

The MICHIGAN ALUMNUS

The Alumni—"In a very just sense and in a very large degree the fortunes of the University are committed to your hands."—Dr. James B. Angell.

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University High School is Great Laboratory

Educational Theories are Working out Under Direction of University Faculty

THE University High School is the laboratory of the School of Education, the laboratory in which it works out its theories and gives experience to its senior students, who share in classroom work.

The school opened its doors in the fall of 1924, enrolling pupils in the seventh to tenth grades, inclusive; the next year the eleventh grade was added, and at present pupils are being taught in six grades. During the first two years after its establishment, Dr. Raleigh Schorling, '11, was its principal, but with the school year of 1926-27 Heber Hinds Ryan became the head. Professor Schorling is at present Supervisor of Directed Teaching and Instruction.

The present building, L-shaped, is but one unit of an extensive structure for the housing of the School of Education, which, it is planned, will ultimately occupy the entire city block on which the High School is located. On the first floor is an auditorium with a seating capacity of 310, constructed so that its size may be increased as the high school grows. The auditorium is an excellent assembly hall, with permanent chairs, a moving picture machine, and an ample stage for the presentation of school dramatics. Laboratories for physics, chemistry, and biology are also upon this floor. The scientific and industrial equipment of the school is excellent. In connection with the biology laboratory there

New Building Ideally Adapted to Needs. Addition for Lower Grades Assured by Legislative Appropriation of Approximately \$1,000,000

is a greenhouse. In the shops of the industrial arts is to be found complete apparatus for woodwork, sheet metal, and electrical manual training. In one part of the shops an automobile has been taken apart and its parts arranged for study. Boat models and furniture made by students are on exhibition.

THE library, on the second floor, is two stories in height with long, multi-paned windows. The unique feature of this library is that it is used as a study room by all pupils during their unoccupied school hours. The plan in use in the average high school is to send students to session rooms to do their studying, giving them special permission to go to the library. By using the library, as is done in the University High School, students are able to do their outside reading at any time since reference books are always at hand. In addition to this advantage, systematic instruction in the use of books and a library is given by the librarian.

An exercise room on this floor, used alternately by the boys and girls, provides a place for physical training not requiring extensive equipment. A large gymnasium, sixty by ninety feet, with complete apparatus for a thorough physical education course, is located on the third floor, with a spectator's balcony opening off the fourth floor.



LIBRARY IS SHOW PLACE OF BUILDING
Pupils Use this Wonderful Room for Study in Place of Session Rooms

A psychological laboratory, rooms to be used for cooking and for lunch rooms, recitation rooms, and offices for the members of the School of Education faculty, occupy the balance of these four floors. The building is modern and scientific in its arrangement. A departure from ordinary school methods is the absence of school desks. Each pupil has two lockers, one for his gymnasium equipment, and one for his books. The classrooms are equipped with tables and chairs instead of with desks or regulation school chairs. The present unit is the result of an appropriation of \$650,000 by the State Legislature.

UNTIL the completion of the University High School, students of the School of Education obtained their practical teaching experience in observing the work of teachers in the Ann Arbor public schools. Prospective teachers were graduated who had not had the advantage of conducting classes under the direction of a proficient teacher, but were sent out into the profession with only theories to work out. The practical phases of teaching are now worked out through courses in the School of Education and candidates for the teacher's certificate are required to devote one hour a day for a period of at least eight weeks of observation in class participation and directed teaching in the subject in which they are specializing. About two hundred education students are doing this work each semester. They are enabled to teach five or six times, and they are graded by a critic teacher on their efforts. Once each week these students meet to discuss problems which inevitably arise. At this meeting assigned reports on various phases of their teaching experience are handed in by the students. The primary purpose of the University High School is to correlate the theory learned in class with directed teaching.

Another object of the University High School is to demonstrate to teachers and officials both in the School of Education and in the field, the best educational theory for pupils of high school age. Superintendents, principals, and teachers come from all parts of the country to observe the methods used. The University High School also acts as an educational laboratory for experimentation. Theories, formulated in the minds of the profession, are put into practice. Often they proved successful and are continued; sometimes they are discovered to be impractical. For instance, the teaching of electro-mechanics to eighth grade boys, a new and untried course for boys of that age, proved satisfactory and is now a part of the curriculum. There was also tried a beginning course in Latin for children in the seventh grade, children of eleven and twelve years of age, which was found to be too intricate and difficult for them. Latin is now started in the ninth grade.

