phases of plant and animal life
  5. Interdependence of plant and animal life
  6. Scientific methods used in solving biological problems

C. Appreciation of man's physical environment:

1. The physical laws that govern our universe
2. The physical wonders of our universe
3. The causes and effects of weather phenomena
4. The apparent constancy of physical laws
5. The dependence of life upon physical conditions
6. The significance of the change of seasons
7. The natural resources of the earth and their conservation

D. Appreciation of the accepted norms of beauty:

1. In the fine arts
  - a. Literature
  - b. Art
  - c. Music
  - d. Rhythmic movement
2. In the Industrial Arts
  - a. Architecture
  - b. Landscaping
  - c. Interior decorating
  - d. Clothing
3. In nature
  - a. People
  - b. Animal life
  - c. Plant life
  - d. Earth
  - e. The Universe

E. Appreciation of one's social heritage:

1. The individual's relation to the social group
2. The existing factors which make up his environment
3. The factors which have contributed to his environment
4. The individual's obligation to contribute to society, present and future
5. The institutions and customs of social service and convenience
6. The developmental steps in social progress

F. Appreciation of one's biological heritage:

1. The splendor of the human body
  2. The powers and functions of the human mind
  3. The laws that govern inherited qualities
  4. The ability of the body to adapt itself to everchanging conditions
  5. The body as a human machine
  6. The responsibility to society for improvement of the race by observance of biological laws
  7. The requirements of the human body for physical and mental health
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## PART II.

### CURRICULUM TOPICS FOR DISCUSSION AT TEACHERS' MEETINGS

The State Regional Committee, consisting of the president of the Kentucky Education Association and the president of each of the eleven district teachers' associations in the state, hopes that each unit in the school system of our state will hold meetings of its teachers to discuss some of the more crucial problems in curriculum making. Detailed plans for holding these meetings will be worked out by the president of each district teachers' association and his board of directors.

However, the State Regional Committee has asked the State Curriculum Committee to suggest topics and outlines for discussion at these teachers' meetings. The committee has suggested six topical outlines as given below. It is the hope of the committee that the teachers of the state, under the direction of local leadership, will find these topics a fruitful source of discussion and will receive much benefit from the meetings.

#### FIRST MEETING

**Topic: The Philosophy and Principles Underlying Modern  
Curriculum Making**

**Questions for discussion:**

1. How would you expect the schools in a country with a democratic form of government to differ from those in a country with a monarchical form of government? Would the discipline be different? Would the curriculum be different? Why? How?
2. Is it more important that all children receive an education in a democracy such as ours than it is in a country ruled by a king? Why? Why do we try to teach initiative in this country, while in the Volksschule of Germany they tried to teach obedience?
3. What period of life does schooling primarily contemplate as its end—child life or adult life? Should high school pupils be permitted to choose the subjects they wish to study, or should they take those that adults think they need, even though they are not interested?
4. Who should make the curriculum? Superintendents and principals? Teachers? A representative committee? If you believe it should be a representative committee whom would you put on the committee? To what extent should the curriculum be made in advance? To what extent should it be left to the teachers to make the curriculum from day to day?

5. For what geographical areas should the curriculum be made? The United States? By individual states? By counties? By individual schools? Will the answer to this question be different if one considers the first six grades only to what it would be if he were considering the junior high school and senior high school?

6. What part should the legislature take in making a curriculum for Kentucky? What part the taxpayers?

7. To what extent should the defects of society be considered a basic factor in curriculum making?

8. To what extent do you agree with the following quotations?

"It makes no difference what you teach a boy so long as he doesn't like it."—Dooley.

"It must be insisted that the curriculum consists of both ideals and activities on the one hand and their methods of realization and performance on the other hand. In a very real sense, education has not only to show youth how to control objectives but also how to want to control them. . . ."—Charters.

"In making the curriculum the measure of the educational value of any experience is the degree in which it makes a desirable difference in conduct . . ."—Bonser.

"Knowledge which is acquired under compulsion has no hold on the mind."—Plato, *Republic*.

"It is not the facts and the habits that have been acquired in the learning process that count, as much as it is the disposition to learn new facts and acquire new habits."—Colvin.

"The time for learning anything is the time when you need it."—Edward Thorndike.

