DOCUMENT RESUME

ED 051 047 SO 001 325

TITLE	Elements: Translating Theory into Practice. Volume 2, Number 7.
INSTITUTION	Alberta Univ., Edmonton. Dept. of Elementary Education.
PUB DATE	Mar 71
NOTE	6p.
AVAILABLE FROM	Department of Elementary Education, University of Alberta, Edmonton 7, Alberta, Canada ($2.00; Single Issues, $.25)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Concept Teaching, *Curriculum Development, Educational Objectives, *Educational Trends, Elementary Grades, Learning Theories, *Newsletters, Secondary Grades, *Social Studies, *Teaching Methods
IDENTIFIERS	*Canada, Values Education

ABSTRACT

This monthly publication from Canada highlights a particular subject area of the curriculum in each issue. The March, 1971 newsletter is devoted to the social studies and contains the following articles: The Language of Social Studies, by Edna C. Wilson-Press; Some Questions About Values, by Joseph M. Kirman; Valuing in Elementary Social Studies: An Annotated Bibliography, by John L. Newton; A Simulation Game for Attitude Change, by Rex Vogel and Charles Chamberlin; and a final article on oral reading and speech communication by Jean P. McIntyre, So To Speak. A former issue, April, 1970, is also concerned with social studies in the curriculum. Articles included are: The Social Study: An Investigation of a Problem, by Edna C. Wilson; The Nature of Social Studies, by Hal Chalmers; Beyond Facts: Developing Broad Understanding in the Social Studies, by Charles R. Chamberlin; Social Studies Enters the Space Age, by J. M. Kirman; and Selected Annotated Bibliography for Social Studies Teachers, by Hal Chalmers, R. W. Vogel, and F. M. Wollum. Future issues of this newsletter are available only by subscription. (Author/JSB)

elements

TRANSLATING THEORY INTO PRACTICE

DEPARTMENT OF ELEMENTARY EDUCATION
THE UNIVERSITY OF ALBERTA

Elements is indexed in the Canadian Education Index

No. 7 Volume II March 1971

THE LANGUAGE OF SOCIAL STUDIES

EDNA C. WILSON-PRESS*
Associate Professor

Four years have passed since Canada celebrated her one hundredth birthday as a nation, and the event was recorded by Expo '67 in its theme "Man and His World." Social Studies, as an integrated and integrative area of curriculum, has also found a new place in the sun—at least in theory. Its theme echoes that of Expo, and even surpasses it, in its emphasis on Man *in* his world. Man and his world can be viewed as two dimensions, while man in his world represents inseparable entities. It is hoped that teachers in the elementary schools in Canada will demonstrate the value of placing man in his pivotal position as the formal object of social studies education.

In order to do this effectively teachers need assistance in implementing new social studies curricula which unfortunately they have played little part in constructing. Quite apart from the in-service training offered by their Boards of Education, the teacher must become the agent of her own learning. One of the factors leading to the distress of many teachers is the "new" vocabulary of social studies—*values* and *valuing, generalization, simulation, interdisciplinary approach, inquiry, conceptually-based curriculum, discipline, structure, social science content* and the like. Perhaps a cursory discussion of the "new" language and ideas will provide an incentive to teachers to investigate, understand, and accept the challenge to be met in the Social Studies curriculum of today.

Objectives

Let us start with objectives. Concentration in the past was centered on the acquisition of knowledge, and knowledge was often interpreted as facts. Now the emphasis has shifted to values, and knowledge, looked at in its wider scope of concepts, generalizations, principles, facts, is intended to serve the primary objective—the child, comprehending his world and his life in it. Bruce Joyce[1] states that three goals direct the social studies—*helping* the child comprehend his life, *preparing* the child for social responsibility, and *introducing* him to the social sciences. He maintains that these three goals are not in conflict with each other but can be attained concurrently. The tools for the attainment of these goals reside in the child's introduction to the social sciences. We concur with Joyce and commend the implied movement toward the internalization of values. It requires a sensitive teacher who provides an open atmosphere where the child can examine his social world, his part in it, in such a way that it gradually influences the kind of person he becomes. A subsequent paper in this issue will discuss values and valuing in detail. Suffice it to say here that value orientation in social studies does *not* mean the inculcation of the teacher's values on the child. Through the growth of concepts, arrived at by the use of many skills and processes, the child will begin to view his home—Earth—and his place and responsibilities in it, and, hopefully, this knowledge will represent growth for him.