Upon learning that the school is a laboratory for the School of Education one might naturally wonder whether the presence of a number of college

seniors is not a hindrance to the classes. "Practice teaching" suggests the turning loose of an inexperienced teacher and allowing him to learn from his mistakes. The idea is exaggerated, for while senior students inevitably make mistakes they are also of definite benefit to the classes. Professor Schorling lists specific ways in which these college seniors help to improve the efficiency of the high school. In the first place they search out the pupils needing special attention more efficiently than a single teacher can. They administer achievement tests in order to determine what remedial treatment should be given to special cases. They assist students who have been absent to make up their work. Thus they relieve the teacher of much time-consuming activity and at the same time help to perfect the methods of treatment of the individual pupil. These seniors also plan series of lessons, collect supplementary materials, and prepare make-up examinations. They also grade papers and post results by progress charts which show the advance made by each pupil. When efficient enough they are permitted to teach independently, thus allowing the critic teacher to visit some of the demonstration lessons of his colleagues in other fields. They also serve as substitute teachers when the regular teachers are ill. Furthermore, the classes are sometimes divided into several groups in order to permit different projects to be worked out, and the assistant teacher takes charge of one of these groups. This breaking up of a class into groups is frequently necessary, for it is clearly impossible to keep twenty or thirty pupils at the same task on account of their obvious differences in ability. College seniors sometimes furnish special knowledge of science, fine arts, etc., for the most gifted teachers must at times find that the variety of their work exceeds their preparation. A further help which the college student gives to the high school is, in Professor Schorling's opinion, the giving of professional stimulus to those who present demonstration lessons.

THE policy of the instructors in the High School is not to force answers from the students, but to stimulate them to voice their opinions. To gain the interest of the pupils is considered the first requisite of successful teaching. In speaking of the teaching of history in the junior high school, LaRoy Albert Froh said: "We endeavor to introduce as much of the play element as possible into the history course, in order to keep the attention of the pupils, and we strive for variety."

The only two languages offered in the high school are Latin and French. The study of Latin may be begun in the ninth grade and continued through the twelfth. Oral Latin is emphasized and much of the lesson material used is in dialogue form, with special studies based on each reading. Professor Carr, who heads the department and who is an authority upon the teaching of the subject, has adapted reading material and organized drills for the first three semesters. So successful has this



EAST UNIVERSITY ELEVATION OF SCHOOL
Building Extends Back to Tappan Avenue—Addition Will Go to the South

material been found in practice, and so carefully and thoroughly thought out has it been, that it is now to be printed in book form for use in other high schools. The originality of the book is well illustrated by this verse, which is taken from a typical lesson for the first-year work:

Pater et mater Hibernici sunt,
Et ego Hibernicus sum.
(Father and mother are Irish,
And I am Irish, too.)

What boy or girl would not learn Latin readily when reciting an American rhyme with an appeal to one's sense of humor?

IN addition to the cultural courses, excellent training in vocational fields is afforded. "We wish," said Marshall Byrn, head of the industrial arts department, "to develop in every boy a hobby, an opportunity to find for himself an expression in material form." And one certainly does see these expressions in material form when one enters the workshop, for everywhere are truly remarkable examples of the boys' workmanship. When I visited the laboratory, four boys were busy with the construction of a four-foot model of the airship Shenandoah. One boy was building the electric motor by which the dirigible would be propelled, another was making an electric transformer, a third worked on the craft itself, and the fourth was occupied with the building of a track to encircle the room, on which the dirigible would run. "It is not hard to understand," said Mr. Byrn, "how boys, interested in a concrete object such as this, can be induced to do reference work on the Shenandoah, on electric motors, and on transformers. And when a boy comes to me and says, 'Mr. Byrne, I've found out what was wrong with my transformer,' (and this one did), and is obliged to unwind eleven hundred coils of wire because of a mistake in mathematics,

the practical purpose of the course is fulfilled."

Some type of physical activity is required throughout the six-year University High School course. Mrs. Louise Van Sickle is in charge of physical education for the girls, and has as her assistants six University students of Physical Education (the six being changed every semester), who take complete charge of the classes, the discipline, and who grade the students upon their work, under the supervision of Mrs. Van Sickle. The girls' exercise consists of formal work, games, and both natural and folk dancing. Competitive interclass sports, baseball, basketball, and hockey, are a source of great enthusiasm. Another means of organized competitive athletic con-

tests is between the "Purple and Gold" teams, composed of all the boys and girls of the school. Each year two meets are held, an indoor meet in February, and an outdoor meet in June.

