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Field Problems of Wisconsin Rural Teachers

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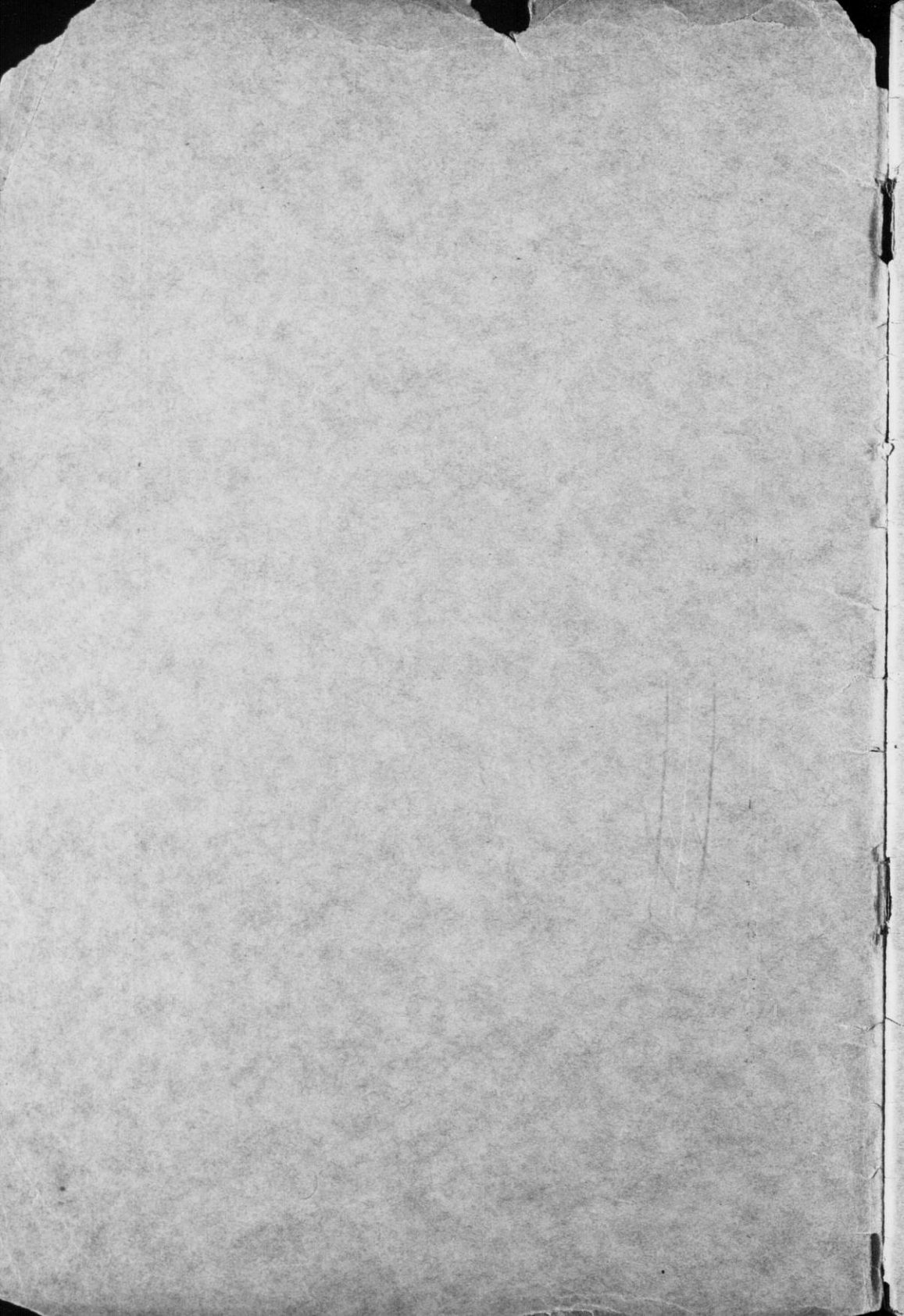
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State Department of Public Instruction

Issued by
JOHN CALLAHAN
State Superintendent

MADISON, WISCONSIN
1929

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FIELD PROBLEMS OF WISCONSIN RURAL TEACHERS

INTRODUCTION

Purpose of Study

The collection and compilation of the teacher problems of this report was undertaken for the purpose of providing a partial content for teacher training curricula and as an agency in the supervision of teachers in service.

