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Suggested Activities for Exploration and Guidance in the Eighth Grade at Fieldale High School

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SUGGESTED ACTIVITIES FOR EXPLORATION AND GUIDANCE
" IN THE EIGHTH GRADE AT FIELDALE HIGH SCHOOL

A Project.

Presented to
the Faculty of the Graduate School
College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

Paul Tulane Atkinson, Jr.

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Paul Tulane Atkinson, Jr.

CHAPTER I

INTRODUCTION

I. THE PROBLEM

It is the purpose of this study to develop a list of suggested activities for exploration and guidance in the eighth grade program at Fieldale High School.

II. DEFINITION OF TERMS USED

Exploratory Course. Carter V. Good has defined

"Exploratory Course" as follows:

A course affording students first-hand contacts and experiences in a variety of subject fields and occupational situations; designed to open up new vistas and stimulate new activities, in order to discover the interests and capacities of students and to contribute to their guidance in vocational selection or plans for education.¹

The "Exploratory Course" offered in the eighth grade at Fieldale High School is not to be confused with the program of exploration that is carried on in all areas of work at this level. This is a course centered around exploratory experiences in areas of pupil interests, needs, and capacities, and in fields of work offered in the last

¹ Carter V. Good. Dictionary of Education, (New York: McGraw-Hill Book Company, 1945), p. 107.

four years of high school, which are not included in the experiences of the four constant courses, English, Mathematics, General Science, and Personal-Social Problems.

For purposes of this study "Exploratory Course" will be interpreted to mean the program which includes experiences in Industrial Arts, Home Economics, Music, and a variety of supplementary experiences in Personal-Social Problems, English, and Mathematics.

Constant Courses. For purposes of this study the term "Constant Courses" will be interpreted to mean those eighth-grade courses which meet once each day for one period during the entire school year, namely, English, Mathematics, General Science, and Personal-Social Problems.

Exploration. "Exploration" will be interpreted to mean a general survey or overview of a variety of areas of pupil interest either through individual or group activities.

High School. "High school" will be interpreted to mean the last five years of a twelve-year school system.

III. SCOPE AND LIMITATIONS

The factors determining the curricular areas to be included in the syllabus presented in this study were the available resource persons and the facilities at Fieldale High School, the policies of the local administration, and the recommendations of the State Board of Education of

Virginia. The local policies and the recommendations from the state level are largely in agreement. Both propose that exploration be largely confined to those areas included in the local curriculum in the last four years of high school. Industrial Arts, Home Economics, and Music will be included, since these are areas not being explored in other eighth-grade courses. A variety of other experiences which might serve as supplementary units of work in the areas of the constant courses will likewise be considered.

IV. JUSTIFICATION OF THE STUDY

Since the existing eighth-grade Exploratory Course was established at Fieldale High School during the school year 1950-51, with the benefit of only limited planning, the Superintendent of Henry County Schools has requested that the program be reviewed and that such changes as seem warranted in the light of the facilities be adopted.

Through records of pupil participation in a course of eighth-grade exploration, the guidance personnel at Fieldale High School should be assisted in providing for vocational guidance, and in the counseling of pupils relative to their choices of courses at higher secondary school levels.

The probability of pupil success should be greatly enhanced by the use of suggested materials around which to develop a program of study, whenever extensive curricular

changes occur in secondary educational programs. Briggs has suggested that one purpose of the Exploratory Course "is to explore by material of itself worth-while, the interests, attitudes, and capacities of pupils."² Suggested areas of activity around which to develop an exploratory program would be useful to experienced teachers new to the Henry County Division, and of invaluable assistance to inexperienced instructors.

V. THE PLAN OF PROCEDURE

The plan for attacking the problem was to develop a syllabus, based upon the available facilities and the aims and objectives of eighth-grade exploratory experiences as indicated by experts in the field of eighth-grade curriculum construction. For the purposes of discussion, the study has been divided in the following manner:

1. Setting: school and community educational resources
2. Purposes and aims of eighth-grade exploration
3. A syllabus for exploration in the areas of Industrial Arts, Home Economics, and Music
4. A syllabus for supplementary exploratory work in the areas of Personal-Social Problems, English, and

² Thomas A. Briggs. The Junior High School (New York: Houghton-Mifflin Company, 1920), pp. 165-166.

Mathematics

5. A discussion of the guidance possibilities inherent in the suggested units of the syllabus

Included in the area of school and community resources are descriptions of the school plant, the teaching personnel, the daily program of the school, and agencies located in the community which might contribute to the exploratory program.

The area of purposes and aims includes the statement of standards to be used in screening the educational materials to be suggested in the proposed syllabus.

VI. ORGANIZATION

For organizational purposes the study is divided into the following chapters:

Chapter I is the introductory part of the study dealing with the purpose, definition of terms, the scope and limitations, the justification, the plan of attack, and the organization of the entire study.

Chapter II contains a discussion of the facilities of the school plant, the daily schedule, the size of the eighth-grade classes, the offering, instructional personnel, community agencies and resource persons, and a summary statement.

Chapter III is concerned with a brief survey of the

recommendations of the State Board of Education of literature relative to exploration in general, and a survey of the recommendations of the State Board of Education of Virginia relative to those specific areas of exploration included in the program of eighth-grade exploration at Fieldale High School.

Chapter IV contains suggested instructional units of work for use in short-term exploratory courses in Home Economics, Industrial Arts, Music, and units for use as supplementary work in Personal-Social Problems, English, and Mathematics.

Chapter V deals with the guidance possibilities inherent in the eighth-grade exploratory program at Fieldale High School.

CHAPTER II

LOCAL FACTORS AND RESOURCES AFFECTING THE PROGRAM

The resource persons, the available facilities, and the prevailing educational policies of the administration should be the primary limitations in the organization of an eighth-grade program of experiences. With these limitations in mind, it is the purpose here to survey briefly the following factors affecting the eighth-grade program at Fieldale High School: (1) the school plant, (2) the daily schedule, (3) the eighth-grade enrollment, (4) the high school offering, (5) instructional personnel, and (6) community agencies and resource personnel.

I. SCHOOL PLANT

The high school building at Fieldale, Virginia, contains adequate classroom and laboratory space for academic instruction. These are equipped with movable desks, blackboards, and black-out window shades. The laboratory is supplied with apparatus for instruction in Biology, Chemistry, and General Science.

The facilities in the vocational fields of Industrial Arts and Home Economics are somewhat limited. The Industrial Arts shop contains an adequate supply of work benches and tools. There is not sufficient working space available, how-

ever, when the pupil projects are being made. In the Home Economics Department, there is also a lack of available space for large group instruction. This department is housed in a five-room cottage apart from the high school. Its furnishings are similar to those customarily found in homes of this size. It is difficult under these conditions to explore many phases of Home Economics with a very large group of students.

Included in the high school plant are certain special-purpose facilities. These, with the exception of the gymnasium and the auditorium, are part of the main building. The gymnasium, which stands near the main building, contains limited space for dressing, but the space is adequate for physical education and health classes. The auditorium space, on the other hand, is not nearly so adequate as that of the gymnasium. The seating capacity is not sufficiently large to provide seating for the entire high school student body.

Housed in the main building are certain special-purpose rooms. The cafeteria, the principal's office, and the usual rest room facilities are adequate in the light of the enrollment. The library and the conference room, however, seem to warrant further mention here. The library contains approximately five thousand volumes completely catalogued, three newspapers, and twenty-two current magazines. A file of vocational information is maintained by the librarian. Adjacent to the library is a small room that is used as a

meeting place for student clubs and also for pupil-teacher conferences.

II. THE DAILY SCHEDULE

The daily class schedule for the eighth-grade pupils allows for six fifty-five minute periods with two-and-a-half minute breaks between periods, and a thirty-minute lunch period. Two administrative home-room periods are scheduled, the first at the beginning of the day for fifteen minutes, and the second following the lunch period for five minutes. Two periods each week afford time for assembly programs and student organization activities. These periods of time are secured by omitting two regular class periods on a rotating basis each week. For example, during the first week of school, on Tuesday the first class period is omitted to provide time for club activities, and on Friday the second class period is omitted to provide time for assembly program. The third and fourth class periods are omitted on Tuesday and Friday respectively of the second week, and this rotation scheme continues throughout the year. The eighth-grade students assume the responsibility for the planning and production of four regularly scheduled assembly programs during the school year.