"Soap and education are not as sudden as a massacre, but they are more deadly in the long run."—Mark Twain.

"Civilization consists in teaching men to govern themselves by letting them do it."—W. Jethroe Brown.

"Children in school must be allowed freedom to develop active qualities of initiative, independence, and resourcefulness, before the abuses and failures of democracy will disappear."—John Dewey and Evelyn Dewey.

"Give me for a few years the direction of education and I agree to transform the world."—Morgan.

"Let truth and falsehood grapple: who ever knew truth put to the worse in a free and open encounter?"—John Milton.

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## SECOND MEETING

### Topic: How to Determine Educational Objectives

As stated elsewhere in this bulletin, the method of determining educational objectives has long been open to controversy. That interests of children should be a dominant factor in the objectives is unquestionably true, yet but few would agree that this should be the only consideration. If we are to think of objectives as goals of growth, specific usable skills, knowledges, attitudes, or appreciations to be achieved through school activities, it follows that the specific useful goals must result from some kind of analysis of that particular field. In an analysis of the curriculum studies that have been made in the past few years three principal methods of determining objectives are evident.

1. Direct analysis of the natural activities of children
2. Direct analysis of the social needs of the learner:
  - a. Through analysis of primary data
  - b. Through analysis of secondary data
3. Analysis of the needs of the learner as revealed by:
  - a. A direct survey of opinion of competent persons
  - b. A survey of existing objectives as found in, or inferred from, curriculum studies, courses of study and textbooks

### Questions for discussion:

1. What are the limitations of the method of determining objectives by an analysis of children's activities, interests, or questions? What are the advantages? Illustrate interests of children which are useful to them now, and will continue to be when they are adults. To what extent should objectives be determined by the child's environment? Should the city child and rural child both study the same problems? Why? Does a curriculum based on activities have objectives?

2. Should the general educational objectives be the same for all groups, or will those for children who expect to be farmers differ from those who expect to be plumbers? Will the objectives for white people differ from those for colored? How?

3. (a) What is meant by an analysis of "secondary data"?

(b) Make a list of all the nouns used in a full page advertisement in a newspaper. Should these words be taught to children in reading?

(c) What are the objections to the assumption that if an experience is frequently recorded in a newspaper it supposedly occurs very frequently in life?

4. (a) What are the advantages in determining objectives by an analysis of the opinion of competent persons? Disadvantages?

(b) When objectives are determined by resorting to expert opinion exclusively, is there any assurance that the most important objectives will be included? Would the opinion of the best farmers be "expert opinion" on the educational objectives for a group of boys who expect to farm?

5. (a) Is the method of determining objectives by an analysis of existing objectives more appropriate for the first six grades of the elementary school than it is for the junior high or senior high? Why?

(b) If you were writing a course of study for your favorite subject how would you determine the objectives?

6. Compare the objectives set up by Herbert Spencer with those advocated in "Cardinal Principles of Secondary Education."

7. Distinguish between objective, goal, aim, outcome.

8. L. G. Thomson\* gave a group of high school boys and girls a list of 21 objectives. They were asked to mark their first, second, and third choice. The results of their marks were as follows:

High School Objectives	Number rating it as first choice
Reading poetry .....	0
Ethical character .....	43
Please parents .....	7
Play in band .....	1
Worthy home membership .....	17
Enjoy assembly programs .....	0
Increased cost education .....	0
Maintain good health .....	1
Prepare for vocations .....	77
Make world safe for democracy .....	16
Proper use of leisure .....	5
Win athletic games .....	1
Get H. S. diploma .....	5

\* Thomson, L. G. "Objectives of Secondary Education According to Opinions of Pupils." *School Review*, Vol. XXXVII, March, 1929.

Learn manual training .....	0
Escape hard work .....	3
Learn to address audience .....	0
Understand fundamental processes .....	21
Appreciation art and literature .....	3
Raise standard of living .....	30
Become good citizen .....	113
Be with friends .....	1

Does it seem to you that these pupils thought in terms of the big objectives? What would be your first, second, and third choice?

9. To what extent do you agree with the following quotations?

“No profit grows where is no pleasure ta'en  
In brief, sir, study what you most affect.”

—Shakespeare.

“Freedom consists in achievement along lines that seem to the individual worth while.”—Henderson.

