THE TWENTIETH YEARBOOK
OF THE
NATIONAL SOCIETY FOR THE STUDY
OF EDUCATION

PART I
SECOND REPORT OF THE SOCIETY'S COMMITTEE ON NEW MATERIALS OF INSTRUCTION

A COLLECTION OF TWO HUNDRED EIGHTY-FIVE PROJECTS COMPILED BY THE COMMITTEE WITH THE AID OF VARIOUS SUB-COMMITTEES FROM MATERIAL SUBMITTED BY THE REPRESENTATIVES OF NUMEROUS SCHOOL SYSTEMS

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CHAPTER V

NEW MATERIALS FOR SPECIAL CLASSES

INTRODUCTION

The purpose of the special class work is to teach pupils to become useful members of society. This type of child usually leaves school early. He should then have had proper health habits established and should then know what kind of work he can do as well as where he can get a job.

Everything in this child’s life should lead toward fitting him for some useful work. The subjects to be taught should be those that would arouse the individual will and the impulse to do. He should be encouraged to produce what he has seen, heard, or experienced.

Much (if not all) of this child’s school work could be made to revolve about some center. As the child’s interest at all times should be encouraged, the center or purposeful activity should be something that will contain his experience, work that will hold his interest, while the work is being executed, and give him satisfaction when completed.

The following projects or purposeful activities are some that have been used with subnormal children.

275. "Hand Work and Arithmetic for Adolescent Subnormal Girls"

(Reported by Blanche M. Towne, Michigan State Normal College, Ypsilanti, Michigan)

The purpose was to make money to buy a sewing machine, by making rag rugs. The cost of the warp for one yard of a rug was determined, and also the waste between the rugs was measured and the cost ascertained. A fair price was added to this for labor. Then a few friends were told about the plan. They sent in their rugs. The borders were carefully planned. When the rugs were finished, the price was found. Then the girls made the deliveries and collections.
276. "Hand Work for Pre-Adolescent Children"

(Reported by Blanche M. Towne)

They desired to make something for one of the pupils who was sick at the hospital. After many suggestions, a scrap book was decided upon. A friend donated eight yards of dark green cambric which was divided and cut into leaves. The kind of pictures, size, arrangement, and theme were discussed. The pictures were cut from magazines secured from home, neighbors, and friends. These were carefully sorted, pages planned by laying the pictures on them, then they were pasted into the books. Two of the children then visited the hospital and took the book to their little friend.

277. "Arithmetic for Pre-Adolescent Subnormal Children"

(Reported by Blanche M. Towne)

"Can't we play store?" was answered in the affirmative by the teacher, provided the children would make the store. Boards were obtained from the manual training room and a counter constructed. Clean, empty cartons were brought from home. Then newspapers and storekeepers were consulted from time to time to get present-day prices. Money was made from pasteboard. Shopping lists were made next, and the articles purchased at the store. An itemized bill of each purchase was made and often these were totaled only once a week, when payment was made.

278. "Lesson in Decorating for Pre-Adolescent Subnormal Children"

(Reported by Blanche M. Towne)

The children desired a Halloween party and were asked if they thought the room was pretty enough for a party. They decided to decorate the room. All the ideas that they had seen or could get from pictures were brought together and discussed. It was decided that they needed corn stalks, pumpkins, and autumn leaves, also that owls, bats, cats, witches, squirrels, etc., should be hung from streamers at the windows and put around the room for a border. The children brought the corn stalks, pumpkins, and
autumn leaves from home, some of them even saving their pennies to buy pumpkins. The teacher was asked for patterns for most of the bats, cats, etc., and out of a box of various and sundry patterns, those that would best fit the spaces were chosen. The exact number needed was counted, and the number of sheets of each color of paper was estimated. The children put up the border and arranged the other material, criticising and changing their own work until the desired effect was obtained.