III. THE EIGHTH-GRADE ENROLLMENT

Generally speaking, the total number of pupils enrolled in a grade determines the number of class divisions needed. The estimated eighth-grade enrollment for the school year 1951-1952 is ninety pupils. Considering the space and the available teachers, two sections of the eighth grade with forty-five pupils each are planned.

IV. THE HIGH SCHOOL OFFERING

The following is a breakdown of the high school offering in grades eight through twelve:

Grade 8
 Personal-Social Problems
 English
 Mathematics
 General Science
 Physical Education
 Exploratory

Grade 9
 English
 Vocational Civics
 Arithmetic
 Algebra
 Biology
 Advanced General Science
 Physical Education

Grade 10
 English
 World History
 Home Economics
 Industrial Arts
 Elementary Algebra
 Advanced Algebra
 Economic Geography
 Biology
 Physical Education

Grade 11
 English
 United States History
 Home Economics
 Mechanical Drawing
 Plane Geometry
 Chemistry
 French I
 Physical Education

Grade 12
 English
 Government
 Chemistry
 French II
 Refresher Mathematics
 Home Economics
 Advanced Industrial Arts
 Physical Education

The Carnegie Units required by the Henry County School Board for graduation from high school are as follows:

English, four; Mathematics, one; Vocational Civics, one; United States History, one; Government, one; and any science, one. Two years of Health and Physical Education are required; for these no unit credits are given.

For pupils enrolled in the eighth grade the required courses are English, Personal-Social Problems, Mathematics, General Science, Exploratory, and Physical Education. As previously stated, some exploration is included in all of the constant courses, and in the Exploratory Course it becomes the central purpose. The latter course is designed for exploration of elective courses offered during the remaining high school years, and also for additional experiences in areas of required or constant courses.

Since one of the over-all objectives of the eighth grade is exploration, it seems fitting to mention briefly the scope of the exploration carried on in the constant courses in the eighth-grade program.

Many of the activities in the English area are repetitions of elementary work with emphasis placed upon determining weaknesses and correcting the deficiencies. A course of this type has little appeal for the students and it appears that here a variety of experiences should be incorporated in the program. It seems desirable that consideration

be given to dramatics, poetry, creative writing and the like as types of supplementary experiences. In the reading areas standardized tests are used, which give direction to the remedial reading program.

The eighth-grade Mathematics course is exploratory to the extent that it is designed to assist in the better placement of pupils in classes in the Mathematics field during the last four years of high school. Exploratory experiences in Algebra and Geometry are part of this course. Also included in the program of the Mathematics course is remedial work designed to increase the individual pupil's mastery of the fundamental processes of arithmetic.

In the course in Personal-Social Problems the program of work includes experiences in building citizenship, in developing one's personality, and in securing an over-view of all courses offered in the last four years of high school. Major emphasis in this area is placed on building citizenship.

The eighth-grade General Science course, for the first time in the pupil's experience, affords a course devoted exclusively to the study of organized science. It is almost entirely given over to exploratory experiences, including in its scope experiences in the fields of Biology, Chemistry, Physics, Meteorology, and Astronomy. There seems to be little need for supplementary exploratory experiences in this

course in view of its present inclusiveness.

This brief statement of the exploratory work done in the four constant courses may serve to indicate the scope of exploration included in these courses. Although there seem to be areas in which it would be well to make modifications, it is not the purpose of this study to go into this problem at any great length. The only additional experiences suggested for use in these courses will be of a supplementary nature.

In an effort to discover the interests of individual pupils and at the same time utilize the facilities available, the Exploratory Course has been organized in the following manner: Each boy has twelve weeks of experiences in Industrial Arts, six weeks in Home Economics, and eighteen class meetings in Music. The experiences planned for each girl in the Exploratory Course include twelve weeks of Home Economics, six weeks in Industrial Arts, and eighteen class meetings in Music. In the Industrial Arts and Home Economics courses the classes meet during one fifty-five minute period each day for the prescribed time. The Music classes meet one period a week for eighteen weeks, with the remaining four periods each week utilized in affording pupils experiences in Art, Handcrafts, Forensic Activities and the production of a class paper.

V. INSTRUCTIONAL PERSONNEL

The instructional personnel selected to assist in the Exploratory Course are certified in the following areas: one teacher in Home Economics; one in Industrial Arts, General Science, and Mathematics; one in Library Science, English, and History; one in English, History, and Elementary work; and one in Public School Music. These teachers have been selected for participation in the Exploratory Course in view of their training in various areas, their interest in the program, and with consideration for time available in their class schedules for this type of cooperative assistance.

VI. COMMUNITY AGENCIES AND RESOURCE PERSONS

The following local agencies will contribute to the eighth-grade program both through their personnel and through free literature: Fieldcrest Mills, Bassett Industries, Martinsville DuPont Company, Henry County Department of Health, Henry County Department of Welfare, Henry County Chapter of the American Red Cross, Henry County Branch of the State Police, the Appalachian Electric Power Company, and others. The three mills mentioned make their contribution in the form of guided tours of inspection. This is particularly important in view of the number both of graduates

and of drop-outs that are employed by these industries. The other agencies make contacts through their representatives. Much valuable vocational guidance material may be obtained from the aforementioned agencies in the community.

SUMMARY

A high degree of organization is needed in the development of a worth-while course of exploration. The coordination of the activities of so large a group of teachers, pupils, and lay people accentuates the need for pre-planning and organization. Various types of remedial, developmental, and exploratory experiences must be provided and so combined as to prepare the pupil for his immediate objective of success in the remaining years of school, and for his long-range vocational competency.

CHAPTER III

THE DEVELOPMENT OF THE CONCEPT OF EXPLORATORY EXPERIENCES FOR EIGHTH-GRADE STUDENTS

This part of the study is concerned with the opinions of experts in the field of curriculum construction relative to exploratory experiences for adolescents, and the presentation of a set of criteria. The criteria will be used as a basis for the selection of areas to be included in the outline of suggested materials for eighth-grade exploration at Fieldale High School.

I. CONTRIBUTIONS OF AUTHORITIES

Almost without exception the writers in the area of curriculum development state that one of the major functions of the junior high school should be exploration. Briggs, in his writings about junior high schools, states: "The purpose of the new type of secondary school is positive, to ascertain what is suited, not what is unsuited, to the individual pupil."³

Van Denburg states a similar idea as follows:

The junior high school is therefore a finding and a sorting school where pupils may, through actual experience, be led to make a more rational selection of the senior high school work, or their occupation in the

³ Thomas H. Briggs. The Junior High School (New York: Houghton-Mifflin Company, 1920), p. 167.

world of industry, than would otherwise be possible.⁴

A similar statement of the objectives of the junior high school was adopted by the North Central Association of Secondary Schools and Colleges in 1918. They were as follows:

1. To continue through its instructional program the aims of public education in a democracy.
2. To reduce to the minimum the elimination of pupils by offering types of work best suited to their interests, needs, and capacities.
3. To give the pupil an opportunity under sympathetic educational guidance to discover his dominant interests, capacities, and limitations with reference to his future vocational activities or the continuation of his education in higher schools.
4. To economize time through such organization and administration of subjects and courses both for those who will continue their education in higher schools and those who will go immediately into life's activities.⁵

In the light of the opinions of these writers, it becomes obvious that some place in the plan of the present-day school, and preferably at the junior high school level, exploratory work should be included.

II. THE OPINIONS OF VIRGINIA EDUCATORS

In the usual junior high school organization there

⁴ H. B. Bruner, The Junior High School at Work (New York: Joseph K. Van Denburg, 1922), pp. 4-5, citing The Junior High School Idea, pp. 15-16.

⁵ H. B. Bruner, The Junior High School at Work (New York: Teachers College, Columbia University, 1925), p. 5.

are three grades: the seventh, the eighth, and the ninth. The eighth grade was put into the system of grades in Virginia in an effort to include some of the offerings of the junior high school. The suggested plan for schools in the Commonwealth of Virginia indicated that there should be seven elementary and five secondary grades.

