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HIGHWAY SIGNS IN SCIENCE TEACHING

General Science

Let me assume that the General Science teachers of the state have been well prepared for their work and that at the present time they are more or less efficient teachers. Still there is the ever present task of keeping up with the curricular and learning studies that are going on in the field of General Science. New texts are appearing yearly, new studies on content and methods seem to be on the increase and it takes rather nimble stepping on the part of the teacher to keep pace.

After all, it is not an impossible undertaking for the General Science teacher to keep up-to-date and I am making a few suggestions here with the hope that you will adopt them as a whole or in part, as a start on the problem of keeping yourself generally informed in your field.

First. Keep yourself informed on recent books and articles in periodicals that deal with General Science. Write to the U. S. Department of the Interior for Bureau of Education Bulletin No. 13, (1925), price twenty cents. This is at present the most complete bibliography of all articles and materials relating to science teaching in our secondary schools. When you receive this you can select the articles for study which have a bearing on General Science and which appear in the periodicals your school subscribes for or that you yourself have. While you are waiting for this bulletin, borrow from your Superintendent the "Superintendents' Fifth Year Book", which has a thirty page report on "Junior High School Science". This report reviews 27 of the recent research studies in the field of General Science besides giving seven illustrative units of work in the Junior High School sciences from as many school systems. This Year Book may be purchased from The Department of Superintendence, 1201-16th N.W., Washington, D. C., for $2.00. Elliot Downing's book, "Teaching Science in the Schools", 1925, now published by Longmans, Green & Co., New York, price $2.00, offers an excellent discussion in chapter eight, of the various competing laboratory methods. J. O. Frank's book, "How to Teach General Science" ought to provoke some thought. Read "A Digest of Investigations of the Teaching of Science in the Elementary and Secondary Schools" by Francis D. Curtis, published by P. Blakiston's at Philadelphia.

Second. Study your own methods of teaching and try constantly to improve them. Ask yourself these questions: Am I keeping in mind the objectives set up for the course in General Science? Am I selecting subject matter that develops these objectives? Am I organizing the subject matter in such form that the method of study gives proper training in desirable attitudes, ideals, habits and skills? Does the subject matter selected give knowledge that has a positive value in the life of the pupil? What am I doing to improve my method of instruction? (Read Downing's "Teaching Science in the Schools", pages 113-142.) Do you attempt to formulate at the beginning of the teaching of each new unit the fundamental attainments you expect from the students? Do you use your tests as a basis for remedial work with pupils? What are you doing to improve your technique of instruction? Good references for building tests will be found in Ruch's "Improvement of the Written Examina-