279. "Adolescent Subnormal Children Cooking Noon-Day Meal"

(Reported by Blanche M. Towne)

The children planned to serve a meal to the teachers in the building in order to obtain money to buy a piano. Properly balanced menus were made by the girls; prices of foods were ascertained, and advertisements in the newspapers were studied to find the best places where they might buy. The cost of each meal was figured, and the price to be charged was then determined. The girls prepared the food, set the table, and served the meal. Then they put away the food, and washed the dishes. Afterward they washed and ironed the table linen. At the end of each week the profits were figured and the girls themselves made the payments upon the piano.

280. "Reading Signs by Pre-Adolescent Subnormal Children"

(Reported by Blanche M. Towne)

The children desired to know what certain signs, as "Take One," "Forest Ave.," etc., said. A walk was taken to see the signs; then, to remember them, several of the children wrote them on pieces of paper. It was decided to make signs like those which were seen, so they could be kept in the school room. This was done with rubber stamped letters on cardboard. The children also suggested that they could make their own reading books and some games with the words. Pictures were drawn or cut out of old magazines wherever it was possible to use them. The writing in both the book and the games was practiced before it was written in the books.
281. "Adolescent Subnormal Girls' English"

(Reported by Nellie R. Olson, Faribault, Minnesota)

In story-telling hour, a girl told the story of Rip Van Winkle. Someone immediately asked if the class might make a play out of the story and see what good English they could use. The teacher said that if they did real well, the class might give the play at the High-School Auditorium. Immediately they set to work. They planned the names of the acts, and then the acts themselves. One girl planned and secured the improvised costumes. Then the class divided into groups of three and each group wrote the words for Act I, "The Home Scene." A day was given each group to practice their parts. Then each group presented its act to the class. The best work was selected, as well as the most suitable actors. In the first act, meal time was shown. The table linen and dishes were brought from home. Table etiquette was discussed. As the play was being practiced, the other members of the class were on the lookout for places where the English could be improved. The places, as they were improved, were noted in their English note books. Then the other acts were similarly prepared. Finally, the whole play was given. The play was also written and put in booklets, properly decorated with pictures. These booklets were kept to be shown at the school exhibit. As the play progressed, the girls decided to invite their mothers to see the play when it was complete.

282. "An English Exercise for Adolescent Subnormal Boys"

(Reported by Nellie A. Olson, Faribault, Minnesota)

A boy brought an army booklet. Someone said, "Can't we be an army?" The teacher, after finding out if the class wished to do this, asked how this could be carried out. The class divided into companies, each in charge of a corporal, who was appointed by the captain. The captain had been selected by the class, by balloting. The teacher was appointed by the captain as his assistant. The corporal was responsible for the work of his own company and at the beginning of each day reported to the captain the results of the previous day's work, which was shown in individual graphs.
e winning company had the stars and stripes placed in front of six company. The next captain was the corporal of the company o had had the flag the greatest number of times. The class decided to salute the captain each time they recited. The captain pointed an inspector, whose business it was to keep a record of the duly inspection of the "soldiers'" faces, teeth, hair, shoes and thees.

The following things necessary to the making of a good American soldier were studied by the class:

1. How to become an American.
   a. Experiences of parents were told.
   b. Teacher told of her visit to Ellis Island. Pictures were shown.

2. The training that a soldier must have.

3. Learned and gave the "Flag salute" each day.

4. How we could become good Americans.
   a. Have good habits.
   b. Associate and talk to good Americans, on topics of interest and value as—
      (1) What I am going to be when a man.
      (2) News items.
      (3) Inventions.
      (4) How to improve our city.
      (5) Short debates.

5. Select and read good newspapers and good magazines.

6. Select, read and report on good books.
   a. Visited the city library.
   b. Prepared a small school library containing books and magazines.
      (One boy acted as school librarian.)
   c. Teacher told parts of good books.
   d. Decided on a brief book-review outline.
   e. Gave book reviews.
   f. Stories dramatized.

7. Prepared the spelling of words Americans ought to know.
   a. Lists of fifty words foreigners ought first to learn were prepared
      by the class, each making his own list and seeing if the other
      members of the class could spell his words.
   b. Words needed in different kinds of business.
   c. Election Day words.
   d. Armistice Day words.