There are many avenues of approach to a curriculum for teacher-training institutions, such as an analysis of past and present school-room practices, a survey of past and present professional literature, a study of the history of teacher-training, a study of the philosophy and objectives of education, studies in the psychology of learning, the analysis of teacher activities, and analysis of the actual problems met by teachers in service. The results of all of these and other possible studies are needed to guide curriculum makers in organizing the courses of study for various types of teacher-training institutions. No one type of study will furnish reliable data for formulation of a teacher-training curriculum. Each source should contribute the most significant data and finally the material from all studies should be unified for the general program of studies in teacher-training institutions.

It seems to be a valid assumption that the function of a teacher-training institution is to prepare teachers to meet adequately and intelligently the problems and situations of actual teaching experience. If this assumption is valid, we may go forward hoping that the field problems here presented will suggest types of professional activities which student teachers should perform during the period of training.

Plan of Investigation

In the beginning of this study the rural school teachers of Wisconsin were invited to cooperate by listing outstanding problems which they encountered in their actual teaching activities. They were asked to do this during a period of three weeks early in the fall, three weeks near the middle of the year, and for three weeks near the close of school in the spring. By this time distribution, a preponderance of problems peculiar to a given season was avoided and those typical of a full year of teaching experience were secured. Teachers were instructed to list the two or three problems each week which had caused them the most thought and upon which they would have liked to have secured supervisory assistance.

The tabulation of the material was made possible by the painstaking work of W. F. Price, now Principal of the County Rural Normal School at Richland Center, Margaret Robinson, Elementary Supervisor, Janesville, and Mable Jorstad, Instructor in Rural Education, Wisconsin State Teachers College, River Falls. The problems were studied and classified by them according to standards set up at the beginning of the study. The three studies are at this time thrown into one group. The organization used in the earlier compilations has been maintained with only minor changes.

Classification of Problems

It may be noted that the problems are classified according to the general underlying principles involved rather than according to their special application to a teaching situation. For instance, problems of motivation of specific subjects are classified under motivation in general rather than under the teaching of phonics, geography, or arithmetic. Problems arising from individual differences in ability or experience within the class group are listed as individual differences among pupils rather than as problems of a specified subject. The principles of motivation in history cannot be widely different from the principles of motivation in science. The recognition of and provision for individual differences in geography do not present problems distinct from those in arithmetic. The problems encountered in selecting, adapting, and organizing materials in one subject become clear to a teacher who has solved the question of selecting, adapting, and organizing materials in another subject. For these reasons, such situations were classified as problems of general rather than specific technique.

The wording of the question as furnished by the teacher has been retained as closely as possible. This has required a large number of groups which many investigators would have united. This may have been desirable but there is significance to the teacher's statement of her problems which would be lost if fewer groupings were made. Further, certain types of study are made possible through this organization. Some may wish to study the list for the purpose of organizing material for a course in general technique; others to find the duplication of problems in various courses in a training institution; and still others to find all the types of problems which pertain to the teaching of a particular subject. Many other lines of analysis are possible and anticipated.

Interrelation of Problems

It is obvious that these problems are interrelated in a seemingly inextricable array. Problems arising from a lack of books and materials are closely connected with those of planning the best use of available materials, with those of selection and organization of subject matter, and with problems of class management and discipline. The classification of such questions becomes largely a matter of judgment. The wording of the problem has in the main determined its classification, but a few changes were made as further study revealed the implication of the teacher's statement.

Reading and Study Problems

Many of the questions relating to the development of good study habits have been classified with those dealing with the development of various reading habits and skills. These are the fundamental study habits which may be applied to the study of any subject. Since the reading skill must be developed before it may be applied to the study of other subjects the problems were assigned to reading rather than to the special subject. However, teachers should be prepared to develop ability to apply these fundamental skills to various types of materials and purposes. It is not sufficient to equip prospective teachers with modern plans and the latest techniques of teaching reading. They need the knowledge and insight necessary to transfer these skills to the reading or study of historical, scientific, or other materials.