Curriculum

From the new emphasis on values derived from the social sciences and the humanities we turn to the nature of new curriculum content. To many teachers, this can constitute a stumbling block without a knowledge of terminology. The curricula of today is *conceptually-based.* No longer is the emphasis on facts in isolation. It is more important, for instance, that the grade one child understand the interdependence of members of a family than that he list the rights and duties of mother, father and child. The latter gains importance only when the child can make simple generalizations from those facts—parents and children need each other. The seed of the concept of "interdependence" has been sown, to be applied in subsequent studies at higher levels.

Each social science has its specific conceptual structure. A knowledge of the structure of each social science discipline, at least in elementary form, will demonstrate the concepts of importance to the child in his study of his world and will provide the purpose for the curricula set up by that teacher. Concepts from *history* (change, time, culture, multiple causation) from *geography* (space, region, areal association) from *economics* (scarcity, supply, demand, specialization), to name only a few, will determine units of study engaged in. Teachers need not be social science experts to grasp the conceptual structures of the disciplines that form the foundation of the new social studies content. They need only read some exciting publications. Morrissett's book, *Concepts and Structure in the New Social Science Curricula,*[2] as well as the Merrill *Social Science Seminar Series*[3] are only two of the many books on the market to prepare teachers to handle a curriculum, conceptually-based on the social sciences.

New Research

Not only is the curriculum conceptually-based but its scope portrays a totally new orientation. Past research said that the young child could only cope with his immediate environment, that slowly his view of his world expanded, that he could not handle complex concepts like distance, space, time, interdependence, power, friendship, cultural differences, controversial issues. Curricula were and are still built on this notion, and often teachers perpetuate the notion by their implementation of it. Thus, the child of the space age, who (through radio, television, increased family travel and mobility, extensive library facilities) has been assaulted in all his senses at once virtually from birth, is pulled back into the structured

*Coordinator of the social studies portion of this issue.

world of the teacher. Recent research in social studies has called into question much of the Expanding Environment theory on which curriculum was built.[1] New research has shown that children can handle a problem-centered, conceptually-based curriculum, if they are directed to it by the *inquiry method*, so wonderfully described in Bernice Goldmark's book: *Social Studies: A Method of Inquiry*.[5]

New Materials

Curricular plans and instructional strategies and materials far in advance of the Expanding World's Approach are appearing on the market. Some units of study are built around the concepts of the separate discipline (the multi-disciplinary approach). Other units select topics of interest to children and build the inquiry around an over-arching concept drawn from more than one of the disciplines (an interdisciplinary approach). The history of a city could be studied through the concept of "change," and this would involve content and strategies from geography, history, sociology, anthropology, political science and economics. Among the numerous strategies for concept development, role-playing and the simulation games are effective instruments. Because of the impact and newness of the simulation game, a separate article on that topic is included in this issue of *Elements*.

Words can be paths to communication, or they can be barriers. If not understood, terminology of the "new" social studies —(packaged materials, simulation, multidisciplinary versus interdisciplinary, conceptually-based curriculum, structure of the social sciences, etc.)—can be a barrier to the implementation of new social studies curricula. Understood, the terminology represents a challenge for revitalization.

REFERENCES

1. Joyce, Bruce R. *Strategies for Elementary Social Science Education*. Chicago: Science Research Associates, Inc., 1965, p. 3.
2. Morrissett, Irving. *Concepts and Structure in the New Social Science Curricula*. Toronto: Holt, Rinehart and Winston, 1967. (Based on a conference at Purdue University, January 29-30, 1966, sponsored by the Social Science Education Consortium.)
3. Muessig, Raymond H. and Vincent Rogers. Columbus, Ohio: *The Charles E. Merrill Social Science Seminar Series*, 1965.
4. Spodek, Bernard. "Developing Social Science Concepts in the Kindergarten"; Smith, R. O., and Charles Cardinell, "Challenging the Expanding-Environment Theory"; Wayne L. Herman (ed.), *Current Research in Elementary School Social Studies*, Toronto: Collier Macmillan Co, (1969), p. 940.
5. Goldmark, Bernice. *Social Studies: A Method of Inquiry*, Belmont, California: Wadsworth, 1968.

