INDUSTRIAL ARTS AND THE INTEGRATIVE CURRICULUM
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INDUSTRIAL ARTS AND THE INTEGRATIVE CURRICULUM
INTRODUCTION

Everything we contact in life is forever changing. The schools are no exception. But it is the rate and direction of this change that is of vital concern to many people.

Volumes have been written and will continue to be written concerning the rate and the direction that the changes in our educational system should take. Out of the many varying and often conflicting opinions and plans, the educational program slowly evolves, and we hope, progresses. Most educational thinkers are trying to speed up the process, and a few to slow it down.

Change is not necessarily coherent or unified. Many school systems are working along more or less independently, some in different directions, some more or less parallel, and a few not at all. Here the written word can be of great service in bringing together diverse views, in the stimulation of laggards, and in the prevention of unnecessary duplication.

This study is concerned with a few of the changes that are taking place in the secondary schools. It will consider particularly that form of adjustment which is now commonly known as the "integrated program."

It should be noted that for a great many years the typical secondary school has attempted to keep up with
social changes largely by the addition of more and more courses to the curriculum. Along with this has developed the isolation of "subjects", departmental organizations, over-specialization of teachers, and emphasis on content or subject-matter. The subject-matter within a given study has in many cases become narrow and stereotyped.  

In more progressive school systems we find a trend toward the enrichment of subject content and the school program in general. Text books are supplemented with a wealth of references and with visual aids. Practical arts and fine arts subjects, including industrial arts, agriculture, homemaking, music, etc. are added to the traditional curriculum and numerous extra-curricular activities are allowed or encouraged.

Further "minority" practices may be divided into two general groups. "(1) The broad fields type, organized around a few common core divisions, such as: the social studies, or man's relation to man: science, or man's relation to the universe; humanities, or man's cultural achievements; vocations, or man's economic efficiency; and (2) the integrated type, organized around the immediate, abiding interests and assured future needs of the learner, utilizing materials selected from all areas.

of the social heritage regardless of subject divisions."\(^2\)

Educational theory seems to be swinging from the subject-centered curriculum toward an activity interest centered curriculum. Newlon of Teachers College, Columbia University, states that: "The tendency towards integration has been clearly discernible for more than twenty years."\(^3\) This trend finds its culmination in the theory that the objective of schooling should be good living, and that the method should also be good living. In short, the accepted theory of the integrated program is to learn to do by doing.\(^4\)

While actual practice lags far behind theory, yet in a growing number of schools, significant progress is being made toward the evolution of a new organization of secondary education.

It is the purpose of this study:

1. To bring together in one source the essential elements of some of the widely scattered material written on the subject of integration in the curriculum.

2. To enumerate some of the advantages of integration as stated by various educators.

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3. To show what integration proposes to accomplish.
4. To outline the foundation of such a program.
5. To give an over-view of a rather typical set-up.
6. To state some of the obstacles and limitations that face integration in the secondary schools.
7. To show the relationship of industrial arts to the integrative program.

This study is limited to the secondary school level. Actual survey and observation was confined to certain experimental schools in and around Los Angeles, California. Another factor which must be considered is the lack of uniformity in practice, and especially a lack of uniformity or adequacy of much of the material written on the subject. This thesis will concern itself with what seems to be rather typical in current thought and practices.
In order to avoid confusion or misinterpretation, the following definitions of terms, as used in this study, may be given with profit. While these definitions may be somewhat at variance with those of some writers on the subject, it is believed that they are representative. Terms essential to this study are: the philosophy of the school's function in education, the purpose of industrial arts education, and the meaning of the terms "correlation" and "integration."

The following definitions are here accepted:

**The function of the school:** "The school should through its curriculum aid the individual in acquiring that common fund of knowledges, insights, meaning, concepts, habits, skills, appreciations, attitudes, and ideals that will enable him to integrate his present experiences and to participate effectively in the changing social order."¹

**The function of industrial arts:** Industrial arts is an integral part of general education and has as its objectives the development of: -

1. an understanding of industrial and social relationships

2. desirable attitudes—toleration, respect

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cooperation, etc.

3. an appreciation of materials, processes, good workmanship and good design

4. orderly habits, self-discipline and self-reliance

5. efficient home membership and the worthy use of leisure

6. a degree of skill in the use of common tools and materials

7. a background of exploratory experiences.

**Correlation:** A term commonly used to describe the practice of relating one subject with another so as to bring about a certain unity and cooperation. Thus mechanical drawing may be correlated with woodworking; science may be correlated with shop subjects; English with history, and so on almost without limit. Correlation implies that one subject should function in the mastery of the content of another.

**Integration:** A term denoting, in general, a unification of parts to make a functional whole. Each part should make a significant contribution to the formation of the larger, more complete unit. Integration of subject-matter implies a horizontal correlation of one subject with another, a vertical correlation of the different levels of a given subject, and also a functional relationship between school activities and life situations.
The purpose of integration in the curriculum is to produce a type of behavior—an integrated personality. "This seeking for principles, ends, points of view, which will make personality one and unified, we call integration." This idea is more explicitly stated in the following excerpt: "For the relatively few, those educational leaders whose primary interest is centered in the growth of children, the concept of integration implies a new science, psychology, philosophy, ultimately, a new physical reorganization of education."3


WHY HAVE AN INTEGRATED PROGRAM IN THE SCHOOL?

It may be well to consider some of the forces which produce social disintegration. These are evidenced in the discord and conflict of attitudes, habits, understandings, wants, interests, temperaments, and ideals of the people. "Likewise on a smaller scale, the individual represents a panorama of different, often conflicting interests, wants, attitudes, impulses, habits, moods and capacities."¹ In our secondary schools disintegration is shown by the lack of understanding, purpose, and motivation of many students.

The question arises; how much does the traditional secondary school contribute toward individual and social integration? Take, for example, the typical program of a high-school boy. He spends an hour in a history class, an hour in algebra, an hour in English; then perhaps an hour each in physical education and woodshop to complete another school day. "Requirements" and grades are heavily stressed, either consciously or not. There is little rhyme or reason in the whole program, so far as the student is concerned. There is little or no relationship between the work of one class and that of another, and practically

no felt need on the part of the student for the various units of instruction. This sort of thing has prompted Newlon of Teachers College, Columbia University, to write that, "The high school curriculum is a scene of disorder--marked by inconsistencies."\(^2\)

The organization of subject matter into isolated units, taught independently of each other is an inefficient and unnatural practice. To understand and solve the social and economic problems of the present day it is necessary to draw on many fields of knowledge, without respect to subject-matter boundaries. This weakness in school curriculum organization has been characterized by such expressions as, "compartmental" or "cafeteria" education. "Subject-matter is organized into compartments and taught to students, previous to their experiencing the problems for which the subject-matter is proposed as solutions."\(^3\)

The isolation of subjects in the curriculum is often in part due to the training of the instructors. To meet high professional requirements teachers have been encouraged to specialize in their chosen fields. While a high degree of skill in a given study is certainly desirable,

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it may cause the teacher to lose sight of vital interrelationships and the relative values of subject-matter fields. Too much specialization by teachers may also lead to over-emphasis on the development of subject-matter instead of proper emphasis on the child and his growth through participation in living and doing.

When the emphasis is largely on subject mastery the results of learning effort may be measured readily by tests. Many satisfactory tests for the measurement of achievement in school subjects have been developed commercially and standardized. While subject mastery is surely important, there is a tendency to judge the effectiveness of teaching entirely on the basis of mastery and hence an increased emphasis on subject mastery. Standardized tests are certainly valuable and justified so long as their worth is kept in the proper perspective.

Another characteristic of the typical school is its separation from the out-of-school experience of the students. Much of what is learned in school does not function in the lives of the students nor is everyday experience allowed to function effectively inside the school room.

These characteristics of the average school lead to a lack of motivation, a lack of interest. "Colvin once said that one of the outstanding characteristics of the American high school pupil was the lack of any impelling
motive to work. The classroom activities of the typical high school student appear anything but purposeful or absorbing. The student is "learning the alphabet of the language of living before he is conscious of its need."

Summing up the indictment against the typical or traditional secondary school organization we find:

1. Many independent, compartmentalized "subjects."
2. Emphasis on subject content and mastery instead of on living.
3. Lack of a unifying experience in and out of school.
4. Lack of motivation and student interest.
5. A tendency of the school to lag behind social changes.

In the light of these, Featherstone, of the Los Angeles School System, writes that the, "result is that our secondary school graduates become less and less integrated socially as the years go on."


Integration is based on the theory that the individual responds as a "whole", both physically and mentally. Personality is not made up of a number of separate parts, but rather a "whole." This agrees with the Gestaltist viewpoint that "the learner undergoes a continuous orderly maturation process perceiving each detail in relation to a whole plan or major issue."\(^1\)

And from the physical viewpoint, "if there is any one principle upon which definite agreement can be obtained among scientific students of physiology, it is the integrative principle,"\(^2\)---that the individual responds as a "whole."