Equipment Problems

A large number of the problems arise from meager school equipment. Can we calmly face that situation and say that the school board and community must assume the responsibility for this difficulty? Should we expect lay people to know the needs of the school and to supply these needs without suggestions from the teachers of the school? This can hardly be expected. Should training institutions surround student teachers with ideal school equipment hoping that the students will feel the lack of such equipment if placed in schools inadequately supplied, and will then put forth an effort to secure the desired materials? Should the training school provide less material and devote more effort to training students to adapt, as well as possible, their teaching procedures to such equipment as is available? It would seem best to familiarize students with good equipment and to lead them to recognize its place in the educative program. Students should become acquainted with the best ways of educating school boards and communities to the value of first-class equipment. They should know tactful methods of asking for supplies. They should know relative values of various types of teaching aids and first requests should be for materials which will contribute toward large values.

Implications for Teacher-Training

While many of the problems listed may seem trivial and unimportant yet they are, apparently, real problems to the young and inexperienced teacher and for that reason should receive attention from the institutions training young people for positions in which they may be confronted with just such difficult situations. Some of the questions are too general, vague, and indefinite to be effective guides in supplying supervisory help. These disclose the lack of a keenly thoughtful attitude on the part of the teacher. Such questions as, "How to maintain order" or, "How to teach reading" are indications of the habits of thinking acquired by these teachers. Is this type of thinking the goal of our educational program?

This great number and extensive variety of problems present more or less significant implications for teacher-training. The majority of

the questions call for immediate concrete help. Many possible failures may be converted to future successes if such concrete help is provided. However, training institutions and supervisors should, by no means, restrict their efforts to guidance on this level. Young teachers need to have wider interests, broader vision, and deeper insight into the large general aims, purposes and outcomes of education.

What implications have such questions for teacher-training? First, it appears that many of the student activities have been concerned with device level tricks. There is evidence that these young people have acquired the habit of asking for the concrete device which may be used in a particular situation. The underlying principle involved in the case at hand is not the avenue along which the teacher searches for a solution. Second, teachers have not acquired the habit of analyzing the problem-situation into its elements. The question, "How shall I teach reading" discloses the fact that the teacher does not think in terms of the specific habits, skills, and abilities involved in the reading process. Nor is a diagnostic attitude apparent. The question is not Why is this child failing? Is failure due to one or more of very specific conditions? Surely effort should be made to sensitize teachers to the significance of the problems which they face. How much of the short training period may deal with underlying principles of education and what time should be devoted to concrete devices and procedures are other questions to be answered through further study.

The question of the best procedure for training prospective teachers to meet actual teaching situations in the future is a crucial one. Should general principles and procedures be stressed in a course in general technique or should the principles of motivation, selection and organization of materials, establishing right habits of work and conduct be made a part of special methods courses? Is there unnecessary duplication in the latter plan? Is the transfer from a general to a particular situation beyond the ability of young students? The answers to such questions should be valuable guides in the reorganization of teacher-training activities.

Implications for Supervision

The problems herein listed are equally useful to the supervisors of teachers in service. Too frequently supervisors are known to offer the teacher the help she thinks the teacher needs. Too infrequently are teachers given an opportunity to ask for the help they most desire. If written records are kept of supervisory suggestions it would be interesting to check over and classify the suggestions offered. A comparison might then be made to determine how frequently the supervisor had helped in solving the problem which the teacher recognized as a major difficulty. If teachers were encouraged to note their questions in anticipation of a conference with the supervisor, the conference might be more direct, definite, and specifically helpful. Too, if supervisors would carry these problems back to the individual training institution in which the teacher has been trained, further improvement of teacher-training could be effected.

SUMMARY TABLES

Summary of Rural Teacher Problems

	Number of Problems	Per Cent
I. Problems of General Technique	12,596	63.8
II. Problems of Special Technique	3,867	19.6
III. Problems of General Management	2,384	12.1
IV. Problems of Community Relationships	893	4.5
Total	19,740	100.

PROBLEMS OF GENERAL TECHNIQUE

	Number of Problems	Per Cent
I. Individual Differences	2,516	20.0
II. Selection and Organization of Subject Matter	2,146	17.0
III. Planning Work	1,932	15.3
IV. Motivation	1,317	10.5
V. Measuring Achievement	1,090	8.7
VI. Class Management	634	5.0
VII. Special Teaching Techniques	413	3.3
VIII. General Habits of Conduct	2,548	20.2
Total	12,596	100.