SOME QUESTIONS ABOUT VALUES

JOSEPH M. KIRMAN
Associate Professor

There is a growing emphasis on teaching about "values." Personal values, society's values, changing values, valuing: all these words are appearing in social studies curriculum guides and current educational articles with the aim of having the teacher deal with them in class.

What is a value?

The word "value" can be defined functionally as, "To rate in usefulness . . . appraise . . . hold in high esteem . . . to prize."[1]

Why bother with teaching values?

Following are some reasons for devoting time to the teaching of values:

(1) *Society is in transition.*

Western society is facing dramatic changes because of technology.

These changes are causing a revolution in values in western society. For example, the development of birth control devices over the last seventy years parallels the opening of professions and political activities to women. The development of automated mass production has not only raised our standard of living, but has given many individuals more leisure than ever before. What do we do in a society that values work but contains many who are unemployed? Clearly some value changes are in the making.

(2) *Our society is in close contact with other societies.*

"The world is getting smaller" has been both an educational and social cliche for more than a generation. But the development of high speed transportation and growing commercial relationships has given greater meaning to this phrase. In addition, the impact of television with its McLuhanistic "global stage" presents pupils with almost direct confrontations with other societies. This can in turn expose the children to different value systems, some of which may clash with ours. The teacher can help pupils gain a greater understanding of their own values and those of others.

(3) *Personal decisions need to be properly made.*

It would be most desirable of course if the concept of values was an on-going process of instruction in social studies classrooms, with decision-making based upon reason and facts rather than emotion and assumption. One thing that would be helpful would be to have discussions involving priorities of interests or values.

What are some problems in dealing with values?

(1) *Changing norms*

The fact that society seems to be in transition places a peculiar burden upon the teacher. How does he know what values to teach? The teacher of a century ago had no difficulty in knowing the social values of his period. It may be helpful to recall that one of the functions of the elementary school teacher is to help the child become a contributing member of our society.

(2) *Degrees of respect for others*

While it is expected that the child develop a respect for the values of others, what is to be done when the children learn about societies that practice or have practiced infanticide, human sacrifice, blatant racial discrimination, religious intolerance, disfigurement and other activities that we hold in repugnance? If we wish to lead children to condemn the apartheid policy of South Africa should we not also condemn ceremonial disfigurement of children by other Africans? Or do we treat the latter element with respect as a cultural phenomenon? These questions are posed to raise further questions to stimulate discussion.

(3) *Personal disagreements with certain values*

Suppose the teacher disagrees with some of the values that he has to teach his pupils, as in the case of the smoking teacher who must deal with the "evils" of smoking. Other problems may involve drug addiction, abortion-no abortion, etc.

Some guidelines may be helpful in dealing with these controversial issues. Any topic dealing with the welfare of the children is paramount. We discourage children from drugs for the same reason we discourage them from unrestricted alcohol. This is not merely a question of morality alone, but the effect of chemicals known to have adverse effects for certain adults on a growing body and the irresponsibility of children under such influences. Hence, what might be debatable for adults is not so for children. And certainly, questions such as the abortion problem mentioned above should be no problem at all: certain topics that are beyond the comprehension of the children should not be presented in the elementary school classroom. And this goes for most sex related topics such as homosexuality. Of course, in the secondary school the situation is quite different.

(4) *When to insert a personal viewpoint*

This is another controversial matter. Some educators believe that the teacher should not interject his personal values because of the possibility of "moralizing." They claim that moralizing has little effect but, in some cases, may enhance the object of discussion with a "forbidden fruit" desire. There is also the argument that the teacher's opinion

iceberg of values. It is my hope that this article will help teachers to experiment in presenting values to children. There are few substitutes for the sincere attempts of a values sensitive teacher in breaking ground for the development of new methods.

REFERENCES

1. Value, *Webster's New Collegiate Dictionary*. Springfield: G. & C. Merriam Co., 1956, p. 940.
2. Louis E. Raths, *et al. Values and Teaching*, Columbus, Ohio: Charles E. Merrill Books Inc., 1966.
3. Joseph M. Kirman, *Dent World Discovery Program—Facts for Valuing: Alberta; Australia; Argentina; Iran; U.S.S.R.; Oklahoma* Don Mills, Ont.: J. M. Dent & Sons (Canada) Ltd., 1971.