It is believed that by organizing or integrating the curriculum the stage can be set for effecting that more fundamental integration which only the individual can achieve for himself. Thus it is more nearly correct to speak of the curriculum as integrative instead of integrated.


THE EFFECT OF INTEGRATION ON STUDENT AND SCHOOL

The integration of the secondary school student should be apparent in several ways:

1. The student should see and appreciate the relationship between his work in school and his immediate and future aims.

2. He should understand the relationship between the various divisions of study within the school.

3. He should understand the difference between the means of education and the end itself.

4. He should appreciate the necessity of self-discipline to; (a) carry through those tasks not essentially interesting or pleasant, and (b) to reconcile conflicting wants, interests, habits, ideals and understandings.

5. There should be evidence of a certain consistency in actions and behavior born of a knowledge of direction--of an individual and social goal.

If these things could be achieved, even in a partial degree, the effect on the school should be most obvious.

There should naturally develop:

1. A new spirit, growing out of the purpose, interest, and motivation of the students.

2. An economy of student and teacher effort--less duplication.
3. The elimination of useless materials.

BASIC PRINCIPLES OF INTEGRATION

Probably the first things to consider in setting up an integrative program are the aims and the materials. "Fusion is desirable or undesirable to the degree that it is accompanied by, or as it gives rise to, genuine re-evaluation and reselection of the items of information, points of view, beliefs, attitudes, and ideals that are to be established as a result of the activities we carry on."1

These objectives and materials should be in terms of those minimum essentials in which all persons should receive training for effective living and the maintenance and development of our common culture. The vital elements in education for which there is universal need form the foundation for the "basic" or "core" curriculum which is required of every student. It is with the construction of this core that progressive educators are most concerned. The core must be in terms of the needs of the individual and also the social group.

Life needs or activities are the source from which the content of the curriculum must be drawn. The activity groups of the normal individual may be listed briefly

as follows:

1. Activities to maintain **health**.
2. Activities as a member of **society** and the **state**.
3. Activities as a member of a **family**.
4. Activities in **vocational** pursuits.
5. **Recreational** activities.
6. **Religious** activities.

To determine the actual content of these groups calls for a careful analysis of the daily activities of the average person. A program based on such an analysis must also take into account those wider social objectives and ideals which philosophy and experience hold out as desirable ends. A given course or subject must justify itself in terms of its contribution to the suggested aims. It must further show a direct and obvious contribution, superior to any alternate means.

So much for content and objectives. The method centers around the ideal expressed by John Dewey that, "Schooling is not preparation for life; it is life."\(^2\) Kilpatrick also expresses the same idea: "The school must become a place where life, real experiencing, goes on; only on this basis can our children learn what they

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need."

Some few schools have gone a comparatively long way on the road toward making the school experience vital and functional. One such school system will be described later.

By way of summary, the general principles of integration stated by Eginton may be called to mind:

1. Integration is essentially a process of correct association, and organization.

2. The value of any experience (subject-matter) depends upon how effectively it is integrated so as to promote actual growth.

3. It is essential to understand all of the parts or factors and their relationships in a situation in order to insure integration.

4. A definite dominating purpose or motive is highly necessary in order to insure integration.

5. Unity of purpose, or doing only one thing at a time promotes integration.

6. Each child should be harmonized or integrated both from within so that part fits with part as a unified working whole, and from without so that he adjusts himself effectively with his environment.

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7. The educational program should be integrated in order to help pupils to become integrated.

8. It is necessary to use most skills, concepts, generalizations, or principles in order to integrate them.

9. All the efforts of the learner (the whole child) should be mobilized or concentrated on the realization of a goal.

10. Activities should be completed if desirable and possible.

Following is a description of an integrative program now in operation. It should be noted, however, that the curriculum as outlined represents only an experimental stage in the development of the integrative curriculum. It does represent the careful and painstaking labor of a few enlightened educational leaders. Efforts similar to this are being made in various cities and schools throughout the United States.
THE INTEGRATIVE CURRICULUM IN THE EAGLE ROCK HIGH SCHOOL

A number of schools in the Los Angeles City School System are carrying on experimental work in integration. The Eagle Rock High School has had the new type program in effect more than two years and is one of the leaders in the movement.

Eagle Rock is a suburb of Los Angeles. The High School is a six year school embracing the seventh to the twelfth years inclusive. It is a school of about 1500 students. The buildings and equipment are comparatively modern.

The general set-up of the program is excellently outlined in a mimeographed bulletin, "New Plans and Practices in Eagle Rock High School," by Helen Corliss Babson, the principal. Because Miss Babson so adequately describes the plan of procedure under which the Eagle Rock High School is operating and because the material is not available in published form, it is reproduced herewith, by permission.

The faculty of Eagle Rock High School believe that education should concern itself with such processes and experiences as may achieve for all those involved, pupil and teacher alike, both the desire and capacity for abundant living, today and tomorrow, in the present and in the future.

To that end, they have been studying for several years to reconstruct the school's practices; to eliminate everything that seemed to make no contribution to the child's adjustment to life and strengthening and vitalizing all procedure that appeared to tend to his better social development; combining and relating both facts and their interpretation wherever such arrangement seemed to serve their purpose; setting up lines of communication between all phases of school life that there might always be an awareness of the unified objective; in a word, endeavoring in every way to formulate a curriculum that should enter in the child and his experience. As a result of these years of thinking and working together, the following conclusions are taken as the basis for the school program.

Education is one continuous process and all its factors should be related in the child's consciousness. Its test should be its effectiveness in aiding him to discover and direct himself, to find his place in the social structure and to make his contribution to the general good. In this process there are (a) four phases of instruction that should be considered, not as separate departments but as interdependent components whose purpose is the relation they bear to the goal of living; and (b) four types of emphasis which should cut across all group activity, emphasis whose significance arises from the organization of the world in which the child lives.

(a) The assumption concerning the four phases are as follows:

1. There are certain fundamental skills and knowledges which every person should possess. These may vary in volume and intensity as the child's capacity will vary, but their application should always be in actual child understanding and participation.

2. Physical well-being is essential to every good life and, therefore, the child should have definite training in both the purpose and practice of health.
3. Since every person finds deep satisfaction in the use of the "gift that is in him" there should be provision first, for helping the child discover his own major interest and capacity, and second, for providing him the opportunity to develop it.

4. Life is abundant only as it touches a variety of different activities and interests, of minor importance possibly to the major sphere of capacity but desirable in rounding out the child's personality. None of these should be considered "extra-curricular" but all should be an integral part of his education and there should be a full, broad, varied scope for his personal choice.

On these assumptions, the schedule of the school is set up as follows:

1. Fundamental skills and knowledges.

The basic course of the curriculum is one in which the objective is social understanding. Into it are gathered every source of material and type of activity that may help the child through interpretation, participation and judgment to understand the world of which he is increasingly a part. Music, art, and literature, as vital to this understanding, are parts of the course. In the 7th and 8th grades, the class interest centers in the development of America "The American Epic," and the chief emphasis, as seems best for the grade capacity, is in the geographic and narrative elements. In the 9th and 10th years, the class undertakes a study of world cultures, endeavoring to discover the contributions of the ages, races, and nations, to the present state. The 11th year consists of investigation of American institutions and customs and in the 12th year, a variety of single hour courses, all social in significance, grow directly out of the interests developed in the previous semesters. With the exception of the 12th year, these are two hours in length.

Out of this basic course grows the motivation for the development of various skill and capacities. Some, such as English both written and oral, are integral parts of the course.
Others more specialized, such as Science, Mathematics, Industrial Arts and so forth, reach from this class into other periods of the child's day.

From the 7th through the 10th year a non-specialized course in science with the objective of acquainting the child with the physical world, occupies from two to three hours a week. In addition to its relation to the basic course, correlation is made with other courses, wherever such seems natural. In addition, other periods of science, e.g. Biology, Chemistry and Physics are offered as part of the Scientific major, or in somewhat simplified form, as units under general interests.

For two years, the 7th and the 8th, courses are required in the technique of simple mathematics. For the present, these are scheduled one period a day, but it is expected to lessen this amount of time for children who do not need it. As with the science, additional courses--Algebra, Geometry, Trigonometry, and so forth--are offered as part of the Major interest or general interest schedule.

2. Physical Well-being.

One hour a day for the entire six years is given to the consideration of Health. Here a very definite effort is made to depart from the more formal type of physical education and to introduce a varied program around the general objective.