It was the plan of those charged with the inauguration of the twelve-year school system at the state level that the grade to be added be put in between the elementary grades and the freshman year of the upper four years of high school. The purposes of the eighth grade were stated as follows:

The principal purposes of the eighth grade are (1) to give pupils experiences which will strengthen and further develop basic skills, aptitudes, appreciations, and understandings, and (2) to provide pupils with adequate guidance and exploratory experiences.⁶

The State Board of Education of Virginia, in one of its publications, suggested the broad statement of policy concerning exploration in the eighth grade as follows:

It is readily recognized that exploration is an aspect of any teaching situation, and therefore, the exploration will be the concern of all teachers at all levels. However, the well developed exploratory course will be a course in which exploration is central, in which teachers are more concerned about introducing the

⁶ (Richmond: Commonwealth of Virginia, State Board of Education, 1947), Suggestions For The Inauguration Of A Twelve Year School System, Part II, Section 1, STUDYING THE SCHOOL PUPIL, p. 1.

pupil to the many aspects of a field of work than they are in other courses. It will follow that breadth of experience will be emphasized, rather than refinement of experience in exploratory courses.⁷

Out of fairness to the State Board of Education of Virginia, it seems desirable that a statement of policy regarding the schools and the school divisions of the State be included here. For a number of years, the Board has taken the position that its chief function was not to dictate to the local school authorities but to make suggestions and recommendations for the improvements in all education in Virginia. The fact that . . . divisions of the state have not included the suggested eighth-grade program in their systems is a testimony to this policy.

The administration of the Henry County School Division decided that the policy for that division would be to follow the suggestions from the state level only in so far as they were applicable to the facilities and needs of the localities in the division. It was felt by the administration that the following statement by the State Board of Education should be one of the guiding principles for eighth-grade exploration:

. . . provision is made for experiences in guidance

⁷ Richmond: Commonwealth of Virginia, State Board of Education, 1947), Suggestions For The Inauguration Of A Twelve Year School System, Part II, Section III, EXPLORATORY COURSES, p. 1.

and exploratory work that will lead to the discovery of the aptitudes and interests of pupils to the end of enabling them to be placed in courses and given experiences in the remaining four years of high school in which they can succeed superlatively well.⁸

Through the interpretation of this statement, the eighth-grade exploratory program for Henry County has been to a large extent confined to those courses that are offered in the upper four years of high schools.

III. CRITERIA FOR THE EIGHTH-GRADE EXPLORATORY COURSE

1. Home Economics

The State Board of Education of Virginia, suggests the aims or purposes for the Home Economics phase of an exploratory course at the eighth-grade level in a list of experiences that this field should include. Stated as criteria these suggestions are as follows:

The experiences offered in this course should be so planned as to:

- Contribute to the pupil's enjoyment of home living and homemaking
- Help the pupil to discover or develop interests and aptitudes in homemaking
- Help the pupil solve problems in personal and home living
- Help the pupil see what training the modern homemaker should have and why this training is valuable to herself, her family, and her community
- Acquaint the pupil with the breadth of training

⁸ Ibid., p. 28.

offered in a three-year vocational course in homemaking in the high school

Help the pupils set up long-time goals for their education in homemaking

Give the pupil insight into the vocations and professions for which home economics education is necessary for desirable preparation⁹

In view of the objectives set forth by the State Board of Education listed above, and the prevailing facilities at Fieldale High School, it appears that the units of work mentioned in the next chapter might be useful to the teacher of Home Economics in developing a program of eighth-grade exploration.

A further statement as to the subject matter to be included in the exploratory course is as follows:

Present experiences in teaching Exploratory Courses in Homemaking indicate that pupils recognize the following problem areas of most immediate concern to them during the eighth year: improving personal appearance, making a happy home, caring for the house, and helping with meals for the family.¹⁰

The areas indicated above will be the basis for the planning of suggested units in Home Economics for the eighth-grade exploratory program at Fieldale High School, since in these areas a degree of success may be achieved with the scope of offering and facilities that are available.

2. Industrial Arts

From the suggestions of the State Board of Education,

⁹ Ibid., p. 28.
¹⁰ Ibid., pp. 46-47.

the following aims seem apparent:

1. The program should include experiences in a variety of areas, such as wood, metal, electricity, and drawing.
2. The emphasis should not be on manipulative skills when evaluations are made.
3. The program should include the development of projects which have intrinsic as well as instructional values.
4. The pupils should be encouraged to select projects that are of interest to them and of their choosing.
5. The major emphasis should be upon motivation to develop desirable appreciations, attitudes, and knowledge rather than the acquisition of skills.

The State Board of Education suggests that explorations be carried on in the following areas of manual training:

General drawing*	Auto mechanics	Home mechanics*
Wood working*	Photography	Ceramics
General metals*	Silk screen printing	Art leatherwork
Electricity*	Block printing	Jewelry ¹¹

The areas marked with an asterisk above seem applicable in the light of the existing offering and facilities at Fieldale High School. The suggested units in Industrial Arts developed in the following chapter will include these areas of experience for the exploratory program.

¹¹ Ibid., p. 47.

3. Music

The State Board of Education has stated the following aims, which will form the basis for screening the materials to be included in the units that are to follow in the next chapter.

The experiences offered in this phase of the exploratory course should include:

Opportunity for the students to explore and experiment in this field.

Consequent enrichment for his experience and, especially, suggestion for his pursuit of enrichment experiences.

Guidance through acquiring specific as well as broad knowledge and some skill in music, enabling him to make intelligent choice as to his preferences for study in the field.

The certain permanent values which will be concerned more particularly with the skills, information, and attitudes which the student will gain in such a course.¹²

Since available facilities are limited to a piano, a few recordings, a few song books, and a teacher who comes to the school once a week, it appears that the suggested units which follow should be confined to the following areas selected from those mentioned by the State Board of Education: "(1) Vocal participation; (2) Instrumental participation; and (3) Textual participation."¹³

¹² Ibid., p. 56.

¹³ Ibid., pp. 56-58.

CHAPTER IV

SOME SUGGESTED EXPLORATORY EXPERIENCES

It is anticipated that the units of work developed here be considered by the teachers in the school as suggestive rather than mandatory. In this way they may be useful as teachers, along with pupils, develop their own programs in the light of pupil needs and interests. It is not the purpose of this study to dictate the detailed content which should be included in the exploratory courses, but rather to make suggestions of areas and materials for use in these courses. These suggestions are in keeping with the policies of the State Board of Education and those of the Administration of the Henry County Schools.

Suggested units in Home Economics will be presented first; these will be followed by materials for Industrial Arts, Music, and supplementary units in Personal-Social Problems, English, and Mathematics. These units will be organized around suggested purposes, pupil activities, and materials.

I. Home Economics

It is to be hoped that the materials mentioned here will serve to stimulate the teacher of Home Economics at Fieldale High School to develop a series of eighth-grade experiences which will meet the needs of the pupils parti-

icipating in the Home Economics classes.

Unit 1. Orientation and organization

Suggested purposes:

To familiarize the pupils with existing facilities in the Home Economics cottage
To develop through democratic processes a system of regulations and precautions relative to the use of the cottage and its furnishings

To organize the group through democratic processes for the daily cleaning of the building and its equipment

Suggested pupil activities:

Inspect the cottage; observe and discuss the uses of the equipment

Observe the need for rules of conduct while pupils are in the cottage, while on their way to and from the cottage; plan cooperatively tentative regulations

Discuss the need for safety precautions in the cottage; formulate these precautions; and plan for their observance

Discuss plans for the possible content of the course

Plan for housekeeping duties to be performed daily by members of the group, including mopping, dusting, sweeping, making the bed, caring for the bathroom and equipment

Suggested materials:

Rules listed by previous classes

Safety precautions listed by manufacturers of the equipment

Cleaning materials and equipment

Stove, cooking implements and equipment

Sewing machine and hand sewing materials

Unit 2. Grooming

Suggested purposes:

To realize a personal need for good grooming

To improve one's appearance

To appreciate good posture

To realize that cleanliness is the basis for good grooming

To understand that there is a need for a constant check on one's appearance

Suggested pupil activities:

List examples of good and poor grooming observed in public places

Discuss and practice the proper care of skin,

hair, finger nails, and teeth .