Individual Differences

	Number of Problems	Per Cent
A. Differences in Native Ability Among Normal Children	730	29.0
B. Differences in Native Ability Among Pupils of Subnormal Mentality	108	4.3
C. Differences in Achievement	112	4.5
D. Differences Due to Combinations of Grades	498	19.8
E. Differences Due to Pupils Entering from Other Schools	151	6.0
F. Differences Due to Absence and Late or Irregular Entrance	304	12.1
G. Differences Due to Unequal Maturity Levels	35	1.4
H. Differences Due to Use of Foreign Language in the Home	96	3.8
I. Differences in Character Traits	191	7.6
J. Differences in Physical Equipment	94	3.7
K. Specific Provisions for Individual Differences	197	7.8
Total	2,516	100.

Selection and Organization of Subject Matter

	Number of Problems	Per Cent
A. Determining Sources and Selecting Materials	446	20.8
B. Determining and Organizing Available Materials	1,533	71.4
C. Evaluation of Subject Matter	35	1.6
D. Determining Difficulty of Material	38	1.8
E. Adapting Materials to Time Limits	94	4.4
Total	2,146	100.

10 FIELD PROBLEMS OF WISCONSIN RURAL TEACHERS

Planning Work

	Number of Problems	Per Cent
A. Budgeting Time -----	796	41.2
B. Mastering Subject Matter to be Taught.---	22	1.1
C. Lesson Plans -----	92	4.8
D. Organizing Work at Beginning of the Year--	181	9.4
E. Planning in Relation to the Course of Study	122	6.3
F. Planning in Relation to Available Materials, Texts, etc. -----	719	37.2
Total -----	1,932	100.

Motivation

	Number of Problems	Per Cent
A. Securing Interest in General -----	721	54.8
B. Motivating Specific Subjects -----	489	37.1
C. Arousing Interest of Different Types of Pupils -----	107	8.1
Total -----	1,317	100.

Measuring Achievement

	Number of Problems	Per Cent
A. Determining Situation at Beginning of Year	62	5.7
B. Grading and Promotion -----	554	50.8
C. Marking Papers and Report Cards -----	136	12.5
D. Tests and Examinations -----	338	31.0
Total -----	1,090	100.

Class Management

	Number of Problems	Per Cent
A. Securing Attention -----	36	5.7
B. Securing Pupil Participation -----	403	63.6
C. Use of Class Time -----	68	10.7
D. Assigning the Lesson -----	83	13.1
E. Conducting a Class of One or Two Pupils---	44	6.9
Total -----	634	100.

Special Teaching Techniques

	Number of Problems	Per Cent
A. Conducting Review and Drill Exercises.---	381	92.3
B. Presenting New Material and Problem Solv- ing -----	13	3.1
C. Developing Appreciations, Attitudes, etc. ---	19	4.6
Total -----	413	100.

General Habits of Conduct

	Number of Problems	Per Cent
A. Work Habits, Attitudes, and Ideals -----	860	33.8
B. Character Traits -----	617	24.2
C. Conduct and Discipline -----	954	37.4
D. Problems of Conduct on Part of Teacher -----	117	4.6
Total -----	2,548	100.

PROBLEMS OF SPECIAL TECHNIQUE

	Number of Problems	Per Cent
I. Reading -----	1,721	44.5
II. English -----	545	14.1
III. Arithmetic -----	553	14.3
IV. Penmanship -----	287	7.4
V. Spelling -----	271	7.0
VI. Geography -----	93	2.4
VII. History and Civics -----	96	2.5
VIII. Physiology and Hygiene -----	28	.7
IX. Nature Study -----	33	.9
X. Agriculture -----	4	.1
XI. Music -----	100	2.6
XII. Drawing -----	69	1.8
XIII. Opening Exercises -----	12	.3
XIV. Current Events -----	55	1.4
Total -----	3,867	100.

Reading Problems

	Number of Problems	Per Cent
A. General Problems -----	534	31.0
B. Specific Skills and Abilities -----	294	17.1
C. Fundamental Habits and Skills—First Grade	193	11.2
D. Fundamental Habits and Skills—Grades Two to Eight -----	115	6.7
E. Problems of Detail in Reading Work -----	31	1.8
F. Phonics -----	353	20.5
G. Reading Circle and Library Work -----	121	7.0
H. Dictionary -----	80	4.7
Total -----	1,721	100.