3. Major Interests.

During the 7th and B6 (last half of the 6th year, and all of the 7th) semesters opportunity is given the child in every way to discover the type of work best suited to his individual interests and aptitudes. The basic course instructor, as will be explained later, has for one of his chief concerns helping the child to decide where his natural choice should be. During the A8 semester for one hour a day, the child has opportunity to try his hand, and his head, in very simple, very elementary exploratory
courses dealing with the various major interests, Business, Art, Music, Mechanical Arts, Science, and so forth. As a result of this experience tentative division is made in the 9th grade into the following major interest groups. (The letters are used merely as a means of distinguishing the divisions for routine purposes).

U Groups Students whose major interests are fairly well defined along academic lines, subdivided into scientific and literary majors.

N Groups Students whose major interests are along non-academic lines and subdivided into: Music, Art, Ind. Arts, Domestic Arts, and Business.

G Groups Students who have developed no specific major interest and for whom somewhat general programs seem advisable.

During the 9th and 10th years these groups are scheduled together for the main periods of the day, and during the 11th and 12th years, two hours a day are spent in somewhat specialized study of the chosen interest and its related subjects.

4. General Interests:

From two to five periods a week during the entire six years, the child is given his choice of 'general interest' subjects. In the lower grades especially in the 7th and 8th, part of this time may be spent in a carry over from a project or activity of the basic course, the completion of work for which the two hour period seemed insufficient. When the child is weak in some technique or skill, he is required to spend some of this time in "workshop" where teachers are ready to help him make up his deficiency. For the most part, however, this is a period of absolutely free choice and the school endeavors to make the offerings as varied as possible, introducing from time to time new courses which have educational value whenever faculty leadership and student desire dictate.
The unification of the students' entire program, as has been stated, lies in the basic course of social understanding. From the 7th through the 10th grade, therefore, the instructor who stays with his group during each two year cycle of this four year period becomes in a very personal way the adviser for the individual children in his class. To him come all records, all information, all recommendations and his contacts with the parents as well as with all the child's school relationships are frequent. Regularly he meets other instructors of the grade so that the continuity of the child's experience may be clear in the consciousness of all his teachers as together they plan the general trend of units of work and the material necessary for their accomplishment. It is this basic class instructor, who, under the direction of the school counsellor, aids the child in deciding his interests, major and general. Through him because of his knowledge and understanding, adjustments in the child's program are achieved. In the final analysis, this instructor combines in this capacity the home room and guidance functions.

In the two later years, the 11th and 12th, the major interest instructors consult with the basic course instructor on these matters.

(b) Four types of emphasis.

The four types of emphasis which should cut across class activity are based on the fact that the child will make his contribution in four life groups: the home, the occupational, the leisure time, and the community or state.

Four faculty committees, representing a cross section of subject interest, direct the emphasis of the class units into the four life group channels.

Every effort is made to prevent such system (bell schedule and student programming) from limiting the child's freedom. It is possible at any time to make constructive
adjustment of his day or course, and the faculty, especially the basic course instructors, are ever alert to discover the need for such adjustment.

Under this curriculum, the formal class procedure of study and recitation is obviously inadequate. It seems best, however, not to attempt at present to analyze or define a new teaching technique but to wait until longer experience points the way for ideal teacher-student relation.

It is also obvious that the usual procedure concerning marks and reports falls short. The school has attempted, during the past year, to take cognizance of such attitudes as courtesy, cooperation, industry, and so forth, and at present (late 1934) a committee of students and faculty, acting under the Citizenship group committee, is working on suggestions for the coming semester.

In conclusion it should be stated that the school does not consider that it has made more than a beginning in its effort to afford the child better educational advantages. Of one thing only is it sure; that a system, which has for its objective the child and his abundant living, must never consider any phase of its administration as final, but that the curriculum, like the life it aims to develop, must be ever an organic thing, constantly changing and adjusting as wider vision is given those whose privilege it is to spend themselves in the cause of education.

(The marking or grading system had not, at this writing, been formulated).

The grading or "report card" plan should reflect the aims of the school in which it is used. A system of reports used at Thomas Starr King Junior High School in Los Angeles in connection with a curriculum organization similar to that described above, appears in the Appendix.
The reports are simply personal letters sent by the homeroom teacher to the parents, periodically or when the need arises. The letters deal specifically with the problems of the individual child.

From the foregoing description of the Eagle Rock set-up it may be seen that theirs is a curriculum organized around a "Basic Course in Social Understanding" which combines English, music, art, and social studies. This is the "center" of the school program which the other divisions supplement and with which they correlate.

Here we have what appears to be a well integrated curriculum. Part is related with part so as to make a rather well unified whole. But the relationship between an integrated curriculum and the integrated individual must always be kept in mind. The integrated program must be integrative as well as integrated. It must be remembered that, "No idea or procedure can be an efficient agency of integration unless it becomes such in the mind of the pupil." 2

The whole school program should and will naturally tend to revolve around the major interest of the student. This "center" will vary with each individual student as one of the factors in individual differences.

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It then becomes essential that the school curriculum aid in the development of motivating interests and that it adjust itself to the functioning of those interests. This "major interest" may be, for instance, social studies, homemaking, chemistry, industrial arts, or any other phase of life's activities.

This thought is not very clearly stated in the description given of the Eagle Rock set-up. It was however, expressed by the principal, Helen Corliss Babson, in a letter of March 5, 1935, wherein Miss Babson stated, "Integration that does not grow out of the child's interest and capacity appears to me to be forced and undesirable." Also that, "the so-called 'core curriculum'--is of value only insofar as it helps the child to find himself, to discover his major interest and to give him impetus and understanding for developing it."3

In other words, at Eagle Rock High School, the development of the major interest of a given student is provided for both from within and from without the required "core-curriculum." At this school they begin in the ninth year to separate the students in the basic "English-Social Studies" course into major interest groups. The "basic" division of the curriculum contributes, through variations in content, to the major

interest of the pupil. The major-interest is then the integrating center of the curriculum—so far as the student is concerned.
THE UNIQUE POSITION OF THE PRACTICAL ARTS

In a school curriculum that centers about, and finds its motivation in the major interest of the individual pupil, the practical arts are in an especially strategic position. Practical arts is here meant to include such studies as industrial arts, home-making, commercial subjects, and agriculture.

Industrial arts, for instance, is in an excellent position to function as the integrating agency in the curriculum, both for those whose major interest is actually fixed upon some phase of industrial or trade activities and for those whose major interest is still quite nebulous. Some reasons for this are:

1. Industrial arts activities provide real and material experiences.
2. Industrial arts provides added motivation through the production of real objects.
3. Industrial arts appeals to the interests of many young people.
4. Industrial arts provides an opportunity to do things.
5. Industrial arts provides opportunities for the application of the materials of other divisions of the curriculum.
6. Industrial arts activities carry occupational interest and skill values, recognizable to the student.

7. Industrial arts activities provide an opportunity for living education; for practicing those things we wish to develop in the youth—attitudes, habits, ideals, etc.

John Dewey recognizes the integrative values of the "shop" subjects with the statement that, "Study of mental life has made evident the fundamental worth of native tendencies to explore, to manipulate tools and materials, to construct, --When--these--are part of the regular school program, the whole pupil is engaged, the artificial gap between life in school and out is reduced, motives are afforded for attention to a large variety of materials and processes distinctly educative in effect—."

Industrial arts is preeminently fitted to provide training toward physical, mental, and emotional growth; to promote symmetrical development of the whole child. Students have an opportunity to design projects, plan their execution, use hands, minds, and tools to make physical objects, to study materials, methods, design, and to feel the satisfaction of achievement. They may learn

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good work habits, and to cooperate with fellow students in the use and care of tools and materials.

Industrial arts education can rather easily handle the problem of individual differences. Through the adjustment of various types of projects this factor can be taken care of quite satisfactorily without the evils of segregation or other obvious methods.