8. Ability to write good letters.
   a. Friendly letters to "shut-ins" and friends.
   b. Business letters.
      (1) Ordering a good boy's magazine for the class.
      (2) Wrote to the Youth's Companion, and ordered it for the teacher.
      (3) Sent for some catalogue, or booklet about trapping, farming, electricity, etc.
9. Improved the penmanship.
   a. Special drills, where needed, were given.
   b. Samples of pupil’s penmanship for each month were collected and kept.
10. Stories were read and told, which would help pupils to become good Americans.
11. Improved the English at all times.
    a. New words were collected and used.
    b. Errors in speech were corrected. Certain errors were corrected each month.
12. “Good Americans’” posters were made showing:
    a. Errors and how to get rid of them.
    b. American soldier pictures.
13. Pictures were collected at all times.
14. Good American games were made and played.
15. Suitable poems and memory gems were studied.
16. Jobs for the members of the class were studied and discussed.
17. Studied thrift.
18. Made ballots and voted in the schoolroom on election day.

283. “Arithmetic Exercise Based on Street Paving for Adolescent Subnormal Boys”

(Reported by Nellie R. Olson)

Sand piles and paving machinery occupied the street near the school building. Questions like these were asked by the children: “What are they going to do with the sand?” “How do they make cement?” “Who pays the workmen?” “How do they mix cement?” “Who pays for the cement?” “Can the city get money to pay for the paving?” “Does it pay to spend so much money to pave the street?” The last question became the project, and the class set about to solve the different points that had to be considered, such as the expense of the paving to the city, and to the owners of homes along Fourth Street, how the cement is made, the money paid the men, the effect of the paved street on the value of the homes, and on the rent of the homes. They also found the saving to the city in the amount paid for sprinkling, oiling and street repairs. When difficulties in the arithmetical processes arose, the class stopped and drilled on that difficulty. Work was collected in a “Paving Booklet.” Pictures of paved and unpaved streets and drawings of paving machinery were collected. The class were fully convinced that it had more than paid to pave Fourth Street.
284. "Arithmetic Exercise for Adolescent Subnormal Girls Based on Home Building"

(Reported by Nellie R. Olson)

The first day of school the teacher and the girls discussed the kind of homes they would like to have some day. The teacher showed the class a picture of the home that she liked. The class decided each to bring a picture of a house plan that he liked. They then decided each one to work out everything that needed to be thought of in starting a home of his own. The following things were done:

1. Studied cost of lots in different parts of the city.
2. Went through procedure of buying a lot.
3. Found the cost of digging and making the basement and foundation.
4. Found and decided on a house plan suited to a family of four.
5. Some drew the house plan. Others made pasteboard models of the house.
6. Wrote contractors' sealed bids, giving estimates of the cost of building.
7. Opened the sealed bids on a certain date. Selected the most sensible and economical bid.
8. Found the amount of lumber, kinds of lumber, and wrote the bills.
   (Visited a house being built.)
10. Found how many square yards of plastering were needed and the cost. (Visited plasterers at work.)
11. Found the cost. Decided to tint the walls as it was cheaper.
12. Found the cost of different kinds of windows and purchased them.
13. Found the cost of finishing the floors. Practiced finishing a small section of a floor.
14. Found the cost of the heating plant, plumbing, electric wiring, and lighting. Showed on the drawings of the house plan exactly where the wiring and plumbing would be placed.
15. Bought curtains and furnishings for each room of the house.
    Found where discounts were given, and made use of the discounts in their purchases.
16. Wrote payrolls for the laborers employed.
17. Found the total cost of the home. Decided whether the contractor made any profit.
18. Found the cost of clothing for the family for one year.
19. Figured the grocery and meat bills for one year.
20. Decided where and what the men in each family earned a year.
21. Decided how the salary should be used—what percent for each expenditure—how much saved.
22. Decided how to invest the savings.
23. Figured how much would be had in five years, if savings were placed in a local savings bank.
24. Figured the teacher's and pupils' savings accounts.
This work was kept in individual booklets. Each child had his own book and a composite booklet made for the teacher. This work gave the girls a greater realization of how to use money intelligently and gave them a larger respect for honesty, intelligence, and good management.