VALUING IN ELEMENTARY SOCIAL STUDIES

An Annotated Bibliography

JOHN L. NEWTON

Graduate Student

Axtelle, George E. "The Humanizing of Knowledge and the Education of Values," *Educational Theory*, 16: April 1966, pp. 101-09.

Knowledge is useful only if it is made relevant to understanding of our world.

Engel, David E. "Some Issues in Teaching Values," *Religious Education*, 65: Jan.-Feb. 1970, pp. 9-13.

By entering the affective domain through the cognitive, valuing takes place on a conscious level.

Engle, Shirley H. "Decision Making: The Heart of Social Studies Instruction," *Social Education*, 24: November 1960, pp. 301-04, 306.

Classroom activity should consist of a synthesizing of relevant information to reach reasoned conclusions, the teacher guiding pupils in logical decision making procedures.

Fraenkel, Jack R. "Value Education in the Social Sciences," *Phi Delta Kappan*, 50: April 1969, pp. 457-61.

A systematic design of appropriate teaching strategies is needed to involve pupils in valuing. An effective strategy is illustrated that develops empathy for and identification with individuals placed in conflict situations.

Glatt, Charles A. "Values in Conflict," *Pennsylvania School Journal*, 118: February 1970, pp. 178-81, 201.

Values are generally thought to be learned as an indirect result of our teaching, the individual patterning his behaviour after models that appeal to his needs.

Higgins, Elizabeth B. "An Exploratory Investigation of the Valuing Processes of a Group of Fourth-Grade Pupils." *Educational Leadership*, 27: April 1970, pp. 706-12.

Valuing of children is explored by providing opportunities for them to write about their needs and choices.

Clegg, Ambrose and Hills, James L. "A Strategy for Exploring Values and Valuing in the Social Studies," *College of Education Record*, 34: May 1968, pp. 67, 70-8, 168.

A valuing model is illustrated with specific examples.

Jaros, Dean, and Canon, Bradley C. "Transmitting Basic Political Values: The Role of the Educational System," *School Review*, 77: June 1969, pp. 94-107.

Pupils are seen acquiring values through 1) participatory classroom situations; 2) curricular content; 3) curriculum content mediated by "effective" teachers; 4) teachers' overt expression of ideas; 5) teachers' more casual expression of own values in less structured situations; and 6) pupil identification with teachers and adoption of values.

Junell, Joseph S. "Can Our Schools Teach Moral Commitment?" *Phi Delta Kappan*, 50: April 1969, pp. 446-51.

Values are not so much learned as they are interiorized through intimate and complex processes of identification.

Joyce, Bruce R. "Social Action for the Primary Schools," *Childhood Education*, 46: February 1970, pp. 254-58.

Personal flexibility, creativity, open mindedness and tolerance of unfamiliar ideas are formed to a remarkable extent by the interaction of the four to eight year old group with their social environment.

Martin, William E. "Learning Theory and Identification: III The Development of Values in Children," *Journal of Genetic Psychology*, 84: 1954, pp. 211-17.

Value development is a cognitive process, the result of conscious imitation of the behavior of others.

Raths, James. "Clarifying Children's Values," *National Elementary Principal*, 42: November 1962, pp. 35-9.

The clarification procedure depends on a psychologically safe classroom atmosphere, eliciting attitudinal-type statements from students, analyzing responses and raising questions. Writings, incidents and role playing are illustrated.

Rogers, Carl R. "Toward a Modern Approach to Values: A Valuing Process in the Mature Person," *Journal of Abnormal and Social Psychology*, 68: April 1964, pp. 160-67.

The theory is advanced that there is an organismic base for the valuing process.

Weir, Edward C. "Choice in the Teaching-Learning Process: Some Implications for School and Classroom Regulation," *Educational Forum*, 26: January 1962, pp. 171-79.

Teaching is defined as the activity that involves energies of students in experiences of choice making, resulting in learning new meanings.

Wood, Frederic C. "The New Morality: Implications for Learning to Make Decisions," *Religious Education*, 62: May-June 1967, pp. 227-34, 244.

The new morality is an ethical attitude which emphasizes reasoning behind the law, internal motivational factors, making responsible choices, and commitment to a value or ideal.