English

	Number of Problems	Per Cent
A. Oral and Written Expression -----	383	70.3
B. Grammar -----	162	29.7
Total -----	545	100.

12 FIELD PROBLEMS OF WISCONSIN RURAL TEACHERS

Arithmetic

	Number of Problems	Per Cent
A. Fundamental Processes -----	404	73.1
B. Drill Work -----	37	6.7
C. Reasoning Processes -----	103	18.6
D. General Problems -----	9	1.6
Total -----	553	100.

Penmanship

	Number of Problems	Per Cent
A. General—All Grades -----	240	83.6
B. First Grade -----	47	16.4
Total -----	287	100.

Spelling

	Number of Problems	Per Cent
A. General Problems -----	212	78.2
B. Problems in Certain Grades -----	29	10.7
C. Pre-Test -----	30	11.1
Total -----	271	100.

PROBLEMS OF GENERAL MANAGEMENT

	Number of Problems	Per Cent
I. Attendance and Tardiness -----	751	31.5
II. Management of Pupils Outside of Class Hours -----	516	21.6
III. Physical Conditions -----	452	19.0
IV. Equipment and Supplies -----	331	13.9
V. Miscellaneous Duties of Teacher -----	334	14.0
Total -----	2,384	100.

Attendance and Tardiness

	Number of Problems	Per Cent
A. Attendance -----	561	74.7
B. Tardiness -----	190	25.3
Total -----	751	100.

Management of Pupils Outside of Class Hours

	Number of Problems	Per Cent
A. Calling and Dismissing School -----	136	26.3
B. Management of Pupils on Way to and from School -----	67	13.0
C. Lunch Problems -----	72	14.0
D. Noon and Recess Problems -----	72	14.0
E. Playground Problems -----	169	32.7
Total -----	516	100.

Physical Conditions

	Number of Problems	Per Cent
A. Problems Relating to School Building-----	59	13.1
B. Heating and Ventilating -----	95	21.0
C. Seating -----	72	15.9
D. Blackboards -----	42	9.3
E. Water Supply -----	42	9.3
F. Toilets and Grounds -----	41	9.1
G. Health and Sanitation -----	101	22.3
Total -----	452	100.

Equipment and Supplies

	Number of Problems	Per Cent
A. Textbooks and Supplementary Reading-----	206	62.2
B. Miscellaneous Supplies and Equipment-----	125	37.8
Total -----	331	100.

Miscellaneous Duties of Teachers

	Number of Problems	Per Cent
A. Janitorial Work -----	90	26.9
B. Library Management -----	74	22.2
C. Register and Reports -----	150	44.9
D. Legal Powers and Duties -----	20	6.0
Total -----	334	100.

PROBLEMS OF COMMUNITY RELATIONSHIPS

	Number of Problems	Per Cent
I. Cooperation of Community -----	358	40.1
II. Extra-Curricular Activities -----	351	39.3
III. Relations with the School Board -----	102	11.4
IV. Personal Problems of Teacher -----	82	9.2
Total -----	893	100.

Cooperation of Community

	Number of Problems	Per Cent
A. General Interest in School -----	111	31.0
B. Cooperation in Specific School Activities-----	52	14.5
C. Cooperation of Parents Regarding Individual Pupils -----	195	54.5
Total -----	358	100.

Extra-Curricular Activities

	Number of Problems	Per Cent
A. School Entertainments -----	127	36.2
B. School Society -----	91	25.9
C. Fair Work, Credit Work, and Contests ----	38	10.8
D. Parent-Teacher Association -----	69	19.7
E. Miscellaneous Extra-Curricular Activities---	26	7.4
Total -----	351	100.

Summary and Frequency of Problems

The summary table reveals the fact that 12,596 or 63.8% of the total number of problems were questions of general technique in classroom teaching. Most, if not all, of these items have been considered in more or less detail in special methods classes. Has there been hurried and wasteful repetition? If it is true that large numbers of these problems may be solved by an understanding of their common underlying principles, then it would seem wise to devote more time to considerations of principles rather than details of educational procedures. Applications to specific subjects and actual situations will undoubtedly be valuable and necessary. The habit of diagnosing a particular case, selecting the appropriate educational principle and applying this to the individual problem will be of inestimable value to the teacher.