285. "Arithmetic Exercises for Adolescent Subnormal Boys
Based on a ‘Farm Book’"

(Reported by Nellie R. Olson)

All were interested in farm work and had worked on farms. The first day of school they discussed their own farm work. They finally decided that each one would make a ‘Farm Book’ showing a real farm and the transactions involved in farming. The lessons from day to day were shown in this book. Interesting pictures were also added. Original problems arose in connection with the following points which were suggested by the pupils:

Problems and Discussions on:
1. Size of the farms in this community
2. Location of farms where boys had worked
3. Value of farms in this vicinity and where boys had worked
4. Comparison of values of different farms
5. Decide on having a 320-acre farm. Each one laid out his farm into grains, orchard, garden, pasture, barnyard, farm-house with yard, etc.

Some of the Drill Work as It Came Up:
1. Comparison of size of 320 acres with 160 acres and 40 acres
2. Size and drawing of a township, a section and quarter section
3. Realization of fractions and their values as:
   \[ \frac{1}{4} \text{ section} = 1 \text{ acres} \]
   \[ \frac{1}{2} \text{ section} = 2 \text{ acres} \]
   \[ 1 \text{ section} = 4 \text{ acres} \]
   \[ 1\frac{1}{2} \text{ section} = 6 \text{ acres} \]
4. Multiplication of numbers as
   \[ 320 \times 120 \]
   \[ 160 \times 100 \]
   \[ 80 \times 115 \]
   \[ 40 \times 150 \]
5. Drill on needed tables as of 2’s, 5’s, etc.
6. Short way to multiply by 10 and 100
7. Subtraction and multiplication
8. In drawing the farm, careful reasoning was needed in deciding length and width of farm so that the farm would be 320 acres in size, as:
   \[ 20 \text{ by } 16 \]
   \[ 4 \text{ by } 80 \]
   \[ 8 \text{ by } 40 \]
Problems and Discussions on:

6. Building farm buildings, as barn, granary, hoghouse, chicken coop, farmhouse, garage, etc.
   a. Excavating for basement
   b. Lumber
   c. Plastering
   d. Concrete work
   e. Painting
   f. Plumbing
   g. Electricity
   h. Heating
   i. Laying of floors
   j. Furnishing the farmhouse (one room at a time)
   k. Payroll of workmen

Some of the Drill Work as It Came Up:

9. In apportioning the farm into parts as it is in this community. Seeing that all parts added would make 320. This gave practice in addition and reasoning

10. Fractions and percents were also taken up with the apportioning of the parts of the farm

11. Finding the amount of lumber needed (board measure)

12. Writing lumber bills

13. Drawing plans to an agreed scale. Comparison of values of numbers, as: "If the length of the barn is 40 ft. and the width 30 ft. or 20 ft., how long ought the lines be drawn?" Much reasoning was here demanded

14. Cubic measures were needed in the excavating

15. Square measure was needed in the plastering, painting, etc.

16. Need for multiplication and division often arose. Pupils knew where to look for tables when in need of them. Often some tables needed special drill by the whole class

17. Buying at a discount. Sensible and usable percents were decided on and learned

18. Writing of bills, checks, notes, etc.

19. Payrolls furnished much drill in multiplication and addition

20. Discounts offered by machine shops in this city were considered. The amount saved was estimated

21. Profit and loss considered in connection with cattle, chickens, etc.

22. Profit and loss of farming

23. Farm accounts

24. Saving's Account, problems solved. Practice in percentage was here needed

7. Buying and upkeep of machinery

8. Buying and keep of horses, cattle, chickens, etc.

9. Planting and harvesting

10. Farm labor problems

11. Banking

12. Drawings were made. Paper and pasteboard buildings were constructed. Pictures were brought
By the end of the year each boy felt that he knew more about a farm than ever before. Information and problems were gotten from farmers, the agriculture teacher, boys' fathers, arithmetic books, farm papers, and the boys themselves. Each boy's book was proudly taken home at the end of the year.