Observe and practice good taste in use of
cosmetics and deodorants

Practice proper posture habits while walking,
standing, and sitting

Model clothes

Learn to dress appropriately for one's age,
size, and for the occasion

Make a chart of good grooming practices and
check oneself by it each day

Suggested materials and texts:

Charts on grooming

Charts on hair arrangements

Sources of printed materials:

Procter and Gamble

Gwynne Building, Cincinnati 1, Ohio

Bristol-Myers Company

630 Fifth Avenue, New York 20, N. Y.

Unit 3. Manners

Suggested purposes:

To recognize that consideration of others is
the basis for good manners

To discover the qualities that make a lady or
a gentleman

To recognize that manners are an asset

To practice good manners in daily living

Suggested pupil activities:

Make a list of the qualities of ladies and gentlemen

Observe and discuss traits admired in others

Make oral reports of good and bad manners observed in public

Discuss the importance of good manners in getting along with others

Demonstrate proper introductions

Demonstrate the proper way of extending or accepting an invitation

Discuss and practice in pantomime dating etiquette

Give oral reports on selected sections of an etiquette book

Suggested materials:

Allen, Table Service, Little, Brown

Black, Manners for Moderns, Allyn and Bacon

Unit 4. Table manners

Suggested purposes:

To learn good table manners

To learn to set a table attractively and

correctly

To learn the different types of table service

To practice accepted table manners in the home

Suggested pupil activities:

Practice eating and manipulating the silver properly

Set a table properly and practice serving each other

Use the acceptable table manners while eating at home

Observe the uses of the various pieces of silver not constantly in use in the home

Arrange flowers and fruits for table center-pieces

Suggested materials:

Allen, Table Service, Little, Brown

Black, Manners for Moderns, Allyn and Bacon

Greer, Your Home and You, Allyn and Bacon

Huttenlocher, Handsome Decorations for Your

Autumn Tables, Better Homes and Gardens,

Vol. 29, October 1950, pp. 70-71

Unit 5. Sewing

Suggested purposes:

To learn the fundamental stitches, their uses,

and the basic materials needed for home sewing

To cut out and make simple articles using the machine and/or by hand sewing

To learn the care and use of a sewing machine

To become familiar with the use of an iron

Suggested pupil activities:

Sew on buttons and mend tears by hand

Darn a sock and patch a torn garment

Demonstrate the use and care of the sewing machines, including threading, filling a

bobbin, and oiling, as well as actual sewing

Practice machine sewing until stitching attains a good degree of accuracy

Construct a towel on the machine (The materials are available at Fieldcrest Mills.)

Make an apron or other small objects of personal selection

Practice ironing on small objects

Demonstrate ability to hang clothes correctly

Suggested materials:

Charts on the care of sewing machines

Sewing machine

Sewing charts

Towel material and scissors

Thread, needles, thimbles, and materials

Machine oil

Sources of printed materials:

American Viscose Corporation

350 Fifth Avenue, New York 1, New York

The National Cotton Council of America

Memphis 1, Tennessee

Luther Ford and Company

100 North Seventh Street, Minneapolis 3,
Minnesota

U. S. Department of Agriculture

Washington, D. C.

American Bemberg Corporation

261 Fifth Avenue, New York, New York

Botany Mills, Incorporated

Passaic, New Jersey

Unit 6. Foods

Suggested purposes

To study the seven basic foods and why the
body needs each of them

To develop an appreciation for the need of
eating meals regularly

To learn the preparation of some simple foods

To develop an understanding of the problems
involved in feeding a family

To learn the use of an electric stove

Suggested pupil activities:

Make posters of the dangers of malnutrition and how it may be detected

Discuss the effects of various dietary deficiencies

Collect and examine various foods to get an understanding of their characteristics and qualities

Make a list and itemize the cost of foods used by a family for one week

Display samples, and discuss methods used in canning foods at home

Work out a family diet of meals for a week

Buy the food, prepare a simple meal, and serve it to invited guests

Prepare candy and discuss the possibilities for candy making as a form of family recreation

Report on home preparation of meals

Care for equipment in the cottage, including floors, sinks, basin, pans, plates, silver, and other items

Use and clean the electric stove

Suggested materials:

Chart on the seven basic foods, Basic Seven

Greer, Foods and Homemaking, Allyn and Bacon

Food stuffs to be prepared

Electric stove and cleaning equipment

The home demonstrator employed by Appalachian

Electric Power Company available for

assistance in demonstration in the care of a

stove and its use

Sources of printed materials:

Pet Milk Company

St. Louis 1, Missouri

Southern Dairies

60 M Street, N. E., Washington D. C.

The Woman's Foundation, Incorporated

10 East 40th Street, New York 16, New York

Wheat Flour Institute

309 West Jackson Boulevard, Chicago 6,

Illinois

Cereal Institute, Incorporated

135 South LaSalle Street, Chicago 3, Illinois

National Biscuit Company

449 West 14th Street, New York 14, N. Y.

Kellogg Company

Battle Creek, Michigan

Westinghouse Electric Corporation

306 4th Avenue, Pittsburgh, 30, Pennsylvania

The Best Foods, Incorporated

1 East 43rd Street, New York 17, New York

Grocery Store Products Company, Incorporated

480 Lexington Avenue, New York 17, New York

Libby, McNeill and Libby

Chicago 9, Illinois

Kerr Glass Manufacturing Corporation

433 South Spring Street, Los Angeles,

California

Unit 7. Vocational and educational opportunities in Home
Economics

Suggested purposes:

To develop an understanding of the scope of
the offering in the high school program

To develop an appreciation of the fields of
work open to those trained in Home Economics

To develop an understanding of the need for
training in Home Economics in the present-day
home

Suggested pupil activities:

Discuss the three-year program of Home
Economics at Fieldale High School, including
the plan for summer projects and the activi-
ties of the Future Homemakers of America Club

Survey the local vocational opportunities for those trained in Home Economics

Make a list of vocational opportunities found in the occupational file in the school library

Obtain additional information on jobs and vocations from some person working in a field related to Home Economics, and report the findings to the group

Display projects suggested by this program of Home Economics and completed at home as a leisure time activity

Make all arrangements for refreshments and for displaying finished projects, and invite parents to visit the cottage at a specified time

Write a statement of your vocational plans and submit it to the teacher

Suggested materials:

Vocational guidance file which contains a wide variety of materials dealing with vocational opportunities in the field of Home Economics

Home demonstrator employed by Appalachian Electric Power Company and available as a counselor

Sources of printed materials;

Johnson & Son, Incorporated

Racine, Wisconsin

The Hoover Company

North Canton, Ohio

U. S. Department of Agriculture

Washington, D. C.

Enameled Utensil Manufacturers Council

Educational Division, 221 North LaSalle

Street, Chicago 1, Illinois

Easy Washing Machine Corporation

Syracuse, New York

Armstrong Cork Company

Lancaster, Pennsylvania

National Association of Bedding Manufacturers

Merchandise Mart Plaza, Chicago 54,

Illinois

II. Industrial Arts

It appears that an excellent way to develop knowledge, skills, appreciations, and attitudes in Industrial Arts is through the construction of projects. It is hoped that the following suggested units will be treated as possible bases for the development of a series of experiences in Industrial Arts which will lead to a fuller appreciation of

the interests and capacities of students participating in the program.

