

# CLASSROOM SERVICE

## COURSE OF STUDY

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### Suggestive Questions

There is a difference of opinion among educators regarding the value of examinations and no doubt there is truth on both sides of any argument relative to this question. It is the aim of modern education to make the school environment as much as possible like the life situations which the pupil will meet both now and in the future. Examinations are still an important part of our life set-up. They are still given to teachers, lawyers and all classes of civil service workers. If this be true, how shall teachers prepare our boys and girls in their school work so that they will be able to adapt themselves to conditions as they will confront them?

In many cases, emotional attitudes of fear have been built up in our testing program and this fear makes the test unpopular regardless of its content. Some pupils are dominated by this fear even before they see the questions. Too much stress is placed upon the examinations in the promotion of pupils.

Pupils should be taught to evaluate their work by a testing program of their own but they must have some general standards by which they may make these evaluations. It seems that we talk too much about "facts" as something we should avoid, as if we could get along without them.

Facts are the elements out of which thoughts are built into judgments and upon judgments depend our actions. It is not that we should avoid learning facts, but that we should learn them as tools in the solving of problems. Memory is quite necessary, too, in utilizing these facts. We must remember them, not as isolated elements, but in their relation to other facts, if we are to solve our problems. For example, here are two ways of asking a question involving practically the same facts. Which is the better question?

1. Name the important rivers in South Dakota.

2. Where might we develop electrical power in the rivers of South Dakota? Could we intelligently answer question 2 without knowing the facts involved in question 1?

The following questions may aid teachers in checking the work done in art. They do not include *all* that pupils have learned but represent some of the results we may well expect of 7th and 8th graders at the end of the course.

## Art— Seventh and Eighth Grades

1. When do we use the warm colors? the cool colors?
2. Draw a picture of a sunset. What colors are used?
3. Draw a picture of a winter scene. What colors are used?
4. Draw a plan of a good schoolroom.
5. Arrange the furniture in a dining room.
6. Arrange the furniture in a living room.
7. Plan the walls, draperies, floor coverings and furniture of a living room.
8. Draw a landscape suitable for a living room.
9. Describe a picture you have studied.
10. Name and describe five types of period furniture. Which do you like best?
11. Plan a flower garden.
12. Discuss one of the following pictures, observing line direction, color, light-dark arrangement and proportion: The Last Supper, Da Vinci; Whistler's Mother; Da Vinci's Mona Lisa, or some other favorite picture.
13. Name types of material used for draperies.
14. How shall pictures be framed?
15. Give rules for hanging pictures.
16. How should color and design in draperies be chosen?
17. How would you choose rugs, if you were furnishing a home?
18. In tinting the walls, what colors shall you use if you wish to make the room appear larger? more cheerful? What is the effect of large patterns in wall covering?
19. Do you understand what is meant by perspective line, primary and secondary colors, design, proportion?
20. What shape should the rug have that is to be placed in a long narrow room?
21. How would you test the wall in a north room. Why?
22. What sort of curtains would you use if the rug contained a figured pattern? If the rug were plain colored?
23. If there is figured paper on the walls, what kind of rug would you use?
24. Draw a rug design.
25. Draw a design for curtains.
26. Draw a design for linoleum to be used in the bathroom.
27. Arrange the kitchen.
28. Furnish a bathroom.
29. Draw a snow scene suitable for a living room; a summer scene.
30. Draw a study in fruits or flowers.