

**EXERCISES FOR "METHODS OF  
TEACHING IN HIGH SCHOOLS":  
A PROBLEM-SOLVING  
METHOD IN A SOCIAL SCIENCE**

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Exercises for "Methods of teaching in high schools": a problem-solving method in a social science  
by Samuel Chester Parker

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WHY NOT STUDY LIKE THIS?



WHY IS THIS BETTER, EVEN THOUGH PRIM AND UNROMANTIC?

# EXERCISES FOR "METHODS OF TEACHING IN HIGH SCHOOLS"

A PROBLEM-SOLVING METHOD  
IN A SOCIAL SCIENCE

BY

SAMUEL CHESTER PARKER

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## PREFACE

*Relation to the textbook "Methods of Teaching in High Schools."*—These exercises are intended to provide material for a problem-solving method of using the author's "Methods of Teaching in High Schools." Thus it is one example of the recent movement to organize problem-solving methods in the teaching of the social sciences, of which education is one. The exercises should give the students practice in interpreting the discussions in the textbook and in actually applying these to the solution of real problems of teaching. For a description of the standards which the author has endeavored to follow in making the exercises, see page E100, below, exercise 10.

*Explanation of arrangement of chapters.*—Two types of chapters are contained in this book; namely, chapters of *exercises* and chapters containing *directions* for teaching the course and making *special assignments for papers* to be prepared by the students. The chapters of exercises are numbered to correspond to the chapters in the author's textbook on "Methods of Teaching in High Schools." The other chapters are designated by capital letters (for example, Chapter A, Chapter B) and are distributed through the text at the points where they will be most effective and helpful when encountered in the progress of the course. The instructor should study carefully all of these lettered chapters before beginning to teach the course so as to get a complete perspective view of its plan and organization.

*Page references.*—In the "Exercises" the letter E (initial of "Exercises") has been placed before the numbers of all the pages in order to distinguish them from the pages in the



text proper. Most of the references are to the latter, but when the reader encounters such a reference as "page E56" he will feel immediately that this refers to page E56 in the "Exercises."

*Rough map of the course.*—A general idea of the assignments arranged in the book may be obtained from the following rough map of them:

I. *Daily discussions* of carefully assigned *exercises*. See page E14.

II. *Observations* by the whole class of excellent *illustrative lessons*. Three of these observations are suggested on pages E34, E63, and E82. Others should also be arranged.

III. *Two lesson plans* by students to be based on stenographic reports of lessons contained in the book. See pages E115 and E130.

IV. *Three long papers* distributed at intervals as follows:

1. Evaluation of selected recent *high-school textbooks*. See page E36.

2. Summary of reading of practical articles in recent *periodicals*. See page E71.

3. A concluding *summary paper* entitled "I shall Try to Apply the Following Ideas in my Teaching." See page E199.

V. *A final examination* on one hundred and fifty *selected* pages. See page E232.

*Class discussions with books open.*—In the class discussions of exercises noted in paragraph I, above, the students will have both the "Exercises" and the text proper open before them for frequent cross reference. It will be found that these cross references require the most careful analytical study of both books. In order to save time in connection with these references a narrow bookmark may be inserted deep in the inner margin, at the principal place in each book near which the discussion centers. A narrow ribbon or narrow strip of paper cut from the edge of a flyleaf will serve this purpose.

*Acknowledgments.*—The idea of preparing such an exercise book was derived from Professor E. L. Thorndike's pioneer work in this field in his "Principles of Teaching" (1907). Many helpful suggestions have been received from Professors W. S. Gray, R. L. Lyman, and Mr. J. F. Gonnely of the College of Education of The University of Chicago. From the teaching and teachers in the High School of The University of Chicago much of the illustrative material used in the exercises has been derived. I am indebted to the dissertation by Miss Romiett Stevens of Columbia University, on "The Question in Instruction," for portions of two stenographic reports of lessons, to Mr. J. M. McConnel of the North-East High School of Detroit for an excellent series of problem-solving lessons in a social science, and to Superintendent I. M. Allen of Springfield, Illinois, for a stenographic report of a supervised-study lesson. I have derived many suggestions and considerable material from the work of students in my classes in methods of teaching in high schools.

S. C. PARKER

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