Unit 1. Orientation and organization

Suggested purposes:

To familiarize pupils with the equipment and supplies

To develop an understanding of safety precautions and rules of conduct in the shop

To develop an awareness of the dangers of fire, its causes, and its prevention

To develop an interest in the prevention of accidents

To develop an awareness of the need for prompt and correct first aid measures in the case of accidents

To organize the group by democratic procedures for cleaning the shop and replacing tools and equipment

Suggested pupil activities:

Become familiar with the location and use of tools, equipment, supplies, and facilities

Discuss regulations and rules for conduct in the shop

Observe the dangers and damage to property involved in the misuse of tools

Care for and maintain tools in the shop

Make a list of fire hazards that pupils note at home and at school

Discuss methods of fire prevention and control

Apply simple bandages for simulated shop injuries and discuss the procedure in case of such injuries

Choose cleaning jobs and elect a foreman

Draw supplies and obtain supply tickets

Suggested materials:

Safety posters which are available in the shop
Lists of shop rules and regulations which are posted in the shop

Fire prevention posters

The Red Cross Manual of First Aid

Tools, racks, supply cabinets, lumber racks, power equipment, work benches, storage spaces, and finishing bench

Scrap lumber and metal for practice use of tools

Assignment chart posted in the shop

Unit 2. Woods and Lumber

Suggested purposes:

To develop an appreciation of preservation of

forests, how trees grow, their value, and the importance of the lumbering industry

To familiarize pupils with the common woods used in industry and particularly those grown locally

To familiarize pupils with methods of preparing lumber for marketing

Suggested pupil activities:

Visit local forest preserves and observe methods employed in planting, thinning and cutting timber

Demonstrate the ability to select a ripe tree
Cut a ripe tree and determine its approximate board foot content

Observe the transportation of a log to a sawmill

Observe the sawing of a log and the types of saws used

Observe the methods of seasoning lumber

Measure a board to determine its board foot content, and discuss the cost of various types and grades of lumber

Collect samples of woods

Identify types of trees by leaves, by bark, and by dressed lumber

Suggested materials and resources:

The local forester, who is available for field trips

Collections of samples of leaves (available in the laboratory biology supplies)

Collections of dressed lumber in the shop
Lester Lumber Company and Craig Sawmill Works, which are available for tours of inspection

Sources of printed materials:

West Coast Lumbermen's Association

1410 S. W. Morrison, Portland 5, Oregon

Mahogany Association, Incorporated

75 East Wacker Drive, Chicago 1, Illinois

Arkansas Soft Pine Bureau

Little Rock, Arkansas

Unit 3. Hand Tools and Their Uses**Suggested purposes:**

To familiarize the pupils with the hand tools and their uses

To develop an interest in caring for hand tools

Suggested pupil activities:

Observe the use of the hand tools and use them in practice on scrap lumber

Identify tools

Observe and practice methods of using marking tools

Demonstrate the ability to use a ruler in measuring

Practice accepted methods of sharpening tools

Suggested materials and resources:

Articles dealing with the care of tools found in the supply of POPULAR MECHANICS and POPULAR SCIENCE magazines filed in the shop

Stanley tool charts, CARE OF HAND TOOLS

Sources of printed materials:

Stanley Tools

New Britain, Connecticut

Atkins and Company, E. C.

Indianapolis 9, Indiana

Douglas Fir Plywood Association

Tacoma 2, Washington

Unit 4. Projects

Suggested purposes:

To provide pupil projects that include a number of different operations

To assist pupils in the selection of projects that they can do well

Suggested pupil activities:

Select and construct several projects in both wood and metal from the following list:

Wood	Metal
Table lamps	Table lamps
Bird houses	Wall lamps
Lapel pins	Lapel pins
Jewelry chests	Trash cans
Small tables	Bird houses
Clothes racks	Tie racks
Tie racks	Sugar scoops
Picture frames	Dust pans
Broom holders	Cookie cutters
Book ends	Candle sticks
Spice chests	Ash trays
Corner shelves	Lamp shades
What-not stands	Wall brackets
Candle sticks	Tool boxes
Wall shelves	Trays

Suggested materials and resources:

Stanley Tool Company charts, <u>Projects</u>	
Sand paper	Sheet metal
Shellac	Strap iron
Varnish	Steel wool
Wax and Oil	Enamel

Unit 5. Finishes

Suggested purposes:

To develop an appreciation for adequate preparation of the surface of the object to be finished

To encourage an understanding of what constitutes a well finished surface

To develop an understanding of how a good finish is applied

Suggested pupil activities:

Apply a finish to the completed projects

Demonstrate ability to apply finishes on wooden and metal objects using:

Shellac	Oil
Varnish	Wax
Paint	Enamel

Suggested materials:

Scrap wood and metal for experimental finishing

Sandpapers	Steel wool
Rottenstone	Pumice stone
Shellac	Varnish
Paint	Enamel
Oil	Wax

Sources of printed materials:

Borden's

350 Madison Avenue, New York 17, New York

DeVilbiss Company

Toledo 1, Ohio

Behr-Manning Corporation

Troy, New York

Unit 6. Mechanical drawing

Suggested purposes:

To familiarize pupils with mechanical drawing equipment

To develop an appreciation for the need to draw projects to scale in an effort to save confusion in construction

To enable pupils to read a blue print intelligently

Suggested pupil activities:

Demonstrate the proper use of mechanical drawing equipment and allow time for the pupils to practice on simple objects the use of these tools

Draw to scale a simple project

Show pupils the basic procedures in reading a blue print

Suggested materials:

Drawing paper	Compass
Drawing pencil	Triangle ruler
T-square	Drawing board
French and Swenson, <u>Mechanical Drawing</u> McGraw-Hill Book Company, New York. (This text is available in the shop.)	

Unit 7. Home mechanics

Suggested purpose:

To develop an interest in making simple
repairs in the home

Suggested pupil activities:

Electrical:

Solder simple electrical connections
Replace terminal fixtures
Wire simple electrical devices
Replace fuses

Metal:

Use shears to cut sheet metal
Solder sheet metal
Use a hack saw to saw s rap iron
Simple cold riveting
Crimp edges of sheet metal

Plumbing:

Measure pipe and cut threads in pipe

Recognize types of plumbing fittings

Replace washers in water faucets

Miscellaneous:

Replace stove pipe

Replace window panes

List repairs made or needed in the homes

Suggested materials and resources:

A representative of the Appalachian Electric Power Company to give demonstrations

Tin cans are a source of sheet metal

Metals of various types and in several forms may be found at the junk yard in Martinsville

The machine shop at Fieldcrest Mills can be made available for field trips

The Henry County plumber will assist in the plumbing areas

Unit 8. Educational and vocational opportunities in the area of Industrial Arts

Suggested purposes:

To survey the offering of the last four years of high school work

To survey the vocational opportunities for those trained in Industrial Arts

Suggested pupil activities:

Discuss with the teacher the offering in the three years of the high school for which credit is given, and the probability of success in these courses

Discuss the vocational opportunities to which Industrial Arts training may lead, using the vocational information file and the shop teacher as sources of information

Discuss the possibilities in the area of Industrial Arts teaching in both high schools and colleges

Make a list of the opportunities that are available to people with manual arts training

Prepare displays and invite parents to visit the shop

Suggested materials and resources:

Resource persons which are available from Bassett Industries, Appalachian Electric Power Company, DuPont Company, Fieldcrest Mills, and local agencies

Field trips to the American Furniture Company, Bassett Industries, DuPont Company, Fieldcrest Mills

Vocational guidance files of information

concerning occupational opportunities

Sources of printed materials:

National Metal Trades Association

122 South Michigan Avenue, Chicago 3,
Illinois

National Association of Manufacturers

14 West 49th Street, New York 20, New York

U. S. Department of Labor

Washington, D. C.

Textile Information Service

551 Fifth Avenue, New York 17, New York

III. Music

The music program offered in the last four years of the high school work at Fieldale is limited to the Glee Club activities. With this limitation in mind, it appears that the emphasis in the Exploratory Course should be placed upon the development of appreciations and understandings of music. Musical appreciations and understandings should lead the pupil to an enjoyment of various types of musical activity. It is to be hoped that the units of work suggested here will help the teacher of music in planning an eighth-grade program that will meet the needs of the pupils in the course.