The following tables are given to suggest a number of specific and general topics for the correlation of other school subjects with the more common divisions of the industrial arts. They show how motivation in the work of the "academic" subjects may spring from the so-called "shop" classes if they are so organized as to facilitate such an integration. The topics suggested, and many others may be the subjects for written reports, oral reports, related readings, the basis for experiments, demonstrations, displays, etc. Through such materials, lines of communication may be set up which will make the student aware of reasonable relationships, of coherency and purpose in the various branches of his program.
**MOTIVATING TOPICS GROWING OUT OF AN INDUSTRIAL ARTS "INTEREST CENTER" IN AN INTEGRATIVE PROGRAM**

**Table I**

(General Woodworking)

<table>
<thead>
<tr>
<th>Science</th>
<th>Mathematics</th>
<th>English-Social Studies</th>
<th>Art-Music-Recreation And Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biological structure</td>
<td>1. Dimensions, etc.</td>
<td>1. History of woods</td>
<td>1. Designing practice</td>
</tr>
<tr>
<td>a. Pest control</td>
<td>5. Board feet</td>
<td>5. Wood in relation to commerce</td>
<td>5. Carving design</td>
</tr>
<tr>
<td>b. Re-forestation</td>
<td>6. Angles, degrees, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Kiln drying</td>
<td>8. Load-limit studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Chemical prop.</td>
<td>11. Power transmission</td>
<td>11. Natural resources</td>
<td></td>
</tr>
<tr>
<td>b. Physical prop.</td>
<td>12. Saw speeds, etc.</td>
<td>12. Political aspects, exploitation, etc.</td>
<td></td>
</tr>
<tr>
<td>9. By-products of wood</td>
<td>15. Shear and tension strength of screws, nails, etc. applied to construction.</td>
<td>15. Significance of wood in colonial times</td>
<td></td>
</tr>
<tr>
<td>11. Properties of glues</td>
<td></td>
<td>17. Forestry studies</td>
<td></td>
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<tr>
<td>14. Power studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Abrasives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Tanning products</td>
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</tr>
</tbody>
</table>
### MOTIVATING TOPICS GROWING OUT OF AN INDUSTRIAL ARTS "INTEREST CENTER" IN AN INTEGRATIVE PROGRAM

Table II
(Auto-Mechanics, Power & Transp.)

<table>
<thead>
<tr>
<th>Science</th>
<th>Mathematics</th>
<th>English-Social Studies</th>
<th>Art-Music-Recreation And Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Study of materials</td>
<td>5. Weight-H. P. probs.</td>
<td>5. Transportation in other lands</td>
<td>4. Roadside advertising</td>
</tr>
<tr>
<td>11. Electrical measurement</td>
<td>11. Electrical probs.</td>
<td>11. Development of fuels</td>
<td></td>
</tr>
<tr>
<td>16. Lubricants and their properties</td>
<td>16. Lighting probs.</td>
<td>16. Significance of world commerce</td>
<td></td>
</tr>
<tr>
<td>17. Metallurgy</td>
<td>17. Cost probs: Budgets</td>
<td></td>
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<tr>
<td>18. Gravity center probs.</td>
<td>Financing schemes</td>
<td></td>
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<tr>
<td>19. Hydrometers and their uses</td>
<td>Interest, etc.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>18. Fuel-heat studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Mathematics</td>
<td>English-Social Studies</td>
<td>Art-Music-Recreation And Health</td>
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<tr>
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</tr>
<tr>
<td>1. Sources of metals</td>
<td>1. Dimensions, etc.</td>
<td>1. History of metals</td>
<td>Art:</td>
</tr>
<tr>
<td>5. Uses of various metals</td>
<td>5. Power transmission:</td>
<td>Armor making, etc.</td>
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<tr>
<td>6. Forging iron</td>
<td>Gears</td>
<td></td>
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<tr>
<td>7. Welding &amp; fluxes</td>
<td>Belts, etc.</td>
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<td></td>
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<tr>
<td>8. Corrosion studies</td>
<td></td>
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<tr>
<td>9. Heat-treatment</td>
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<td></td>
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<tr>
<td>10. Resiliency in metals</td>
<td>6. Temperature probs.</td>
<td>4. Modern production of iron and other metals</td>
<td></td>
</tr>
<tr>
<td>17. Temperature measurements</td>
<td>13. Friction loss studies</td>
<td>Development of high speed steels</td>
<td></td>
</tr>
<tr>
<td>19. &quot;Critical&quot; point in steel</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20. Diamonds and their uses</td>
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<tr>
<td>21. Ventilation studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English-Social Studies:

1. History of metals
2. Development of alloys
3. Historic metal products:
   - Sword making
   - Armor making, etc.
4. Modern production of iron and other metals
5. Story of heat-treatment
6. Story of wrought iron
8. Ornamental iron in past and present
9. History of various tools and machines
10. Biography of inventors
11. Development of high speed steels
12. Alloys and the automobile
13. Economic aspects of the steel industry
14. Iron; its significance in empire building
15. Biography of inventors
16. Development of high speed steels
17. Alloys and the automobile
18. Economic aspects of the steel industry
19. Iron; its significance in empire building
20. History of various tools and machines
21. Biography of inventors

Art-Music-Recreation And Health:

1. Design of projects
2. Historical studies in design
3. Application of design to Art Metal, Wrought Iron etc.
4. Modern production of iron and other metals
5. Story of heat-treatment
6. Story of wrought iron
8. Ornamental iron in past and present
9. History of various tools and machines
10. Biography of inventors
11. Development of high speed steels
12. Alloys and the automobile
13. Economic aspects of the steel industry
14. Iron; its significance in empire building
15. Biography of inventors
16. Development of high speed steels
17. Alloys and the automobile
18. Economic aspects of the steel industry
19. Iron; its significance in empire building
20. History of various tools and machines
21. Biography of inventors
### MOTIVATING TOPICS GROWING OUT OF AN INDUSTRIAL ARTS "INTEREST CENTER" IN AN INTEGRATIVE PROGRAM

#### Table IV

(Graphic Arts, Printing, & Duplicating)

<table>
<thead>
<tr>
<th>Science</th>
<th>Mathematics</th>
<th>English-Social Studies</th>
<th>Art-Music-Recreation And Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Chemistry of pigments</td>
<td>2. Piecework probs.</td>
<td>2. Story of various historical books</td>
<td>2. History of hand illumination in books</td>
</tr>
<tr>
<td>5. Engraving-etching processes</td>
<td>5. Ink cost probs.</td>
<td>5. History of newspapers</td>
<td>5. Architectural design</td>
</tr>
<tr>
<td>6. Gelatin process duplicating</td>
<td>6. Upkeep, depreciation, investment, etc.</td>
<td>6. Story of various machines</td>
<td>Music:</td>
</tr>
<tr>
<td>8. Other duplicating methods</td>
<td>8. Probs. in scale drawing</td>
<td>8. Recent developments in duplicating mach.</td>
<td>2. Acoustics and design</td>
</tr>
<tr>
<td>a. Chemical processes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>b. Kinds of paper, etc.</td>
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<td>12. Photo processes</td>
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<tr>
<td>Table V</td>
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<tr>
<td>INDUSTRIAL ARTS EDUCATION</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives of Ind. Arts*</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop in each pupil an active interest in industrial life and in the methods of production and distribution.</td>
<td>1. Study manuf. processes 2. Visit available industries 3. Study distribution problems 4. Study labor requirements and conditions 5. Study of materials, their properties, and values</td>
</tr>
<tr>
<td>2. To develop in each pupil the ability to select wisely, care for, and use properly the things he buys or uses.</td>
<td>1. Efficient school shop organization 2. Demonstrate &quot;value&quot; in purchases 3. Practice in proper care of tools 4. Proper use of tools 5. Develop analytical and discriminating judgment in buying</td>
</tr>
<tr>
<td>3. To develop in each pupil the appreciation of good workmanship and good design.</td>
<td>1. Actual comparison of good and bad construction and design 2. Comparison of good and bad workmanship 3. Practice in working to a high standard.</td>
</tr>
<tr>
<td>4. To develop in each pupil an attitude of pride or interest in his ability to do useful things.</td>
<td>1. Maintain high standards of workmanship 2. Careful selection of projects 3. Displays, competitions, etc.</td>
</tr>
<tr>
<td>5. To develop in each pupil a feeling of self-reliance and confidence in his ability to deal with people and to care for himself in an unusual or unfamiliar situation.</td>
<td>1. Encourage individual initiative in designing and planning 2. Encourage orderly methods of attack 3. Place students in positions of definite responsibility 4. Practice in the use of tools and machines 5. Arrange interviews with men employed in students' major field</td>
</tr>
</tbody>
</table>

Table V  
(continued)  
INDUSTRIAL ARTS EDUCATION  

<table>
<thead>
<tr>
<th>Objectives of Ind. Arts</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| 6. To develop in each pupil the habit of an orderly method of procedure in the performance of any task. | 1. Practice in orderly methods in project construction  
2. Orderliness in shop maintenance jobs  
3. Practice in regular tool maintenance  
4. Practice in analyzing and planning job procedures |
| 7. To develop in each pupil the habit of self-discipline which requires one to do a thing when it should be done, whether it is a pleasant task or not. | 1. Practice in doing well both those uninteresting and interesting phases of a project  
2. Appreciation of the necessity of "chore" work in shop maintenance  
3. Practice in cooperation in use of equipment |
| 8. To develop in each pupil the habit of careful, thoughtful work without loitering or wasting time (industry). | 1. Demonstrate the value of time  
2. Emphasis on practical results  
3. Demonstrate the economy of orderly methods  
4. Observe the methods of industrial plants |
| 9. To develop in each pupil an attitude of readiness to assist others when they need help and to join in group undertakings, (cooperation). | 1. Practice in aiding each other on individual projects, when necessary  
2. Group projects  
3. Cooperation in use of equipment  
4. Cooperation in shop maintenance |
| 10. To develop in each pupil a thoughtful attitude in the matter of making things easy and pleasant for others. | 1. Maintain pleasant pupil-teacher relationship  
2. School and community service work  
3. Care of tools for mutual benefit |
### Table V
(continued)