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### THIRD MEETING

#### Topic: Evaluating Objectives

One of the outstanding weaknesses in our schools is that so many teachers have hazy and ill-defined objectives in their work. It is as important to plan our directions and goals here as it is in any other phase of life activity. The goals and objectives make our work more vital and meaningful. The broader and more far-reaching our viewpoint the more interesting teaching becomes for us. It is an entirely different thing to watch and aid John in developing attitudes, appreciations, understandings, and skills which will be the basis of further growth and healthy adjustments to life, to that of simply thinking of John in terms of what he knows of the multiplication tables.

The committee appointed to work out the general objectives of the curriculum has presented a tentative list of these objectives on pages 20 to 27 of this bulletin. It is hoped that every teacher in the state will study and critically evaluate the objectives in this list. All suggestions for change should be communicated to the secretary of the committee. The questions which follow may help in stimulating discussion of the list of objectives as given in this bulletin.

#### Questions for discussion:

1. Criticize the definitions given for "Knowledges," "Understandings," "Appreciations," "Attitudes," and "Automatic Responses."

2. In what other ways might you organize the objectives listed under Part I of the list? (Knowledges and Understandings.)

3. Do you consider the list of attitudes given as complete? Should some of these attitudes be made subheads of others?

4. In this changing civilization there seems to be especial emphasis on the development of understandings, attitudes, and appreciations. Does it follow that there should be less emphasis on the automatic responses?

5. What changes in the existing curriculum would you expect before these objectives could become "outcomes"? What changes would need to be made in our arithmetics? Geographies?

6. The following criteria were set up for evaluating objectives of education in Virginia:

a. The objectives should lead to the cooperation of individuals within groups and with other groups.

b. The objective should be capable of realization through meaningful experiences of children of school age.

c. The objective should grow out of existing social life.

d. The objective should be flexible.

Discuss these criteria and then use them in checking and evaluating the objectives in this list.

Note.—For reading references on this phase of "objectives," those given for the second meeting may be used.

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## FOURTH MEETING

### Topic: Selecting and Organizing the Materials of the Curriculum

There is a growing tendency in our progressive schools to reorganize the materials of the curriculum around centers of interest or life activities. These are called "units," "activities," or "projects."

The traditional organization was that of subjects such as geography, reading, and language. The contents for these subjects were carefully selected and organized through a period of years by specialists in the various fields. The procedure, until recently, was first to decide what the child should know in each field and then to work out methods or techniques of teaching it. The specialist in the fields quite often disregarded the material in related fields and often one would find courses of study in which a fifth grade child had United States history, European geography, and Greek mythology. The content of reading, language, and spelling was often absolutely unrelated.

A growing dissatisfaction with this situation has led to much experimentation in this country and Europe relative to different methods of organizing materials. The first step was to correlate subjects such as United States history and geography. This step pointed the way to further progress. We now have a great many school systems, in some cases whole state systems, that have reorganized the content in units around centers of interest.

It seems most important therefore that we clarify in our own thinking what is meant by teaching through units, and whether the change from "subjects" to "units" is a wise one.

#### Questions for discussion:

1. Harap has summarized the various views of what a unit means. Read this quotation and discuss the changes any of these concepts of "unit organization" would make in the type of content taught and the outcome which would result.

"One view is that a unit of work is a complete experience engaged in by the pupils in the attainment of a specific useful goal, such as *to get breakfast*. A second conception is that a unit is a large subdivision of a subject with a principle or topic for its core in which the activities of the pupils are thoroughly planned to give complete mastery of the essentials. A third conception is that a unit is one of the dozen or more problems into which the work of a subject is subdivided. Essentially this view does not differ from the two preceding conceptions except that the problem takes the place of the objective or of the major topic. A fourth conception is that a unit is a large division of work based on a center of interest, such as *transportation*, which progresses simultaneously with the work in the several formal subjects. In a fifth conception the work of a whole grade is organized around a few large centers of interest, completely ignoring the conventional subjects. A sixth view is that a unit of work is a logical subdivision of a branch of knowledge in which manipulation and sensory experiences are included only for expediency."\*

\* Henry Harap. "Next Steps in Curriculum Making," *Elementary School Journal*, Vol. XXXI, pages 16-24. (1930.)