Unit 1. Group singing

Suggested purposes:

To learn a variety of songs which can be sung in groups

To develop an appreciation for the pleasure to be derived from singing

To discover the range of one's voice

Suggested pupil activities:

Select and sing several songs that the majority of the group know

Listen to recordings of groups singing the same songs

Organize with the aid of the teacher a Junior Glee Club, choosing officers, meeting dates, and determining the amount of dues

Plan and present a Christmas program to be given for a P. T. A. meeting or as a caroling group

Learn special music for assembly programs centered around Columbus Day, Thanksgiving, Christmas, Valentine's Day, Easter, and commencement

Bring in, discuss, and demonstrate the use of any instruments that members of the group may collect

Suggested materials:

Recordings:

Fred Waring's Pennsylvanians

Phil Spitalny's All Girl Orchestra

Songs:

Americans: Folly Wolly Doodle

Oh, My Darling Clementine

Spirituals: Steal Away

Down by the Riverside

Lord, I Want to Be a Christian

Cowboy: Git Along, Little Dogie

The Dying Cowboy

Rounds: The Bell Doth Toll

The Broom

Lovely Evening

Semi-classical: Bells of Saint Mary's

Moonlight and Roses

Hymns: A Mighty Fortress Is Our God

Lead On, O King Eternal

Carols: Silent Night, Holy Night

Hark the Herald Angels Sing

O, Little Town of Bethlehem

The First Noel

German: How Can I Leave Thee

Tales from Vienna Woods

Italian: Santa Lucia

A Merry Life

English: John Peel

Drink to Me Only With Thine Eyes

Russian: Volga Boat Song

Irish: Bendemeer's Stream

The Last Rose of Summer

Spanish: La Paloma

Sources of printed materials:

Ludwig & Ludwig, Incorporated, Division of
C. G. Conn, Ltd.

Elkhart, Indiana

Music Educators National Conference

64 East Jackson Boulevard, Chicago 4,
Illinois

American Music Conference

332 South Michigan Avenue, Chicago 4,
Illinois

American Society of Composers

R. C. A. Building, 30 Rockefeller Plaza,
New York 20, New York

IV. Supplementary Units in the Constant Course Areas

In addition to the exploratory work which is a part of the eighth-grade program in all of the constant courses,

it appears that there should be provided supplementary experiences centered around the offering of the last four years of the high school. These units should serve to culminate the exploratory program and to direct the pupil's thinking toward a wise selection of courses to be included in his later high school work. For clarification, the purposes of these units may be stated as follows:

1. To develop in the pupil an understanding of his abilities and interests as they relate to the offering in the last four years of the high school
2. To assist the pupil, with the aid of his parents and teachers, in selecting wisely his program for the remaining four years of high school work
3. To furnish information about individual pupils that will assist the members of the faculty of Fieldale High School in selecting experiences to be included in the offering of the last four years of high school that will more nearly meet their needs, interests, and abilities

It seems that before beginning work on these units, the purposes of the units should be thoroughly discussed with the pupils. Each pupil should realize his need for an understanding of what lies ahead for him and what his capacities are.

The organization of the units is as follows:

Personal-social problems

English

Mathematics

The personality problems units may be thought of as a part of the Personal-social Problems field. The first three of the units in this area were included because pupils expressed a desire for experiences in areas of personality development. It was felt by the faculty of Fieldale High School that the expressed desire indicated that there was a need for this type of experience.

The eighth-grade General Science course, which is one of the constant courses, by its very nature is exploratory, and for that reason, no supplementary units have been included here.

1. Personal-social problems

Unit 1. The well-balanced individual

Suggested purposes:

To develop an appreciation for the characteristics of a well-balanced individual

To encourage, through self-appraisal, the desire for personality improvement

Suggested pupil activities:

Observe and list human, physical, and mental traits

Study one's own personality traits to decide which ones need changing

Take a personality inventory and discuss findings with the teacher

Discuss personality traits which scientists have found to be valuable

Determine the difference between an intelligence quotient and a personality quotient

Discuss the qualities that make a conversation enjoyable

Develop pantomime conversations

Collect articles dealing with personality development

Suggested materials:

W. B. Bliss, Personality and School, Allyn and Bacon, New York, 1949

Roy Newton, How to Improve Your Personality, McGraw-Hill Book Company, New York, 1942

California Test of Personality, California Test Bureau, Los Angeles, 1939

Sources of printed materials:

South-Western Publishing Company
530 South Clark Street, Chicago 5, Illinois

U. S. Department of Labor
Washington, D. C.

Unit 2. Personality and health

Suggested purposes:

To develop an appreciation for the relationship of health to personality

To arouse a desire to improve one's health

Suggested pupil activities:

Have a regular physical check made by a doctor

Discuss physical appearance and its connection with personality; for example, posture, facial expression, selection of styles, and cleanliness as they relate to personality

Collect articles on health

Suggested materials:

Hygiene Magazine

National Forum, Inc., Being Teen-Agers, Chicago, 1950

Education Department, Vogue Magazine, school library

Sources of printed materials:

Cleanliness Institute

295 Madison Avenue, New York 17, New York

Allied Youth, Incorporated

1709 M Street, N. W., Washington 6, D. C.

American Medical Association

535 North Dearborn Street, Chicago 10,
Illinois

American Heart Association, Incorporated

1790 Broadway, New York 19, New York

Ar-EX Cosmetics, Incorporated

1036 Van Buren Street, Chicago 7, Illinois

For purposes of pupil guidance the following units in the area of personality development have been added to supplement the Personal-Social Problems course.

Unit 3. Wise use of leisure time contributes to personality development

Suggested purposes:

To develop an understanding of the relationship of use of leisure time and the improvement of one's personality

To plan individually the use of leisure time

Suggested pupil activities:

Discuss how the use of leisure time affects our living with others

Make a twenty-four-hour schedule of how time is spent

Develop an individual program for an intelligent and satisfactory use of leisure time, including a recreational budget

Report on some hobby

Discuss the development of commercialized sports and amusements

Suggested materials found in the school library:

L. D. Crow, Learning to Live With Others,
D. C. Heath and Company, Boston

National Forum, Incorporated, Being Teen-Agers, Chicago, 1950

W. B. Bliss, Personality and School, Allyn and Bacon, New York, 1949

Sources of printed materials:

Boy Scouts of America

2 Park Avenue, New York 16, New York

Girl Scouts of the U. S. A.

155 East 44th Street, New York 17, New York

Aetna Life Affiliated Companies

151 Farmington Avenue, Hartford, Connecticut

The Conde Nast Publications, Incorporated,
Glamour

420 Lexington Avenue, New York 17, New York

Unit 4. The high school program

Suggested purposes:

To make plans for the high school program

To develop a desire to begin planning for one's future

Suggested pupil activities:

Become acquainted with co-curricular program
of the school

Become acquainted with requirements for college
entrance

Become familiar with vocational file and its
use

Plan the course for the last four years

Suggested materials:

List of school activities in Virginia High
School League program

League Bulletins of Virginia High School League

Vocational information file of occupational
information

College catalogues

Copies of the offering and the required units

2. English

The following units of work are suggested as auxiliary
components of either the English Course or the Exploratory
Course.

Unit 1. Class newspaper

Suggested purposes:

To discover special abilities in written
expression, cartoon drawing, organization of

materials, and business arrangements

Suggested pupil activities:

Write biographical sketches, articles, poetry, accounts of activities, etc., for school and class paper

Draw cartoons depicting current and historical events for the bulletin boards and publications in the class paper

Produce a class paper

Sell ads and purchase supplies

Sell the finished product

Assist in the activities connected with the high school annual

Suggested materials:

Stencils, ink, duplicating machine, and various types of paper

Receipt forms

Newspapers and previously published annuals

Copies of annuals and school newspapers from other schools

Unit 2. Dramatization

Suggested purposes:

To discover special aptitudes in the area of dramatics

To develop the ability to be at ease before

a group

To develop a desire to improve one's speaking voice, and to enunciate clearly

Suggested pupil activities:

Select or write and produce classroom and assembly programs

Choose and collect properties for assembly programs

Try out for parts in programs

Construct simple costumes

Practice the art of applying make-up

Suggested materials:

Play and skit books (school library)

Paper and cloth for costumes

A make-up kit containing a variety of cosmetics

Sources of printed material:

National Board of Fire Underwriters

85 John Street, New York 14, New York

Evaporated Milk Association

307 North Michigan Avenue, Chicago 1,
Illinois

Metropolitan Life Insurance Company

1 Madison Avenue, New York 10, New York

U. S. Office of Education, Federal Radio

Education Committee, Educational Radio Script

and Transcription Exchange

Washington 25, D. C.