A SIMULATION GAME FOR ATTITUDE CHANGE

REX VOGEL[1] and CHARLES CHAMBERLIN, *Assistant Professor*

What happens in the city government will happen no matter what people do. It is like the weather: there is nothing people can do about it. There are some big powerful men in the city government who are running the whole thing and they do not care about us people.

How will a person holding such views attempt to influence decision making by his local government, to make that government more responsive to his wants, needs, and (increasingly) demands? Recent attempts in North America to use violence to influence governments would seem to support the contention of Hess and Torney:[2]

> Trust in the system motivates attempts at influence, assuring that effort will not be futile. Failure of socialization may foster apathy or it may lead to the emergence of influence techniques which are antisocial or illegal.

This suggests that where people hold the conviction that government is as uncontrollable as the weather, or as unresponsive to our wants, we may well expect kidnapping and murder á la FLQ in Quebec, riots and burning as in Watts and Detroit or other "techniques which are antisocial or illegal." It also suggests that our educational systems need to be concerned about (1) developing understanding of the ways power can legitimately be employed to make government responsive, and (2) developing positive attitudes toward political participation as an effective means of achieving wants and needs.

Using a simulation game to change students' attitudes toward the effectiveness of this political participation was recently studied by Vogel.[1] He based his teaching on Festinger's views[3] of cognitive dissonance, which imply that when a person holds two opposing attitudes, psychological discomfort will motivate the person to attempt to reduce dissonance, as by abandoning one of the attitudes. Vogel's strategy was to design a role-playing situation within a simulation game which required each student to take the role of a city alderman who viewed individual political action as worthwhile in gaining his wants. The findings indicated that there was a significant decrease in the frequency with which students accepted statements of the kind at the beginning of this article. Students who participated in this simulation game with its role-playing element changed their attitudes significantly more than students in an instructional program lacking this participation element. These results support the usefulness of role-playing, and of simulation games involving role playing, in the development of positive attitudes, and suggest the use of such experiences as employed by Vogel and described in the following paragraphs.

In the simulation game, the class is grouped into three city councils to make decisions on a series of civic issues, such as zoning, annexation, provision for parks and recreation, rapid transit, urban renewal, public housing, pollution control, and public funding for a sports and convention center. Each student (alderman) is dealt a set of cards which indicate the attitudes of the people in his ward on various issues. For example, cards may be similar to the two above:

PARKS AND RECREATION
70 for 30 against

POLLUTION CONTROL
50 for 250 against

By studying his set of cards, a student can tell how the people in his ward feel about the various issues and which issues are most important to them. Each student is then given time to make a brief statement of his position to his fellow aldermen. This is followed by a two minute period for informal discussion. During this time aldermen negotiate with other alderman for support on issues most important to people in their wards.

Following negotiation, formal council sessions resume for making decisions on the issues. Aldermen discuss the issues following parliamentary procedures, and the chairman calls for a vote. Each alderman's success is measured by his effectiveness in getting decisions on the issues which reflect the wishes of the people in his ward. This is taken to represent his success in gaining re-election.

Another phase of the simulation game instruction employed by Vogel had students taking the role of citizens participating in a public meeting to discuss and take positions on the same issues used in the city council game. Each participant in the public meeting is dealt three cards. One tells age, sex, and marital status; another occupation, income, and race; and a third states membership in organizations. In addition, each card tells how that kind of person might feel about one or more of the issues. For example, cards might appear similar to those below:

Brown

Membership in Organization:
1. Save Tomorrow, Oppose Pollution
Issue: Supports Pollution Control

Pink

Occupation: Businessman
Income: $12,000
Race: White
Issues: Supports Annexation, Zoning, and Sports Arena. Opposes Pollution Control

Orange

Age: 50's
Sex: Your own
Marital Status: Married, one grown child
Issues: Opposes Parks & Recreation, and Pollution Control

There may be some role conflict, as shown here on the pollution control issue, but that too is a part of reality, as each of us has different roles pulling in different directions.

Each participant must then determine his stand on each issue, and the importance of that issue to him. Again, citizens state their positions on the issues to their groups, recording names of others they may wish to contact to seek support for issues important to them. This is followed by a discussion period during which agreements may be made with others in the meeting. The chairman then reconvenes the meeting for discussion and voting. At the conclusion of the meeting, one measure of its success may be the number of people satisfied by the position taken by the meeting on the issues most important to them. Vogel followed this by forming new city councils, composed of one member from each of the public meeting groups to represent that group and work for the positions taken by his citizens' group.