**INDUSTRIAL ARTS EDUCATION**

<table>
<thead>
<tr>
<th>Objectives of Ind. Arts</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. To develop in each pupil a knowledge and understanding of mechanical drawing--</td>
<td>1. Practice in designing projects</td>
</tr>
<tr>
<td>conventions--diagrams, and the ability to express his ideas by means of drawing.</td>
<td>2. Practice in applications of sketches and drawings</td>
</tr>
<tr>
<td></td>
<td>3. Practice in the reading of drawings</td>
</tr>
<tr>
<td></td>
<td>4. Practice in tracing and blue-printing</td>
</tr>
<tr>
<td>12. To develop in each pupil elementary skills in the use of the more common tools and</td>
<td>1. Practice in use of common tools</td>
</tr>
<tr>
<td>machines in modifying and handling materials, and an understanding of some of the</td>
<td>2. Practice in performance of various common operations</td>
</tr>
<tr>
<td>more common construction problems.</td>
<td>and jobs</td>
</tr>
<tr>
<td></td>
<td>3. Practice in the use of common materials.</td>
</tr>
<tr>
<td></td>
<td>4. Practice in the common methods of construction</td>
</tr>
<tr>
<td>13. To develop in each pupil a consciousness of the purposefulness, direction, and</td>
<td>1. Develop the informational and problematic phases of</td>
</tr>
<tr>
<td>unity of his entire school program.*</td>
<td>each project</td>
</tr>
<tr>
<td></td>
<td>2. Make application of the work of other classes in the</td>
</tr>
<tr>
<td></td>
<td>development of shop studies</td>
</tr>
<tr>
<td></td>
<td>3. Develop as many &quot;leads&quot; or problems as possible for</td>
</tr>
<tr>
<td></td>
<td>carry over into other classes</td>
</tr>
</tbody>
</table>

*(No. 13 added to those of the Ref.)*
From Tables No. I, II, III, and IV it may be seen that industrial arts activities may open the way for meaningful study in many fields. Table No. V shows the direct contribution that industrial arts may make to those objectives that are considered desirable in a modern integrated program.

The integration of industrial arts with other subjects on the secondary level should be accomplished without resorting to forced, artificial correlation. It should not be necessary, for example, to build a medieval castle, or an Indian dugout canoe in the shops in order to have correlation with medieval or American history. The possibilities for correlation using practical projects are great enough to obviate the necessity of monopolizing the activities of a whole class in order to illustrate a single phase of social evolution. Correlation should be developed only where there is a natural relationship to facilitate the correlation.

That present practices, even in the integrated program herein described or in others that were observed, do not come up to this ideal is most obvious. Numerous practical difficulties present themselves:

1. Teacher load too great to permit necessary individual attention.

2. Lack of cooperation of instructors and of the
3. Lack of adequate organization of the work in the shop and classroom.

4. Lack of interest and appreciation on the part of the instructors.

5. Administrative problems.

6. Inadequate facilities--shop, library, etc.

Under a well organized integrated curriculum, some of the most serious complications can be removed. It is more likely that these factors become excuses rather than reasons for the instructor not facing the problem. As in the academic field, so also can the industrial arts instructor fall into a routine, stressing only facts, fundamental processes, and skills, which to the teacher become ends in themselves.

It is often pointed out by leaders in education that the tools of education tend to become the ends, both in the mind of the teacher and in the intention of the student. Just as English is a primary tool for the mastery of all educational materials, so industrial arts should be considered a means toward the attainment of accepted objectives. See Table V.

John Dewey wrote years ago that: "We must conceive of work in wood and metal, of weaving, sewing and cooking, as methods of living and learning, not as distinct studies. We must conceive of them in their social significance,
as types of processes by which society keeps itself going, as agencies for bringing home to the child some of the primal necessities of community life, and as ways in which these needs have been met by the growing insight and ingenuity of man; in short, as instrumentalities through which the school itself shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons."²

² Dewey, John, School and Society, 1900, p. 11.
THE CHALLENGE TO INDUSTRIAL ARTS

The successful instructor in industrial arts must have sufficient training in both the technical subject-matter and the professional methods of his work. He must know the accepted objectives, be alert to changing professional development, know the relationship to objectives in other phases of the educational program, and be able to apply all of this knowledge and training to produce an integrated program. A critical examination of industrial arts objectives brings home the fact that more than just shopwork is necessary to attain the desired outcomes. It should also be remembered that, "virtue does not lie in stating a great number of objectives, but in the actual realization of at least a few of them."¹

Here we have in brief the challenge to the industrial arts work in the integrative program:

1. To have definite objectives in mind at all times.

2. To supervise carefully the selection of student and class projects.

3. To encourage the complete development and study of every phase of student projects and shop activities.

4. To so organize the shop that it may function in motivating the work of the rest of the curriculum.

5. To utilize whenever possible, the work of the other studies in the development of shop courses.

6. To organize the shop on a basis of cooperation, definite responsibility, orderliness, cleanliness, mutual respect, and for the development of individual initiative.

7. To organize shopwork not as an end, but as a means to the realization of accepted objectives.

8. To encourage a conscious sense of unity of purpose in the mind of the student.
There seems to be a definite trend away from the narrow compartmentalized organization of subject-matter in the secondary school curriculum. Emphasis, in some schools, is definitely shifting from subject mastery to an activity "interest-centered" program. These are organized so as to promote, on the part of the student, a conscious sense of "unity of purpose" in school activities. The plan is to promote the development of an integrated individual; one who visualizes the purpose of his activities, and acts in the light of that vision. A person with a unified objective is more apt to be consistent in his behavior and more efficient in his social and vocational adjustments. Hence the integrative curriculum.

The integrative program is organized to promote correlation of subject with subject, and school experience with out-of-school experience. The plan is working toward a more functional education, appealing to individual interests and increased self-motivation, which is so noticeably lacking in the traditional secondary school curriculum.

Some secondary schools have developed what are now commonly known as "integrated programs." Like the Eagle Rock plan herein described, most of them have organized the curriculum around a "core" or integrating center.
This is usually a single class in a double or triple period, cutting across subject lines, and including English, social studies, art, and music. The remainder of the "basic" curriculum centers about this core. Due allowance is usually made for the development of major interests of the individual students. Integration of the curriculum usually includes a revision of content as well as method.

It is, in a sense, a mistake to think of the current English-Social Studies "core" as the integrating center of the curriculum. As the major interest of the pupil develops, it should, and will naturally tend to become the integrating interest center. It is the purpose of the integrative program to help the student determine his major interest, and then to facilitate the centering of the entire curriculum (for him) around this "core," making the program of any one individual a unified whole. Thus the stage is set for effecting that more subtle integration which is distinctly an individual achievement. Integration is in a sense a function of the mind.

While there is lack of uniformity in actual practice, there is fair agreement upon the general principles of integration. The very newness of the plan is a reason for the lack of uniformity, if such is actually desirable. The same reason makes it impossible to measure the results accurately.
Our customary measuring instruments are distinctly inadequate to the purposes of the integrated type of program. There are no good measures of attitudes, ideals, habits of thought and of action in terms of right and wrong. It is, therefore, difficult to determine the measure of effectiveness of the integrative program when that program deals largely with attitudes, ideals, and habits of action, rather than with subject-matter in compartmentalized procedures.

Such estimates and measurements as have been made of the outcomes of the integrative program in its several applications have been favorable, but for various reasons can hardly be considered conclusive. At Lincoln School, Teachers College, Columbia University, the following observation was reported: "Although gains were evident in those standardized tests used, the results were not considered fully meaningful in that they failed to test other than a few limited skills."\(^1\)

Little effective use has been made of the great possibilities of industrial arts under the integrative set-up, even in the Eagle Rock application herein described. Industrial arts, like the other practical arts, by its very nature is preeminently fitted to act as a motivating center. Industrial arts deals with real

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1. Sweeney, F. G. et.al. Western Youth Meets Eastern Culture, 1932, p. 244.
things, and can if properly organized, promote development of the physical, intellectual, and emotional phases of the whole child.

The general plan of the integrative program is workable, as has been demonstrated in numerous experimental schools. That it is not only workable, but highly desirable is attested to by those who have seen it in operation. Newlon of Teachers College, Columbia University, writes: "No other proposed solution of the difficulties seems so promising at the present time."\(^2\) Emily Fanning Barry, writing from her experience at Lincoln School says: "True integration offers rich and sure rewards."\(^3\)

Similar statements have been made concerning the work at Eagle Rock High School, Thomas Starr King Junior High School, and others in Los Angeles. Also the South Pasedena Junior High School, and the Ventura Junior High School have indicated gratifying results.

