

INFORMATION FOR ORGANIZING THE PRE-VOCATIONAL INDUSTRIAL WORK

The work prescribed for each industrial department at Chemawa has been outlined for the year in the Tentative Course of Study. This outline covers the minimum requirement in each department, allowing sufficient time for additional instruction to give thorough mastery of the prescribed work.

The year's outline has been carefully divided into weekly lesson plans, following the order given in the Course of Study except where personal experience has justified a re-arrangement of the topics.

Constructive criticism of the Prevocational Lecture Outlines will be welcomed, with a view to re-arranging the order of the topics and adding necessary topics which should be included in the course.

The weekly lesson plans are not intended to be used as a basis for lectures on prescribed work, but rather as outlines to be followed in planning each day's work a week in advance. Blank forms for this purpose may be secured by requisition on the Assistant Superintendent and Principal. The lesson plans for the ensuing week are due Friday night.

A study of the weekly lesson plans show that the pupils are required to learn the *use*, the *cost*, and the *care* of tools, implements, utensils, machinery and materials, or animals. In order to secure the necessary skill in using and caring for these tools, implements, utensils, machinery and materials, the industrial teachers are required to give the pupils practical exercises to be completed under the teacher's supervision and in accordance with his instructions.

In addition to completing these practical exercises, the pupil must be able to tell *what he has done*, *how he did it*, and *why it must be done in the way he did it*.

To set pupils to work on an institutional job, without personal supervision and without accompanying instruction as to the use and care of tools or materials is not complying with the requirements of the course in letter or spirit; furthermore, such practice leads to the pupils' learning bad habits in the use of delicate tools, to waste of materials, and to serious loss, or damage, to costly implements and machinery.

Industrial teachers are therefore expected to make a list of the exercises to be taught to the prevocational pupils, and submit them to the Assistant Superintendent and Principal for approval. These exercises should likewise appear on the teachers' weekly lesson plans in the order in which they are taught. In preparing the list, care should be taken to include all the exercises prescribed in the Course of Study, but not necessarily in the order given in the course.

It should be borne in mind by the industrial teachers that these exercises have been prescribed for the two-fold purpose of (1) teaching correct habits (and

skill) in the use of the tools, implements, utensils, machinery, animals and materials; and (2) to furnish means of teaching pupils to tell in comprehensive English what they did, how they did it, and why. Consequently, while the exercises are being taught, the industrial teacher must give his personal attention to the pupils' work and at the same time see to it that they get the English necessary to a clear, accurate description of what they did, the how and the why.

By industrial teacher is meant the chief of each department, who is held responsible for the industrial work and the instruction in English. At times, emergencies arise requiring the personal attention of the chief. In such cases, the prevocationals will be turned over to the assistant, or to a competent, trustworthy vocational.

It is important to remember that a number of the prescribed exercises fall under, or may be included in, institutional jobs. Wherever possible, this latter should be done, bearing in mind, however, that the pupils must get as far as practicable the English while the work is going on, and that the prescribed part of the work must be duly emphasized.

Provided the outlined lessons have been intelligently followed in letter and spirit, the industrial teacher is prepared to make full use of the thirty minute so-called lecture period which should be held invariably from 7:30 to 8:00 a. m., daily. The teacher should devote the greater part of the half hour to finding out by judicious questioning whether his pupils have thoroughly mastered what he has already taught them in the industrial department. If each pupil can satisfactorily complete the exercise and can tell what he has done, how he did it, and why, he is entitled to receive a final rating in that exercise. Otherwise, he is not.

The Assistant Superintendent and Principal stands ready to help in listing the exercises prescribed in planning the methods of teaching to secure the best results. The success of the year's work, however, depends in a very great measure, upon the spirit with which the industrial teacher approaches his work and his ability to adapt himself to meet the needs of his his pupils.

LOCALS

Mrs. Ruth Brewer and Mr. Loulin Brewer spent the Thanksgiving holidays at Chemawa with their mother.

Mrs. Estabrook's birthday coming on Thanksgiving was the inspiration of a delicious "spread" Thanksgiving evening in Mrs. Estabrook's apartments. A number of friends gathered to partake of the turkey and other good things, as well as to wish their hostess "many happy returns."