Unit 3. Literary activities and forensic events

Suggested purposes:

To acquaint pupils with the activities of the
Virginia High School League

To develop a desire to participate in literary
activities

Suggested pupil activities:

Choose a topic and present a debate

Speak before the group on a given topic of
interest to the entire group

Practice reading aloud selections from prose
and poetic works

Contribute news items and articles to the
school and class papers

Invite the editors of the school newspapers
and annual to discuss these activities

Invite members of the literary and forensic
teams to discuss the Virginia High School
League activities

Discuss the bases for awarding monograms for
participating in literary and forensic
activities

Suggested materials:

Reference and resource materials

Materials from the office of the executive secretary of the Virginia High School League

Unit 4. Library science**Suggested purposes:**

To acquaint pupils with the system of cataloguing used in the library

To familiarize the pupils with the types of materials available in the library

Suggested pupil activities:

Practice looking up books in the card catalogues and finding them in the stacks

Practice the procedure of checking out books and returning them

Look up topics in the various reference materials

Discuss with the librarian the vocational guidance file, and use it to find information about a vocation

Suggested materials:

Card file

Vertical file

Reference and resource books

Magazines

Fiction and non-fiction volumes

3. Mathematics

The following units are designed for use as supplementary work in the course of eighth-grade Mathematics, and will provide additional exploratory experiences for pupils at this grade level.

Unit 1. Learning about Algebra

Suggested purposes:

To familiarize pupils with the elementary concepts of Algebra

To determine pupil's abilities and interests in the areas of Algebra for guidance in his selection of courses in the last four years of high school work

Suggested pupil activities:

Discuss formulas that have been studied in elementary Arithmetic, and solve examples based on these formulas

Solve examples involving square and cubic measures, using formulas

Solve simple formulas for one unknown quantity

Solve simple equations by fundamental processes

Substitute in equations

Solve complex and simultaneous equations

Suggested materials:

Wells and Hart, Progressive Algebra

Unit 2. Learning about Geometry

Suggested purposes:

To familiarize the pupils with the elementary concept of Geometry

To determine the pupil's abilities and interests in the areas of Geometry for guidance in his choice of courses in the last four years of high school.

Suggested pupil activities:

Draw straight-line figures in two and three dimensions

Measure angles

Construct perpendicular and parallel lines

Draw circles and circle designs

Draw polygons

Discuss and work out problems in ratios and proportions

Determine relationships by deductive reasoning

Prove simple hypotheses

List reasons for wanting to study geometry

Suggested materials:

Drawing equipment

Protractor

Textbooks

CHAPTER V

GUIDANCE POSSIBILITIES INHERENT IN THE EIGHTH- GRADE EXPLORATORY PROGRAM

Proponents of an eighth grade in the five-year high schools of Virginia appear to be of the opinion that there are numerous guidance possibilities inherent in an eighth-grade exploratory program. This opinion has been considered as the various units of exploratory experiences presented in Chapter IV were constructed. In this chapter an attempt will be made to show how the eighth-grade program at Fieldale High School, particularly the exploratory phase, may become an integral part of the guidance service.

The success or failure of guidance services in individual secondary schools is often appraised through the use of the Evaluative Criteria.¹⁴ This device has been widely used throughout the nation to assist in determining to what extent a school fulfills its stated purposes.

In order to facilitate the discussion of the eighth-grade program as it relates to the guidance services, this chapter will be developed under the five subheadings presented in the Evaluative Criteria; namely, Individual Inventory Services, Informational Services, Counseling Services,

¹⁴ Cooperative Study of Secondary School Standards, Evaluative Criteria. Washington, D. C., 1950.

Placement Services, and Follow-up and Adjustment Services. Placement Services and Follow-up and Adjustment Services will be treated as they may apply to placement, follow-up and adjustment of the eighth-grade pupil in the four remaining years of high school.

Guidance services are so closely related to each other that overlapping seems inevitable. In the discussion which follows, items relating to two or more areas of guidance services are presented in the area to which they seem most pertinent.

I. INDIVIDUAL INVENTORY SERVICES

It is generally recognized that extensive information about pupils, properly organized for use, is necessary for an effective guidance program. A body of such data in the form of an elementary school cumulative record is received by Fieldale High School when the pupil enters the eighth grade. This body of data has not been considered as adequate; therefore, a greater effort will be expended in the future to utilize tests, interviews and observations to provide more comprehensive information.

1. PRESENT PRACTICES

Tests. At the eighth-grade level both teacher-made and standardized tests are used. The teacher-made tests are

subject-matter on paper-and-pencil tests, which deal largely with the reproduction of facts. The chief use of these tests is that of a frequent check to determine the pupil's proficiency in the subject matter areas.

The two standardized tests used at present in the eighth grade at Fieldale High School are The Iowa Silent Reading Test and The California Test of Mental Maturity. These tests are administered to determine areas of individual strengths and weaknesses, to assist the staff members in a better understanding of behavior patterns, and to afford direction to curricular planning.

The scores on each of these tests are discussed with pupils individually with notations being made of areas of marked strength or weakness. During the discussion with the individual pupil, the teacher-counselor tries to indicate possible areas of vocational interests and capacities, as well as areas in which remedial work seems necessary.

Observations. No set pattern is in use now at Fieldale High School whereby a staff member records objective observation of pupil behavior or success. The only indications of success or failure in a particular area are reflected in the pupil's grades. These observations are used by the observer and are seldom shared with the pupil or other teachers.

2. PLANS FOR FUTURE ACTION

Tools for determining pupil interests. In considering the present testing program at Fieldale High School it appears that some types of tests should be included to assist the pupil in determining his interests. Even the most skilled observer is not always able to determine by a pupil's actions what his interests and capacities are. Through the use of interest inventories, diaries, autobiographies, subject preference check-lists, and other devices, the teacher may gain an understanding of the pupil's interests which might not be observed in any other manner. Because of the expense involved in obtaining standardized measuring instruments of this type, it seems advisable for the teachers to make use of some of the less expensive devices mentioned above. An advantage of the teacher-made type of pupil-interest inventory lies in the possibility that it may be constructed to relate to the particular course that the teacher is teaching.

The use of the various standard tests and inventories will provide teacher-counselors with personal data which will be valuable during the counseling periods. Records of pupil achievement in the form of results from teacher-made "pencil and paper" or performance tests will also be used in the future to build up the information about pupils.

Observations. Since systematic observation of individual pupils represents another source of data about the pupil's interests, abilities, and achievement, all eighth-grade teachers will be requested to observe all pupils more closely in the future.

As a teacher makes daily observations of pupil behavior, she should ask herself a number of questions about the pupil's skills, work habits, emotional stability, ability to lead and to follow others, home life, and general attitude toward life. In these general areas the teacher should formulate a check list of abilities, interests and characteristics observable in the course she teaches. By the use of such a list the teacher would be able to note definite observations in a variety of areas of pupil development and gather information with which to aid the pupil in the discovery of his interests and abilities.

Through observation of the pupil and discussing his interests with him in an informal way, each of the teachers in the eighth-grade program should be able to relate certain class activities to the pupil's stated interests in each course. As the pupil participated in activities of a general nature the teacher should be able to make further observations as to the pupil's interests and abilities. By making observations and talking with the pupil at intervals during the course the teacher should discover a variety of interests

and abilities for each pupil in the group.

A further area in which the teacher should observe the pupil is in the home situation. Through home visits the teacher may secure a general idea of the influences in the home that have affected and those influences which are now affecting the pupil's development. The visitor should be on the alert to detect the emotional tone of the home as well as its physical aspects, and should try to discover what the pupil has done through his own initiative. The teacher should realize definite implications for adaptation of the exploratory program to meet the needs of the pupil from this type of self-directed activity on the part of the pupil.