Some of the obstacles that have long stood in the way of changes in the secondary school program are:

1. Tradition.
2. College entrance requirements.

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3. State requirements.
4. Prejudice of the parents.
5. Prejudice of the teachers.

Tradition and the prejudice of parents and teachers can be broken by gradual training. Parent-teachers' organizations are very helpful in some instances. Of College requirements Professor Proctor reports that:

"---definite progress has been made --- towards freeing the secondary schools from College domination in the matter of their curriculum organization and content---."

In short, the integrative movement in the secondary school curriculum appears to be a very promising and desirable step forward. Also that in the integrative curriculum the practical arts are in a position to render great service as "centers of interest", if they will.

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Sweeney, Barry, and Schoelkopf, Western Youth Meets Eastern Culture, Bureau of Publ., Teachers College, Columbia University, New York, 1932.


Periodical References:


Appendix A

EAGLE ROCK HIGH SCHOOL
CURRICULUM ORGANIZATION
1. Fundamental Skills and Knowledges

A. Basic Course of Social Understanding-
Combining all facilities of the school which may contribute to the child's better understanding of himself in his social relationship; historical backgrounds, music, art, literature, English skills and expression, activities which were formerly in the Home Room program, guidance, etc. Instructor to remain with groups over two year class cycles with exception of the twelfth year.

(1) 7th and 8th Grade Cycle - The American Epic; a consecutive course in the development of America with emphasis on the geographic and narrative elements. 10 periods weekly

(2) 9th and 10th Grade Cycle - World Culture units on countries with emphasis on their contributions to present day civilization. 10 periods weekly

(3) Upper Grade Cycle- 11th American Life and Institutions 10 periods weekly

12th Units whose emphasis grows out of student interest and post-school desires 5 periods weekly

B. Physical Universe

A consecutive course in General Science, 7-10th grades. 2-3 periods weekly

Note: Specialized courses in science scheduled under major interest classes for upper grades.

C. Mathematics

(1) 7th and 8th Grade - Fundamentals of Math.

(2) 9th and 10th Grade - Elective Units

Note: Specialized courses in mathematics scheduled under major interest classes in upper grades. 5 periods weekly
II. Major Interest

Note: Careful observation of pupils in 7th and 8th grades and periods of guidance in Basic Course activity to help determine their major. Close attention during 9th and 10th grades to make this choice as wise a one as possible.

MAJORS

<table>
<thead>
<tr>
<th>Academic</th>
<th>Non-Academic</th>
<th>General</th>
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<tbody>
<tr>
<td>(Science (Math. (Related (Subjects</td>
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</tr>
<tr>
<td>Scientific</td>
<td>Fine Arts (Art</td>
<td>Course planned by counsellor to fit individual needs.</td>
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<tr>
<td>(Ind. art)</td>
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<tr>
<td>Practical Arts (Home Ec.</td>
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<tr>
<td>(For. Language</td>
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<tr>
<td>(Literature</td>
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<tr>
<td>Literary (Creative Writing (and related (Subjects</td>
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<td>(Stenographic</td>
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<td>Commercial (Bookkeeping</td>
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Intensive study in chosen major with special stress on use of other fields and opportunity for individual development.

10 periods weekly for 11-12th yrs.

III. Recreation and Health Activities

A progressive six year program on all phases of Physical Education—Sports, Healthful Living, etc.

5 periods weekly 7-12th grades.

IV. General Interest

Elective courses in Fine Arts, Practical and Household Arts, Music, Foreign Languages, Social Education, etc.

2-3-5-10 periods weekly 7th - 12th grades.
## Chart II

### B7 - A7

1. **The American Epic**
   - 10 periods
2. **Recreation and Health**
   - 5
3. **Mathematics**
   - 5
4. **Physical Universe (Science)**
   - 2-3
5. **Exploratory Industrial Arts or Homemaking**
   - 2-3
6. **Activity**
   - 5

### B8

1. **The American Epic**
   - 10 periods
2. **Recreation and Health**
   - 5
3. **Physical Universe**
   - 5
4. **Mathematics**
   - 5
5. **Exploratory Industrial Arts or Home Economics and Activity**
   - 5

### A8

1. **The American Epic**
   - 10 periods
2. **Recreation and Health**
   - 5
3. **Mathematics**
   - 5
4. **Major Course-Explor. Art Business Foreign Language Science Music Industrial Arts**
5. **Activity**
   - 2-3
6. **Physical Universe**
   - 2-3

### Junior High Activities

- Drama
- Oral English
- Newswriting
- Parliamentary Law
- Glee Clubs
- Orchestra
- Art
- Home Economics
- Shops
- Typing
- Student Government etc.
Chart II (cont.)

B9 - A9

1. World Culture
2. Recreation and Health
3. Choice of two:
   - Algebra
   - Art
   - French, Latin or Spanish
   - Everyday Bus.
   - Music
   - Foods
   - Clothing
   - Drafting
   - Electric
   - Printing
   - Woodshop

4. Physical Universe
5. Activity (see list)

B10 - A10

1. Physical Well-being
2-3 World Culture
4. Leisure Time Instruction and Science
5. __________________________
6. __________________________

General    Art    Music    Home Economics

Industrial Arts    Commercial    Scientific    Literary
### Chart II (cont.)

#### B11 - All

1. Physical Well-being  
2. Basic Course  
3. American Life and Institutions  
4. Major Interest  
5.  
6.  

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<td>4. Physics</td>
<td>4. Elective</td>
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<tr>
<td>5. Advanced Math.</td>
<td>5. Elective</td>
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#### B12 - A12

1. Physical Well-being  
2. Basic Course  
3. Major Interest and related subj.  
4. Elective  
5. General Interest  

### SENIOR HIGH ELECTIVES

- Foreign Language
- Mathematics
- Bookkeeping
- Business Organization
- Business Correspondence
- Art (Design, Stage, Com'l)
- Music (Glee Club, Acapella, Chorus, Orch.)
- Industrial Arts (Woodshop, Mech. or Arch. Drafting, Elecr., Print'g.)
- Home Economics (Foods, Clothing)
- Stenography
- Salesmanship

### GENERAL INTEREST (B11-A12)

- Public Speaking
- Home Relations
- Typing
- Pre-engineering Math.
- Safety
- Parliamentary Law
- Music
- Art
- Industrial Arts
- Home Economics
- Drama

plus others as may be requested.
Appendix B

"THE AMERICAN EPIC"

(The American Epic is the first unit of the English-Social Studies "core" in the Eagle Rock High School curriculum).
Social Studies
Seventh and Eighth Years

THE AMERICAN EPIC

General Objectives:

1. The acquiring in socially helpful ways of a partial appreciation of what our forefathers did for us.

2. The beginning of an understanding of how the life about us has evolved out of the life of the past.

3. A recognition of the more important present-day American trends and problems.

   (Casner and Gabriel, Exploring American Hist.)

4. The cultivation of a taste for reading worthwhile literature.

5. The development of increasingly intelligent use of important tools and means of learning, and the development of increased skill in oral and written expression.

Introduction to The American Epic
and
Theme I (Revised)

AMERICA DISCOVERED

Approved:
Arthur Gould
Deputy Superintendent

Los Angeles City School District
Division of Curriculum and Instruction
Elementary and Secondary Curriculum Sections
January 1935
PART II
THEME I - AMERICA DISCOVERED

Unit 1 - What conditions in the old world between 1000 and 1500 A.D. caused men to look for land across the Atlantic? (Suggested time allotment - 4 weeks)

Intended Outcomes

1. Some knowledge of European manners of living from the eleventh to fifteenth centuries.
2. An understanding of the significance and results of the Crusades.
3. A knowledge of the geographic relationship of Europe to the Orient.
4. Some appreciation of the cultural differences between the Christians and the Moslems during the fourteenth and fifteenth centuries.
5. Some knowledge of the beginnings of independent thinking and the scientific developments which constituted the Renaissance.
6. An understanding of why it was necessary to establish new routes of trade with the East.
7. Increased ability to read, speak, and write the English language and to work effectively and harmoniously as a member of a group.
8. An acquaintance with some of the worthwhile literature relative to this period.

Teachers' Synopsis

The period between the years 1000 and 1500 A.D. may be said to mark the transition from medieval times to modern times. No precise dates separate one historic epoch from another. There were a number of factors which led to the discovery of the new world. Four or five are especially outstanding.