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2. In selecting a "unit" it is important to keep certain criteria in mind. The following criteria have been listed in the California State Course of Study as essential in selecting a teaching unit.

- a. Is the unit closely related to the child's life so as to lead him to want to carry it through?
- b. Is it sufficiently within the range of the accomplishment of the learner to insure a satisfactory degree of success?
- c. Is it so varied from previous activities as to permit the child's all-round development?
- d. Does it furnish opportunities for many kinds of endeavor?
- e. Does the subject matter involved present major fields of human endeavor?
- f. Does the activity involve an extension of present insight and abilities?
- g. Does it provide an opportunity for social contacts?
- h. Will it lead to other profitable activities?

Contrast the results of giving children content which is selected and organized on the basis of the above criteria and that which is taught as outlined in a required textbook.

3. How would you provide for automatic responses in a unit of study? What difference does motivation make in drilling?

4. How may we be sure of continuity between units and between grades when subject matter is organized in units?

5. Organized information is most important in giving us principles and generalizations by which we make our adjustments to life. Will the teaching through units, based on the criteria above, result in principles which are broadly meaningful?

6. Consider the objectives of education. Do you think they can be fulfilled better by unit organization or by logical subject organization?

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**FIFTH MEETING**

**Topic: Principles of Good Teaching**

It has been said that "as is the teacher, so is the school." It is certainly true that buildings, books, supervisors, and equipment are only means by which we hope to make teaching more effective. One of the difficulties in the past has been our failure to know the earmarks of good teaching. Dewey says: "The educative process has no end beyond itself. It is its own end." Bobbitt says: "The momentum from holding the present high prepares for the future." From the time of Dr. Elliott educational authorities have tended more and more to define education as a process of **continuous** development. Hence, the principles of good teaching are those principles which are utilized in bringing about this continuous development in pupils at a rate consistent with their capacities.

The following are considered sound principles of effective teaching. Questions for discussion are given under each principle.

1. The interests and tendencies of pupils will be discovered and guided into larger and more useful experiences.

- (a) Is there an identification between the things to be learned and the child?
- (b) Does the drive or motive of the pupil come from within?
- (c) Does the activity grow out of past experiences?
- (d) Does the child have a wide range of interests? Does the particular activity involved tend to increase this range?

2. The activities will aid the child in appreciating more fully the experiences in his local environment.

- (a) What geographical, historical, and cultural aspects does the community offer?
- (b) Is the child concerned with the economic conditions around him?
- (c) Suppose a city child and a rural child are using the same geography text in the fifth grade. Show how the local environment would enter into the teaching.

3. The experience or activities offered in the school will be practical.

- (a) Is it hard enough to be a real challenge to the child?
- (b) Is it easy enough to insure some degree of success?
- (c) In offering any experience are the necessary materials and helps available?
- (d) Suppose you were teaching the unit, "How man has learned to reckon time." What equipment and materials would you need?

4. Opportunity will be given for the development of needed skills and abilities.

- (a) Does the learner acquire the specific skill or particular habit here stressed?
- (b) Do the learners know exactly how to proceed before they begin to practice?
- (c) Are there occasional needs arising which call for further use of the skill?

5. The fields of subject matter involved will be worth while, and will represent the big aspects of life.

- (a) The problem of capital and labor is a persistent problem with which children in the United States are surrounded. Name several other persistent problems.
- (b) Should the school stress the persistent problems?
- (c) What should the teacher do about controversial issues? Dodge them? Discuss them? If discussed, should both sides be presented?

6. The curriculum content involved will lead to the development of large generalizations.

- (a) Are the ideas and experiences compared and interpreted so as to enable a child to reduce them to generalizations?
- (b) Will experiences presented develop relationships leading to organization of experience?

7. Suitable provision will be made for individual differences.

- (a) Do all children progress at the same rate?
- (b) How can standard tests and achievement tests help the teacher to care for individual differences?

8. Sound methods of meeting individual differences will be provided. Some of the better methods of meeting individual differences in our school systems are as follows:

- (a) Grouping on the basis of ability, such as the X, Y, Z, groups in Detroit.
- (b) Individualized work in the skills, such as is done in Winnetka.
- (c) The concentric work plan where all pupils spend the same time in a grade, but the brighter pupils do more work.
- (d) Skipping grades or parts of grades.