Interviews. Another means of securing information about individual pupils is the interview. The importance of the fact-finding interview will be stressed with teachers at Fieldale High School. All teachers, and particularly those in the exploratory areas, will be requested to supplement their observations of pupils with frequent, short, and informal fact-finding discussions with the pupils in order to secure additional information regarding the pupil's interests, aptitudes, and progress.

It would indeed seem useless if the information gathered by the teachers in the eighth-grade exploratory program were discarded at the end of the course. The information should be recorded as it is collected and while it is

fresh in the mind of the teacher. Each teacher should set up a card file of the information about each pupil, and in this way compile information which may be used in counseling at other times during the pupil's remaining years in high school. A further use of the information collected would be in making recommendations for employment after the pupil has left school.

II. INFORMATIONAL SERVICES

An effort was made during the construction of the units of exploratory experiences to provide units which would furnish considerable occupational and educational information needed by pupils in planning their future program in high school. This was done deliberately since the size of Fieldale High School does not warrant an extensive guidance department to provide such informational services.

The academic offering and the co-curricular activities are two aspects of the high school program which should be discussed in all of the exploratory courses and in the private pupil-teacher conferences. Units are included in the suggested syllabus which are designed to encourage the exploration of these aspects of the high school program. In the Home Economics and Industrial Arts sections of Chapter IV the final units suggested the exploration of both educational and vocational opportunities for these subjects. The units

supplementary to the Personal-Social Problems, English and Mathematics courses are designed in such a way as to lead to the exploration of the courses in these fields which are related to these fields. An example of the relating of a unit of work in a particular field to a co-curricular activity may be noted in the supplementary English Unit 1, (p. 58), which deals with the publication of a class newspaper.

III. COUNSELING SERVICES

Counseling with pupils. Vocational and avocational guidance are integral parts of the educative process. Pupils should be encouraged to explore a variety of vocational fields to determine their interests and possibilities for success in them. Despite the somewhat restricted understanding of personality traits, interests, and capacities of the pupil, the teacher should be able to encourage the exploration of several vocational fields. It is the duty of the teacher to indicate available resource materials and to assist the pupil in securing them. A number of such sources of materials may be found in the syllabus in Chapter IV. A further consideration in providing information to the pupil should be that of bringing in resource persons from the community to discuss vocational opportunities in certain fields with which specialists are familiar. In various of the units contained in the syllabus resource persons are

listed under "Suggested materials and resources." The assistance of these persons may easily be had by advising them in advance of the appointed time their services are desired.

Furthermore, the activities of the eighth-grade exploratory program should contribute to that phase of pupil guidance which deals with the use of leisure time. If the activities are of real interest to the pupil, and of themselves have intrinsic value, the natural outcome is the use of leisure time in exploring further and developing new activities in the same area. The pupil who finds satisfying experiences in the exploratory program will need little external stimulation to explore other vistas in these types of activities. It follows that the choice of activities should normally be left to the pupil to ensure its meaningfulness to him, and that the teacher's role is to suggest modifications which will decide the intrinsic value.

A hobby club or a hobby show, for instance, may be used to increase interest in the avocational areas. In this way ideas may be shared and group activities evolved. The Home Economics and Industrial Arts exploratory courses may be culminated with a show in which the pupils display their hobbies and the projects they have made.

A further consideration of the role of the teacher in helping the pupil analyze his abilities and interests is that of making observations of the pupil in a variety of experi-

ences and situations. Through observing the pupil as he works, plays, and participates in his group, the teacher should gain information which would assist her in meeting the needs and interests of the pupil. If, for example, a teacher should note a lack of cooperation among a number of pupils engaged in group activities, then the areas in group living and citizenship should be included in the exploratory program of either the Personal-Social Problems Course or the Exploratory Course.

The pupil should find experiences which are appealing to him through his entry into the suggested activities in the units of work of an exploratory program. Thus the pupil may observe just what appeals to him and seek to explore the area or areas further. Through further exploration of the area, the pupil should understand something of the depth of his interests and capacities in this or related fields. As his interests begin to take definite shape, he should discuss them with the teacher to give her the benefit of this information in planning other exploratory experiences.

Counseling with parents. In all probability the eighth-grade teacher-counselors will find occasions when it may be desirable to hold counseling interviews with parents of the eighth-grade students for the purpose of giving information to them about the pupil. The teacher should give the parent information secured from observations, tests, and

informal talks with the student regarding the pupil's interests and abilities. Also in the teacher-parent interview the teacher is expected to advise with the parent as to the possible selection of the pupil's courses in the school offering and careers out of school. During an interview an effort should be made to arrive at a mutual understanding regarding the educational and vocational problems of the pupil. As part of the pupil's cumulative record the teacher should write up the results of the counseling interview in the form of a Parent-Teacher Cooperative Record.

The relation of counseling services to other guidance services. At the eighth-grade level of high school the Counseling Services and the Placement Services are so closely related that it is actually difficult to separate the two by any clean-cut line of demarcation. Consequently, some of the activities discussed under Placement Services could be discussed just as appropriately under Counseling Services, except for the fact that such activities deal primarily with preparation of the pupil for placement in a series of courses during his remaining years in high school. It is planned to utilize the faculty conference, teacher-parent-pupil planning conferences, and pupil planning sheets in arranging tentative four-year curricular plans for students.

IV. PLACEMENT SERVICES

Faculty Conferences. After all of the information

gathered from tests, observations, and informal talks with the pupils has been compiled, the teachers who have worked with him should confer. From these conferences should come a list of recommendations as to the courses which should be included in his program for the remaining four years of high school. The homeroom teacher should have a part in these conferences in which her pupils are discussed and should study the recommendations in order that she may be able to counsel with the pupil as he selects courses from all areas of the high school offering. A thorough knowledge of the recommendations of all the pupil's teachers is essential if the homeroom teacher is to offer wise counsel.

Teacher-Parent-Pupil Conferences. The planning of a pupil's program for the remaining years of high school should be a cooperative process, with the teacher, the parent, and the pupil participating. A personal letter to the parents of the pupil will serve to bring a large percentage of the parents to the school for an after-school conference. In other cases, it will be necessary for the teacher to visit the home of the pupil for the meeting. In a few cases, it may be impossible to arrange a conference at all, and then it appears that the best procedure would be to correspond with the parents to get their opinions as to the courses their children should take.

Pupil Planning Sheet. During the last two weeks in

April, the eighth-grade homeroom teachers will review all available information about individual pupils in the grade and will assist their homeroom pupils in filling out a pupil planning sheet, which is a card containing a list of the courses offered in grades nine through twelve. This planning sheet will be filled out in duplicate, affording a copy for the school and one for the pupil to take home. This planning sheet is not to be considered as complete until the pupil has returned his copy with the signature of one of his parents on it. Any changes indicated by the parent are to be made on the school copy. The pupil will then take his copy home and keep it. Any changes that are made thereafter are to be indicated by the use of red ink, and must be made only after the receipt of a letter of consent from the pupil's parents.

V. FOLLOW-UP AND ADJUSTMENT SERVICES

Follow-Up and Adjustment Services for eighth-grade students in Fieldale High School will occur in grades nine through twelve. All of the information collected about students as a result of their exploratory experiences, tests, observations, and interviews in the eighth grade should be used by all the faculty members from year to year in planning adjustments of the high school offering.

For example, in the pre-school conferences, the eighth and ninth grade teachers should confer to plan modifications

of the ninth grade program. These modifications would be made in the light of the information gathered the preceding year concerning the needs and interests of pupils now in the ninth grade.

Furthermore, the work of the ninth-grade students should be carefully analyzed each year in order to evaluate more effectively the influence of the eighth-grade exploratory experiences upon these students. From such a follow-up of former eighth grade students the faculty will secure valuable information which may be used in modifying the program of exploratory experiences as the evidence warrants.

SUMMARY

It is hoped that the interests, abilities, and needs of the pupils of Fieldale High School may be more adequately provided for through: (1) the continuing use and refinement of the exploratory experiences suggested in Chapter IV; and (2) the concerted effort of the eighth-grade teachers of Fieldale High School to use these exploratory experiences as a means of guiding their students into a more effective use of the total school offering. If this is accomplished to a reasonable degree, the primary objective of this study will be realized.

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