After the turmoil, ignorance, and decline brought about by the barbarian invasions, the latter Middle Ages saw an era of more settled
government, increasing knowledge, and steady progress. The Arabs, whose conquests and commerce extended over so much of the Orient, far surpassed the Christian peoples of Europe in knowledge of the world. The Greeks and Romans had been familiar with a large part of Europe and Asia but their learning was forgotten during the Middle Ages. Marco Polo's expeditions to the Orient brought back this knowledge. He fired the imagination of other adventurers, and blazed the way for a renaissance of geography. His fascinating stories compare well with the story of the Byrd expedition, explorations into Arabia, Greenland, and Africa today.

The Crusades changed the whole course of history. They undermined feudalism, and private warfare tended to die out. The increase of commerce in goods and ideas between western Europe and the Orient was one of the most important effects of the Crusades. The few who returned from the Crusades brought with them trophies and tales of strange lands and peoples. A desire for travel and adventure soon developed and a great demand arose for supplies of eastern goods. At this time the culture of the East far surpassed that of the West, and trade which was established brought new elements of culture to feudal Europe which still had not recovered from the invasion of the barbarian hordes.

During the Middle Ages the products of the East entered Europe by three main routes. The central and most important route led from the Persian Gulf to Bagdad, thence to Damascus. The southern route reached Cairo and Alexandria by way of the Red Sea and the Nile. The northern route, entirely overland, led to ports on the Black Sea and thence to Constantinople. From the Mediterranean ports the goods were distributed throughout Europe. The capture of Constantinople by the Ottoman Turks in 1453, was an epoch making event. This closing of the great routes to the East happened at a time when the rising nations of Europe were most eager for a share in the trade with the Orient.

The interruption of trade between Europe and the Orient shut off the source of materials for which there was a great and increasing demand. This made it highly desirable to estab-
lish other routes by which connection with the Orient could be maintained. One possibility was the establishment of an all-water route which could not be so easily closed. Portugal and Spain took the lead in the search for this all-water route, and Prince Henry of Portugal became the outstanding leader.

The invention of the printing press which also occurred about this time is perhaps one of the greatest inventions of all time. It destroyed the monopoly of learning possessed by the few, and placed books in the possession of the many.

So the people of the Old World were awakened through science, invention, travel, and learning. Thus came the beginning of the New World.

**Approach**

One may introduce a new unit of work in many ways, depending, of course, upon the level of the class, influences at work among the group, etc. Very frequently children are already participating in some activity which is meaningful to the unit undertaking, and the teacher needs only to raise the issue to fire the whole group with enthusiasm. When this is not the case, the teacher may tell or read an interesting story relating to the period (e.g. a story of the Crusades); show a motion picture (In the Days of Chivalry); read a stirring adventure from the life of an outstanding figure of the times (Marco Polo); display reprints of famous pictures belonging to the period (see Visual Education catalog); or tell of some momentous historical event which has profoundly affected modern life. Whatever device is used, its effectiveness will depend upon the intimacy with which it related to the interests and abilities of the children.

After an initial interest has been aroused, the teacher should, with the cooperation of the children decide upon the various problems which the class as a whole will consider and state them in as simple language as the nature of the unit permits. A collection of good books relating to
the unit should be available in the room, and the distinctive contribution of each to the unit should be presented by the teacher or by members of the class who have read ahead of the group. As soon as members of the class through reading, discussion, visual aids, and the like, have become intelligently familiar with the general field, the teacher and pupils together should outline the problems already recognized and so determine the specialized activities which individuals or groups of individuals may study with profit to themselves and to the group as a whole.

Activities

These activities are suggested as some of the things which may be done in developing the general idea or concept which is the unifying element of this unit. They are not to be used as unrelated pupil assignments, nor is it necessary to use any or all of them. The selection of activities from the following ones or the development of others by pupils and teachers should be determined by their contribution to the realization of the Intended Outcomes of the unit. The pupil interest will be greater and less artificiality will obtain if all activities grow out of the classroom situation.

1. If you have seen a motion picture or read a story in which wandering minstrels came to the banquet hall of a castle and entertained the lord or king, dramatize such a scene. Be sure to explain in your scene, why the king was willing to hear them, and what they had to tell or sing about that was worthy of a king's audience. Review the details of your story in the book if you need to do so.

2. Suppose you were to go to sleep and awake one thousand years ago in a castle in southern France. Give an account of the things which a person of your age would do in the regular life of the castle.

3. Imagine you have been hired as a guide to take tourists through an old English manor. What would be your story about the life that
had been lived there?

4. Write and present a dialogue between yourself and a master workman of a medieval guild. In the conversation, bring out the steps which you must take to become a master workman. Also have the master workman persuade you that this guild is the best one for you to join.

5. Collect pictures or make drawings to show the nature of the Gutenberg printing press. Explain how it worked and compare with a modern press.

6. Write and present a series of dramatic episodes depicting King John and the signing of the Magna Charta.

7. Imagine yourself a guest at a banquet in an old English castle. Tell about the people there, the arrangement of the table, what they had to eat, what they wore and what they talked about.

8. Make a map showing the routes of the crusades and give accounts of the experiences and hardships endured by the Crusaders.

9. Read a book dealing with life in Europe before 1492; make an original jacket for the book and on the inside flap, write a brief review with the idea of interesting others in the books.

10. Draw a map showing the route of Leif Ericson and give the class an account of his trip. Also explain why his expedition was not followed by colonization.

11. Write an article on one of the following:

The Angles and Saxons make war on Britain
The Danes make war on Britain
The Fair in the Middle Ages
Printing is invented
Constantinople taken by the Turks
The Hundred Years' War is ended.

**Summarization**

The following are suggested ways in which this unit
may be summarized. The summarization should be anticipated early in the development of the unit and be an integral part of it.

1. Present a program similar to "The March of Time" and dramatize the most important events leading to the discovery of America.

2. Show the motion picture "Columbus" and follow this by an explanation of how conditions and events between 1000 and 1500 A.D. led up to the adventures of Columbus.

References

Barker, Dodd, and Webb - Chapter I
Beard and Bagley - Chapters I, III
Casner and Gabriel - Problem 1
Kelty (Beginnings) - pp. 7-58
Smith (Human Geography) - Book II, Part 1
See also Pageant of America - Volume I

Bibliography

Elementary and Secondary
See List I - The Curtain Rises - Publ. C-5

Elementary
See City School Library List - America Discovered

Visual Aids

Picture Sets
H-54.1 Crusades
H-54.2 Crusades (Motion picture repn.)
H-52.8 Costumes: 12th-15th Centuries
H-64.4 Feudal Life: Castle Life
H-64.6 Feudal Life: From English Illuminated MSS of the 12th-15th Centuries
H-77.1 Development of Printing: Incunabula in the Huntington Library
H-78.1 Evolution of the Book: Alexander Murals
H-67.1 The Guilds: Medieval Commerce and Trade
H-67.2 The Guilds: Trades and Crafts
<table>
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<th>Stillfilm Rolls</th>
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<th>Stereographs</th>
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<td>H-110.1 Crusades</td>
<td>H-14.1 Feudalism and the Crusades</td>
<td>H-11.1 Illuminated Manuscripts and Miniature Painting</td>
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<td>H-90.2 Feudal Life: Castles and Fortified Towns, 14th-15th Centuries</td>
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<td>H-24.1&amp;2 Illumination: Development from the 4th to the 17th Centuries, Chromolithographic plates</td>
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<td>H-25.3 The Guilds: Jewelry and Metal-work, Sacred Implements, etc.</td>
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<td>H-5.1 The Guilds: Medieval Commerce and Trade</td>
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<td>H-27.2 Feudal Life: Tournaments, Costumes, Literature of the 15th and 16th Centuries</td>
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<td>C31 The Alhambra</td>
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<td>B74 Persecution of the Christians</td>
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<td>C34 Religious Processions, 15th Century</td>
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<td>C45 Handwriting of a Monk</td>
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<td>C1 Siege of a City before the Invention of Gunpowder, 14th Century</td>
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<td>C3 Tournament, 13th Century</td>
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<td>C6 Baronial Hall, 13th Century</td>
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<td>C9 Feudal Castle, 13th Century</td>
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<tr>
<td>C38 Crusades, Richard and Saladin</td>
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<td>C56 The Meistersingers</td>
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<td>C61 Robber Knights Attacking a Trader's Cavalcade</td>
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<tr>
<td>C64 Constructing a Castle in the 12th Cent.</td>
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<td>C14 Invention of Printing</td>
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<td>C39 Caxton Showing His Printing Press to Edward IV</td>
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<td>C41 First Book Printing in Bamberg, 1461</td>
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<tr>
<td>C65 Johann Gutenberg, Inventor of the Art of Printing</td>
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<tr>
<td>C4 Guilds</td>
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<tr>
<td>C5 Alchemist</td>
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C7  Interior of a Town, 14th Century
C10  Harbor of a Hanseatic Town, 15th Century