Mr. Frederick East, a recent graduate of the Physical Education Department of the University, directs the physical education of the boys. Boxing, relays, calisthenics, handball, basketball, and baseball are some of the activities that the boys engage in. Besides these sports the boys voluntarily turn out in large numbers for participation in class games.

Not only has the University High School made great strides in the educational courses which it offers, but it has gained prominence for its student governmental system. Under the supervision of an instructor, the Student Council, consisting of ten pupils, three faculty members, and a student president, has become an effective and efficient organ. The Student Council does not pretend to govern the school. It is merely a cooperative scheme in which teachers and pupil may come to some arrangement whereby they may work together for the good of the school as a whole. In this cooperative scheme students cannot try to "put something over" on the teachers, for it is the problem of the students as well as that of the teachers to see that things go right. Cooperation between the teachers and the students has made many problems, formerly considered teacher's problems, into school matters, in the solution of which everyone belonging to the school is concerned.

PERHAPS the greatest work of the Council has been the adoption and initiation of a Citizenship Creed. The Council drew up a creed of conduct, a copy of which was given to each student. The creed was carefully discussed and then unanimously adopted by the school. The requirements for

good citizenship involved standards of cooperation, fellowship, sportsmanship, responsibility, good humor, courtesy, workmanship, "pep," and school spirit. Pupils are regularly marked on citizenship displayed in classes, as well as on achievement. Recently a citizenship cup was presented to the school by the parents of a pupil, to be given each year to the Home Room having the highest citizenship record. The adoption of this creed does not mean that none of its provisions have since been broken, but it has set a standard of conduct. Now, instead of saying to a student, "Don't do that," a teacher merely says, "You forgot that we don't do that in University High School." The pupils are happier in a school in which they have some voice in the fixing of their rules on conduct, in the planning of the assemblies, in conducting examinations, and other student activities. Pupils are better citizens in their school life now, and will make better citizens in their adult life under the self-discipline scheme of training. Worthwhile habits and ideals are set up which we hope and believe will carry over into later life.

THE first class was graduated last June. There were eighteen members, of whom fifteen received the faculty recommendation. Of these latter, eight entered the University of Michigan, one Wellesley, one Mills, one Randolph-Macon, one Texas Christian University; one has gone abroad to study, and two have not applied for entrance to college.

The University High School, as yet in its infancy, teems with possibilities. It is a model high school in the truest sense of the word, and as it grows, its influence will be felt more and more keenly. It is in three ways an instrument of prog-



THE MODERN BOY BUILDS RADIOS AND AIRSHIPS
Industrial Arts Department is Ideally Equipped, New Ideas Are Tried Out Here

ress. First, it gives to its pupils the most modern and most scientific training; second, it affords to students of education unprecedented opportunities for study and practice; and third, it is a veritable tabernacle of inspiration and suggestion to the teachers who visit it.

The 1927 State Legislature appropriated funds for the biennial program of the School of Education at least \$250,000 to be used the first year and \$550,000 to be available the second year. This sum is to be expended in purchasing the property directly south of the present University High School and for the construction of the second unit of the building. The addition will be the second of the units which will compose the great training school. It will house departments for the study of children of primary grades, and pre-school age, and the administrative offices of the School of Education.
W. A.

H. B. McGraw Heads National Committee

THE personnel of the new National Alumni Committee on Athletics has just been announced by President E. J. Ottaway of the Alumni Association. This committee is one of the national standing committees of the Alumni Association created at the first Triennial in Detroit two years ago and which had been functioning actively under Chairman Paul Leidy until he was forced to resign.

Harrison B. McGraw, '91, Cleveland, Ohio, is the new Chairman, and other members of the reorganized committee are:

Clark C. Hyatt, '91-'92, '94-'95, Detroit, Mich.

Frank Hatch, '96-'00, Montour Falls, N. Y.
Howard Bement, '96, Asheville School, N. C.
F. T. DuCharme, '86-'89, Detroit, Mich.
James M. Crosby, '91e, Grand Rapids, Mich.
James Baird, '96e, New York City.
Floyd A. Rowe, '08e, Cleveland, Ohio.
Paul Leidy, '09, J. D. '24, Ann Arbor, Mich.

Mr. McGraw is a former director of the Alumni Association and has always taken an active and prominent part in alumni activities. This committee, like other national standing committees, will make its first complete report at the Second Triennial in Chicago next May.