

Secondary School Moulds Talent

By **BOBBIE A. SANBORN, '38**
 Throughout the primary and grammar schools Progressive Education is more easily carried on. The studies are more suitably adapted to this type of work than those of the high school. However, many classes have successfully renovated their style of work and activity. Group work is stressed and the memorization of facts has been almost entirely dropped from the standards of the classes. Now learning through doing is the leading theme.

Picture No. 5. Teacher, Miss Koch; Class, Sewing I, Period I. In this class group work is clearly shown. The class is not taught as a whole, but the students divide according to their interests. Although not shown, the class project has been the decorations of the girls rest rooms. Dressing tables and mirrors will shortly be installed. Other than this, personality has been stressed. In the center back is a colored chart of beauty types as to complexion, eyes, and hair. The room has been made attractive by curtains and flowers. Different group activities are illustrated by the front tables in knitting and student instruction. To the left several are studying fashions and styles for their own use. Ironing and sewing machine work is being carried on to the left back. The teacher moves from group to group giving information. In this way the student is guided by the teacher's knowledge but is not given a set criterion.

Picture No. 6. Teacher, Miss Beasley; Class, American History and English. Periods 1 and 2. These classes of American History and Senior English have been combined to form a class of American Culture. Because the Sino-Japanese War is foremost in the news, the study of its background and progress was chosen. From this study much is gained toward the building of the background for the development of American Culture. In the back right on the board and bulletin board are seen maps of China. Drawings and sketches by

the students are shown throughout the room. Contributions on the shelf at left back have been brought by members of the class to illustrate the type of novelties, prints and books made in China and Japan. Colorful curtains, rug and bookshelves have added to the attractiveness of the room.

Picture No. 7. Teacher, Mrs. McBride; Class, English I, Period I. A spirit of beauty and quiet reading is pronouncedly foremost in the room. The theme of the type of education which is now being stressed is brought out in a short article by Dolores West, '41, as she describes her own room:

Last Friday after school I was washing the boards in Room 8 when several girls walked in. One asked why I was staying. "To wash boards for Mrs. McBride," I answered.

"Do you mind if we look around a bit?" inquired one.

"Not at all," said I. They exclaimed over the flowers and bulletin boards, read the short stories, and examined the Science Corner. As they left one said, "Anyone ought to be able to learn in that room."

I stopped and looked about saying, "It is a pleasant room." These are the things I saw.

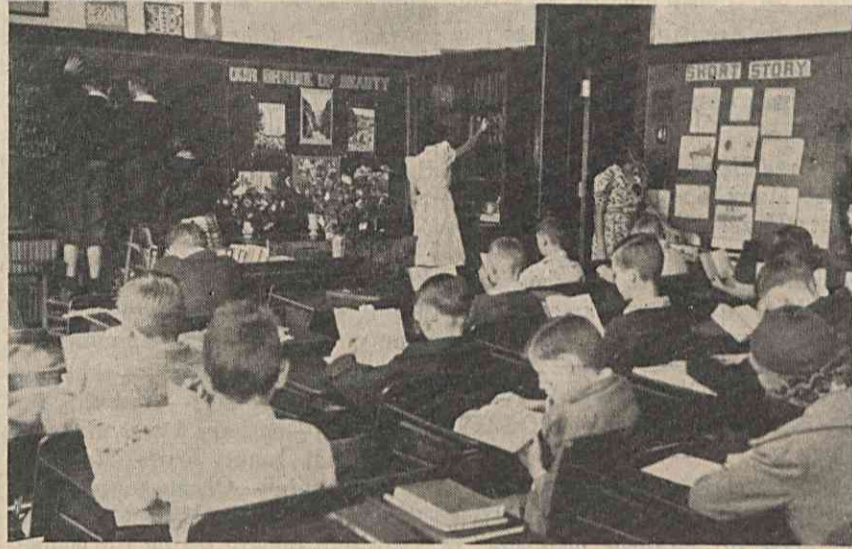
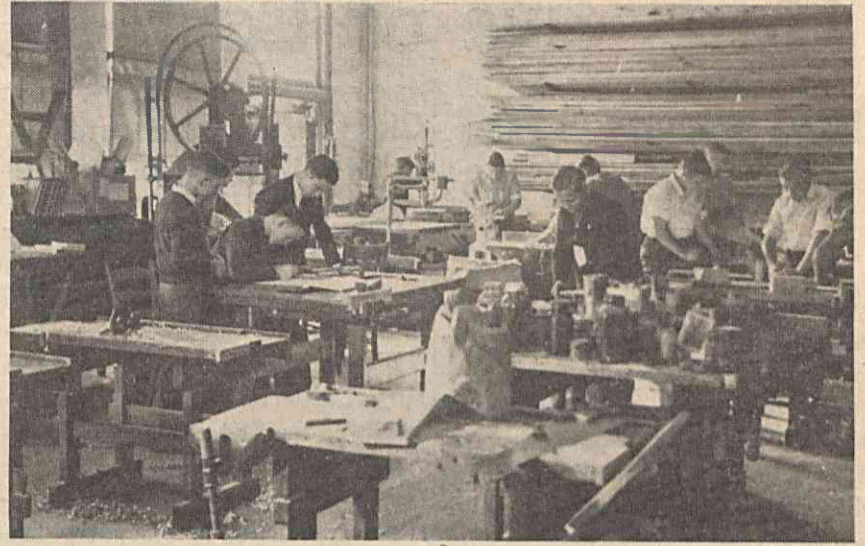
The beauty corner attractively arranged with flowers in lovely vases and above those, pictures mounted

on colored paper. The bulletin board neatly arranged with short stories mounted on colored paper and election signs. In the back of the room a Science corner where materials are kept to experiment with. There were flower boxes, shades and curtains in the windows.

"Yes, surely anybody ought to be able to learn something in a room like this."

Picture No. 8. Teacher, Mr. Mahaffey; Class, Manual Training; Period I. Activity engaged in work, the group have divided according to

8



7



6



5

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