The large proportion of questions concerning desirable adjustments to the needs of individual pupils is encouraging. Apparently teachers are conscious of the individual differences existing within the group and are making serious effort to discover the appropriate method of meeting and providing for these differences. There is a direct challenge for increased attention in teacher-training courses to the hereditary and environmental causes of individual differences; to the application of the psychology of learning processes to different types of individuals; and to the various administrative and teaching plans designed to provide for individual interests and abilities.

Among the problems of special technique, a surprisingly large number are in the field of instruction in reading. Of this group 44.5% of the problems are reading problems. If the questions concerning general study habits which usually involve reading skills were included, the percentage would be still higher. The criticism that reading methods receive unwarranted emphasis in teacher-training courses seems unjustified. It appears, however, that the step of application of reading skills to subject matter in history, geography, etc., has received an inadequate share of attention and hence the lack of satisfactory reading and study techniques.

Further study of the detailed list of problems and of the summary table will reveal the types of urgent problems which hundreds of teachers are facing today and which those who are now in training for the teaching profession will encounter as they enter the work in the near future. A challenge to the training schools is embodied in the list which is submitted for further intensive study and analysis.

DETAILED CLASSIFICATION AND FREQUENCY OF PROBLEMS

The number following each item in the classification below indicates the frequency of recurrence of the type of problem or the specific problems named. The classification is to be read as follows: Of the problems of General Technique, 2,516 deal with Individual Differences. Of these, 730 relate to differences in native ability, etc.

SECTION I

PROBLEMS OF GENERAL TECHNIQUE

I. INDIVIDUAL DIFFERENCES	2,516
A. Differences in Native Ability Among Normal Children	730
1. How to provide for individual differences.....	348
2. How to adapt work to varying abilities within same class	94
3. How to provide help for backward slow pupils..	75
4. How to provide for exceptionally bright pupils who are held back by rest of the class.....	55
5. How to help pupils who simply cannot learn to spell	42
6. What to do for the over-age, under-grade pupils of very low mental ability.....	25
7. What to do for pupils who cannot master the basic arithmetic facts	25
8. How to give special help to weak pupils without retarding the bright pupils.....	20
9. What to do with pupils who cannot grasp the rudiments of reading though held in first grade more than a year.....	16
10. What to do for beginning pupils who do not grasp sounds	10
11. How to get pupils of varying abilities to measure up to same standards.....	6
12. How to conduct extra help for backward readers	5
13. What to do for the best spellers who meet requirements on standard tests	3

16 FIELD PROBLEMS OF WISCONSIN RURAL TEACHERS

14. Should slow pupils receive more of the teacher's time than bright ones.....	3
15. How to teach drawing to children who have no natural ability	2
16. How to provide for the wide differences in reading ability in content subjects.....	1
B. Differences in Native Ability Among Pupils of Sub-Normal Mentality	108
1. What to do with feeble-minded pupils.....	48
2. How much time is the teacher warranted in spending with feeble-minded pupils.....	33
3. How can subnormal children be cared for in classes with other children	27
C. Differences in Achievement	112
1. How to overcome difficulty incurred by pupils being passed on into advanced grade when they have not mastered previous work.....	56
*2. How to provide for eighth grade pupils who failed in examinations the previous year.....	34
3. How to provide for pupils who have no foundation	10
4. How to make provision for second grade pupils who cannot write.....	9
5. What to do with upper grade pupils who have difficulty due to poor foundation in reading....	3
D. Differences Due to Combinations of Grades	498
1. How to provide for these differences in arithmetic	251
Third and fourth grades (228)	
Fifth and sixth grades (18)	
Seventh and eighth grades (5)	
2. How to teach combined classes in which there is a great range in achievement.....	169
3. How to provide for these differences in reading instruction	42
Third and fourth grades (37)	
Fifth and sixth grades (3)	
Seventh and eighth grades (2)	
4. How to provide for these differences in third and fourth grade history when there is such a difference in reading ability.....	25

* See page 74.

