

Elementary School Gives Basis



By BOBBIE ANNE SANBORN
To impress upon the minds of the public the actual work done in "Progressive Education," the following pictures are offered as examples of the type of activity carried on.
Five members of the HI NEWS staff, having been through an extensive observation of all classroom work in the Goldsboro Public Schools, offer their choice of representative classes functioning under the new method of education. The students chosen to make the observations and decide on rooms photographed were Helen Moye, Nancy Pipkin, Mary Best, Harry Hollings-

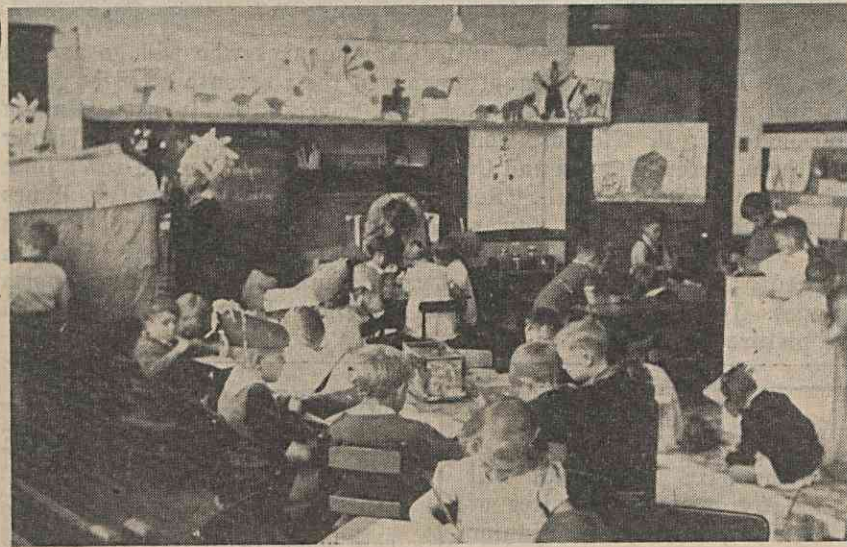
worth and Addison Hawley.
Picture No. 1. Teacher, Miss Sledge; Grade 2. Rather than individual or class work, it has been found that more is accomplished and to a greater advantage by group projects. Such activity is clearly demonstrated in this picture. In the background a group of students are practicing "Little Black Sambo" with classmates as critics and directors. The play, when prepared, will be presented to the class and perhaps the entire grade. The teacher (left back) instructs one member in the art of making music by tapping bottles filled with water. The rest of the room has been reading and cutting on a pumpkin mask. The room is decorated to illustrate the projects being developed.

artists. In Progressive Education the teacher is the unheard force, or director, rather than the leader of the class. Carrying out the circus theme, around the walls are friezes and posters of circus life.

Picture No. 3. Teacher, Miss Baines; Grade 5. Progressive Education is not "play." Each student fully realizes that behind each project there is definite learning. In this picture a group is learning folk dances and, as seen on the board, making costumes. In this way characteristics of a country are learned, and through action are more clearly understood.

Such instruction remains with the student longer and is of more value than the old style of teaching in which all was taught from a standard textbook. However, as shown, one group is studying by means of books. It is well understood that not all can be taught by action. The artistic is expressed in sketches. Colorful surroundings add to the joy of learning.

Picture No. 4. Teacher, Miss Spicer; Grade 6. In this room an intensive study of Greece is being carried on. It is easily noticed that, at present, the work tends toward the art of the Grecians. At the center back clearly outlined is a silhouette of two gladiators. To the left is shown a sketch of the "Discus Thrower," a well known Grecian statue. This art is done entirely by the students, following an exacting reading research. To the far left two girls are looking for material to be used in the visual conclusions. Easels for drawing are being made by the two boys at back right. Such student work encourages initiative and pride in the room. Along with the study of Greece the events of today are closely followed. The bulletin board carries the latest news. The banked flowers in the windows add color and beauty. Cared for by the members of the class, the flowers develop a knowledge of natural science.



Picture No. 2. Teacher, Miss Langford; Grade 1. In preparing for their circus each group has its own work to do. In the foreground a few of the more talented students are drawing posters for the advertisements. At the second table are several children doing the research reading necessary for the authenticity of the circus. The circus tent, made entirely by the students, is seen at the left back. As shown, the tent was made of burlap and sewn by hand. A small group is painting the backgrounds for the shows. The teacher, at the back of the picture, is giving aid to more would-be



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