Which of the above plans could be used to the best effect in the one-room rural school?

9. When a school sets up machinery to meet individual differences do the differences between pupils tend to increase or decrease? Is this what we want in a democracy?

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## SIXTH MEETING

### Topic: How Shall Outcomes Be Measured?

Probably the best single measure of good teaching is the extent to which **desirable** changes are made in pupils. When the child enters school the teacher has the job not only of correcting and eliminating wrong responses that have been learned, but also of inculcating new responses that are desirable, as well as furthering responses that have already been learned. If education is to be classed as a science we must not only know what changes a school is making in children, but we must also know how much change is being made.

#### Questions for discussion:

1. Does it seem to you that in the past we have tended too much to measure outcomes by the extent to which subject matter has been mastered? What are some of the bad results of such tendencies?

2. The narrow method of teaching has been defined as a method in which subject matter merely is stressed. What would be stressed in the broader method of teaching?

3. Concomitant learnings may be thought of as learnings that more or less grow and develop along with the primary learnings. Concomitant learnings are not directly taught, but incidentally accompany the primary learning. When a child sets out to learn his arithmetic lesson the arithmetic that he learns is the primary thing, the likes and dislikes developed as a result of his study of arithmetic are some of the concomitant learnings.

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- (a) Which do you consider more important, the primary or the concomitant learnings? How can we measure likes and dislikes?
  - (b) Are attitudes being developed in bad teaching as well as in good teaching? Is the difference only in the kind of attitudes built? Can an attitude be measured? How?

4. In what way should the school produce growth in children other than in the ability to achieve subject matter?

- (a) Should they grow through ability to give sustained attention?
- (b) Should they grow in their tendency to carry projects through to completion?
- (c) Should they grow through an enlargement of interest span?
- (d) Should they grow through an increase in self-control?
- (e) Does the growth concept include better and more effective health habits?

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5. To what extent should emotional changes be considered as an outcome of good teaching? Think of the pupils in your class at the present time. What changes should be made in their emotional reactions? Are there any tests on the market by which we can measure emotions?

6. To what extent should outcomes be measured by the degree to which activities of the pupils tend to lead on? Which pupil should have the higher grade in history, one who masters the subject but declares that when the course is over it is his last study in history, or the one who achieves the subject matter only reasonably well but who is interested in the subject and imbued with the idea of continuing its study in the future? Which activity has a greater tendency to lead on: quarreling or reading? Playing bridge or studying art? Have you considered the "leading on" tendency at all in measuring the outcomes of the pupils?

7. In measuring the amount of subject matter achieved is there a tendency to use the new objective type of test more than in the past? What are the relative merits of the new objective type of test over the old essay type?

8. If pupils leave your class more nationally minded and less internationally minded, have the wrong changes been made? Do pupils in our present day high schools really have an international minded attitude? If not, who is to blame? How can we measure international mindedness?

9. Suppose you have been teaching your class for one year and you want a measure of the major outcomes. List the outcomes you would want to measure and then describe the type of test you would use to measure each one. Name the standardized subject-matter tests you would use for each subject.

10. Do the following quotations give any hints as to what some educational outcomes should be? To what extent do you agree with them?

"Individuality is not originally given but is created under the influences of associated life."—Dewey.

“The fourth great practical business of life is the attempt to adapt ourselves to one another.”—Giddings.

“Even the most civilized nations have not yet learned to settle international disputes by a court of expert judges, or to prevent national violence and law-breaking by an international police. Theft, arson, and murder are still honored, provided they be done wholesale by a nation.”—Thorndike.

“There can be no real freedom or democracy until the men who do the work in a business also control its management.”—Bertrand Russell.

“The soul of education and the supreme virtue of a citizen is humility; and therefore obedience is the most important virtue in a student.”—Darlington.

“All history shows that rights of persons are unsafe where property is insecure. Protection to one goes with protection to the other; and there can be neither prosperity nor progress where this foundation of all just government is unsettled. ‘The moment,’ said the elder Adams, ‘the idea is admitted into society that property is not as sacred as the laws of God, and that there is not a force of law and public justice to protect it, anarchy and tyranny commence.’”—Justice Field.

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