Exhibits

--  Illumination:  Sheet of an Antiphonal on Vellum
--  Evolution of Printing:  German Incunabula, 15th Century
--  Evolution of Printing:  Incunabula: Genuine Examples of Illumination and Hand-lettering on Vellum, Wood-cuts and Printing in Black Letter

Related Music

Song List

1. Text - Music of Many Lands and Peoples
   The Crusaders                                     Page 80
   The Three Kings                                   80
   Summer is A-Coming In                             78
   Bringing in the Boar's Head                       171
   Bring a Torch, Jeanette, Isabella                170

2. Text - Junior Music
   Norway's Forts                                    111

3. Text - Three Part Music
   The Hardy Norseman                                158
   The Vikings' Land                                 143

Recorded Music

Crusaders' Hymn )                                  No. 20152 Vic.
War Song of Normans)                                Duke of Marlborough)

Lohengrin - Prelude to Act I                        No. 6791 Vic.
Dance of Apprentices)                               No. 9060 Vic.
Meistersinger )                                     Roycroft Rec.
L'Arlesienne - Bizet                                No. 7124 Vic.
Summer Is A-Coming In                               Roycroft Rec.
"GUIDANCE FOR TEACHERS ON INFORMAL PROCEDURE
IN REPORTING PUPIL PROGRESS TO THE HOMES"

(A system of reports being used in connection
with an integrative program at Thomas Starr
King Junior High School in Los Angeles, Calif.).
GUIDANCE FOR TEACHERS ON INFORMAL PROCEDURE
IN REPORTING PUPIL PROGRESS TO THE HOMES

(A type of information that should be sent with the
initiation of informal reports to the home.)

My dear M____________________

It is generally recognized that a common understanding and
appreciation of aims and purposes between the school and
the home results in a more harmonious development of our
boys and girls. May we, therefore, present to you the out-
standing aims and purposes of junior high school.

The function of education in junior high school is to
guide the individual pupil in creating his world for him-
self in harmony with his particular stage of development.
The key to further adjustment is further activity. May we
then think of education as progressive growth and develop-
ment in effective living.

The general aims and final objectives of education are
realized in the development of the individual to the limit
of his capacity as a wholesome integrated personality, so
that he may function as a contributing unit in a coopera-
tive society.

We try to provide situations and environmental conditions
where growth and development of the child as a whole in
effective living may take place. We are concerned with his
growth and development in fundamental process, intelectual
efficiency, in health, in citizenship, in school-home
relationship, in leisure time activities, and in character
growth. To this end we aim to provide an environment
peculiarly appropriate to pupils of junior high school age.

We seek to provide exploratory experiences wherein the
pupil may discover his own interest, aptitude, and abili-
ties, and at the same time orient himself with reference
to his individual environment.

We seek to guide the pupil so he might grow in his own
self determination.

We seek to give a common cultural background that will
make possible an adequate social integration and worthy
citizenship in a democratic school life.

We seek to recognize and adapt situation to individual
differences.
We aim to provide an atmosphere where the pupil may participate in meaningful and purposeful activity and where he will wish to give of his best efforts and will grow in his self dependence.

We seek to encourage the creative impulses of our boys and girls hoping thereby that they may gain in power to do more, to live more abundantly, and joyously in their active world of today.

Sincerely yours,

ALICE BALL STRUTHERS, Prin.
Thomas Starr King Junior High School
Los Angeles, California
The following outline is formulated with the idea that it may prove helpful to teachers entering our school who have not had experience in writing personal letters to the homes of our boys and girls as a substitute for the formal report card. It is intended to indicate some of the phases of growth and development in which the home and school have a common interest. If teachers observe pupils' performance with an interest in the child growth rather than mere subject content acquisition, information of more vital interest than that in the formal report card will reach the home.

The topics below are merely suggestive. No teacher will write on all or any one topic. Letters should not become stereotyped or crystalized in form. They should be always personal, vital and pertinent to the individual child.

**Finding One's Way in a New School**

Is making satisfactory adjustment in----
Is having difficulty in adjusting to-------------
We think that it would help if------------------------
Have you, as parents, any suggestions?-------------------

**Character Growth and Citizenship**

Goals toward which all are striving are self-control, courtesy, thoughtfulness for others, and self-dependence. Self-directed perseverance, tolerance, responsibility, cooperation and integrity in all situations.

Is always well poised and shows self-control and is courteous-------------------
Is poor in attitude at times which is sometimes detrimental to class------------------
For instance-------------------------------------------------

**Habits of Regularity and Punctuality**

Attendance and promptness are habits that all should establish.

Is perfect in attendance. Has been absent-
Has been tardy------Is lax about keeping exact appointments------Non-excused tardiness or absence are recorded for the following dates-------------------
We commend------------------We regret-------------------
Safety

An increasing amount of attention is being devoted in school to safety education. Courtesy and thoughtfulness are being given a practical application in the program aimed to achieve "safety mindedness" in all our pupils. The growth of such an attitude should bear fruit not only in the shops, on the physical education field and throughout the entire school, but on the streets and in the homes as well. Caution, thoughtfulness and consideration for the rights of others should develop.

____ is entering whole-heartedly into the program of safety.
Cooperates fairly well in every way except--------
Is quite indifferent to our program of safety as is shown by----------------------------------

Study and Work Habits

Each pupil has a sheet giving definite direction for study. The acquisition of facts, the development of habits and skills, and the appreciation of ideals involve the foundation of correct study and work habits. We do not assign home work.

____ shows initiative and perseverance, is resourceful--------, is methodical and able to concentrate--
pays attention to work--------, is faithful and cheerful--------, is able to work well alone-----, gets satisfaction from work well done------, thinks his problems through--------, has initiative--------and has creative mind--------, needs too much direction from the teacher--------, is inclined to lean on others----
lacks perseverance--------, is not inclined to put forth necessary effort--------, does not complete things started--------has not matured to the stage of----------etc.

Discovery of Interests and Aptitudes

Joy may be added to life's activities if one may find the type of thing he likes to do and can do well.

____ is now taking--------. He has special ability in--------. Has given no evidence of special interest--------. He may take another type of work next semester unless a desire to continue is expressed. Can you help us discover his bent?-------
Leisure Time Activities

Leisure time activities are encouraged in the home room, on the playground, and for special programs. Hobbies are encouraged.

_________ enters into the spirit of the home room programs, the playground and seems to enjoy recreational activities.
Has shown particular interest in-----------------
Likes especially to perform---------------------
Not always ready to be an attentive member of an audience--------. Very shy, needs to be encouraged to play more and to be more social-----------------

Doing One's Best

If one does less than his best to that extent he shuts off his own chances for full growth and development.

_________ is working beyond that expected. Accepts responsibility----------------. Is working up to capacity in-----------------. Is falling short in------. Deserves commendation-----------------. Would advise that----------. Have you any suggestions?--------

Thrift

The junior high school encourages habits of thrift in time, health, materials and money.

_________ practices thrift in regard to-----------------
Can improve his habits and appreciation of thrift principles by-----------------------------

Physical Fitness

Every boy and girl of junior high school age should take full advantage of the opportunity for his full measure of abounding physical vitality.

_________ is properly equipped for physical activity--
gym suit and shoes.
Is striving through formal exercise to acquire and maintain correct posture------------------
Is entering enthusiastically into the spirit of games and by showing an attitude of cooperation and good sportsmanship at all games------------------
Is careful in practice and study of games taught-----
Is establishing proper habits of hygiene, showers, clean clothes, care of finger nails, etc.-----------------
Is failing in the following-----------------------
Is not doing------------------. We recommend--------

Work Common To All (Common Tools of Learning)

Each pupil should be able to make a purposeful use
of the tools of learning--reading, spelling, writ-
ing, and the fundamental processes in mathematics.

makes adequate and capable use of tools of
learning.
Has difficulty in certain fundamental processes.
They are-----------------------------

Suggestions to Teachers

Teachers who wish to may send the schedule of the
pupil home.

It is also very helpful to encourage pupils to bring
some evidence from the home that the letters you
write have been received.

SAMPLE LETTERS

My dear____________

We are very happy to report that____ has made a
good start in the A8 grade. Teachers report that in
every class his work is either very good or outstanding.
In Latin he stands very high scholastically.

We find____ courteous at all times, and shows a
very fine spirit. His cooperation and effort are very
good, but Miss____ and Mr.____ both feel that____
needs to improve his powers of concentration, and his
work habits. He is inclined to be rather frivolous, and
needs to be more business like in these classes. Were
______ to correct these faults, he can be a real leader,
and do outstanding work in every class.

With your cooperation,______ can and will improve.

Very sincerely,

__________Home Room Teacher

----------------------