SECTION I—PROBLEMS OF GENERAL TECHNIQUE 17

5. How to provide for these differences in third and fourth grade geography and history-----	7
6. How to provide for these differences in seventh and eighth grade history-----	4
E. Differences Due to Pupils Entering from Other Schools -----	151
1. How to provide for pupils who enter from other schools -----	113
2. How to provide for pupils who enter from other schools and are below grade-----	38
F. Differences Due to Absence and Late or Irregular Entrance -----	304
1. What to do with beginning pupils who enter school in the spring-----	92
2. How to overcome losses caused by absence-----	76
3. How much make-up work should one undertake or require -----	42
4. How to do effective class work when some pupils are absent every day-----	36
5. How to handle first grade reading class when beginning pupils enter after class has a good start -----	21
6. How to overcome differences caused by late entrance -----	15
7. How to arrange the program to accommodate pupils entering school in the spring-----	15
8. How to adjust those pupils who entered in the fall, were absent during the winter, and reentered in the spring-----	7
G. Differences Due to Unequal Maturity Levels -----	35
1. How to make provision for pupils who are sent to school at four or five years of age-----	22
2. How to handle the beginning reading class containing pupils ranging in age from four to seven	13
H. Differences Due to Use of Foreign Language in the Home -----	96
1. How to teach the use of good English when foreign language is spoken in the home-----	42
2. How to provide for pupils who cannot understand or speak English-----	24
3. How to teach beginners who cannot speak English -----	14

18 FIELD PROBLEMS OF WISCONSIN RURAL TEACHERS

4. How to overcome reluctance of foreign speaking pupils to express themselves-----	10
5. How to make work meaningful to foreign speaking pupils -----	6
I. Differences in Character Traits -----	191
1. How to deal with the stubborn child who will have his own way-----	59
2. How to deal with the domineering, "bullying" type of a child-----	22
3. What to do with the pupil who has been "spoiled" at home -----	21
4. How to deal with the child who has an exaggerated idea of his own importance-----	19
5. What to do with the supersensitive, self-conscious child, who cries without provocation-----	19
6. How to manage the sullen child-----	13
7. How to provide for the child whose home environment is undesirable -----	13
8. How to manage the nervous child-----	9
9. How to deal with the bashful, growing boy---	6
10. How to deal with the pupil who thinks he is too bright to have to work-----	5
11. How to deal with the child who has a violent temper -----	4
12. How to deal with the normal child who is exceedingly slow about everything-----	1
J. Differences in Physical Equipment of Children ----	94
1. Speech defects -----	46
a. How to provide for pupils who have serious speech defects -----	27
b. What to do for a pupil who stutters -----	9
c. What to do for a pupil who stammers -----	7
d. What to do for a pupil who lisps -----	3
2. How to provide for pupils with defective hearing	19
3. How to provide for pupils who have defective eyesight -----	7
4. How to deal with children who are undernourished -----	6
5. How to provide for children who are delicate and below normal physically-----	6
6. What to do for children who have large tonsils and adenoids -----	4

SECTION I—PROBLEMS OF GENERAL TECHNIQUE 19

7. What to do with epileptic pupils-----	4
8. How to provide for pupils who are always sleepy	1
9. What to do for pupils who come to school and have toothache almost daily-----	1

K. Specific Provisions for Individual Differences ----- 197

1. Ability grouping -----	47
a. Should a first grade class of widely different abilities in reading be divided?-----	26
b. How to provide for individual differences through ability grouping -----	14
c. Should second grade pupils weak in phonics be placed in first grade phonics class-----	5
d. To what extent should ability grouping replace grade combinations outlined in the manual -----	2
2. Contract plan—differentiated assignments-----	58
a. How to conduct work with the contract plan and the three-level assignments-----	38
b. How to get children adjusted to this plan----	8
c. In what classes is the contract plan most workable -----	5
d. How to use the plan in a rural school with classes of twenty or more pupils-----	3
e. How to use the contract plan in a rural school with only two or three pupils in a class	2
f. How to get the fifth and sixth grade pupils to give better recitations on "B" work-----	1
g. How to understand what is meant by "mastery" -----	1
3. Diagnosis and remedial work -----	92
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s. Should time outside of school be spent in pre- paring for examinations -----	2
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- | | |
|---|---|
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* These problems are due to the program in use in Wisconsin rural schools. Classes for third and fourth grades, fifth and sixth grades, seventh and eighth grades are combined in certain subjects and the subject matter content is alternated by years. Therefore, the subject matter on which pupils fail is not repeated the succeeding year. Provision for review for a failing child is very difficult.