This game is an adaptation of the simulation game *Democracy*,[4] and could easily be adapted by teachers to local issues and political structures. Preparation of a data book on the issues selected would be useful. The key to the success of this simulation game in achieving attitude change in the area of political participation would appear to be getting students to actively take roles requiring behavior indicating belief that individual political activity would be effective.

REFERENCES

1. Vogel, Rex W. "The Effect of a Simulation Game on the Attitude of Political Efficacy of Sixth Graders" Unpublished Master's thesis, University of Alberta, 1970.
2. Hess, Robert D. and Torney, Judith V. *The Development of Political Attitudes in Children*. Chicago: Aldine Publishing Co., 1967.
3. Festinger, L. A. *Theory of Cognitive Dissonance*. Stanford, California: Stanford University Press, 1957.
4. Coleman, James S. *Democracy*. New York: Western Publishing, 1969.

. . . SO TO SPEAK

JEAN P. MCINTYRE
Professional Officer

"Our Speakers are our leaders."
—Walt Whitman

Speaking and listening are the principal means through which we communicate with one another, through which we clarify concepts, test assertions and achieve commonality of experience and feelings. The man who cannot express his needs or convictions orally is isolated from his fellows; he is a lonely and frightened figure in our verbal society. Surely, it is time to cease ignoring the need for speech education, it is time to cease giving speech education a token spot in the curriculum—to stop teaching it accidentally, or incidentally, or not at all, and start teaching it intentionally with teachers as qualified as we insist upon for our more traditional, established subjects.[1] We spend more time talking and listening than we do reading and writing.[2] Yet "speech" is rarely included as a subject on the elementary school curriculum. Even so two large groups of children tend to receive help in improving their speech; those who have speech defects go to clinical remedial speech settings for speech therapy, and those who already speak well often participate in extra-curricular speech arts and drama classes.

will carry undue weight and rob the children of their own chance to seek an answer and thus value for themselves.

To insert my own personal viewpoint here, my opinion is that we have a responsibility to help children bridge the gap from school to society. Each society has specific expectations from the schools and the children. For example, there is the concept of not fighting with classmates. One could easily reinforce the point and give the children some experience in valuing by asking why they should not fight with each other. Some teachers might prefer to ask the question first and then let the children come to the conclusion that they should not fight. In either case it is a situation of bringing the child's view into alignment with that of the society's expectations of social harmony. It should be understood though, that mere indoctrination is insufficient. Without some program of valuing to allow children to make their own decisions, much will be lost.

(5) *Available information*

The question of values teaching *per se* is still relatively new when compared to other areas in social studies. There is a lack of easily obtainable well tested information for the teacher. Most articles dealing with this subject are often only calls for teaching values or slogans related to value curriculum objectives. The landmark book in the field is *Values and Teaching* by Raths, Harmin and Simon.[2] It is designed for use by secondary school teachers, although some of the methods discussed may be modified for use by elementary school teachers. Indeed, many of the methods discussed have been used by social studies teachers for quite a few years. In this regard it is not so unique for the methods, but for compiling many of them in one book.

There have been attempts to produce classroom materials, but many of these items are related only to indoctrination rather than valuing. One newer kind of material is the *Dent World Discovery Program-Facts for Valuing*.[3] This series gives children the information that a textbook writer would use and then allows the children to come to their own conclusions. The series has been piloted with children in Alberta and appears to be successful. It is likely that other authors will produce piloted materials for value teaching on the elementary level.

What are some methods?

Here are some basic methods in use for many years that might be of interest to the elementary school teacher:

(1) *Basic indoctrination*: This is strictly a device to propagandize for the social values parents wish to see inculcated in their children.

(2) *Discovering how the child values himself*: If a child has a low opinion of himself, it may be reflected in his scholastic work as well as the way in which he values. Teachers of elementary school children should try to learn as soon as possible in what esteem the child holds himself. This may be accomplished by having the class write an essay entitled, "What I Think I'm Worth." This may not be feasible for children in the first half of grade one, but possibly might be accomplished through private interviews, if the teacher has the confidence of the class. Some startling observations have been reported where this technique has been used, and might serve as a base level for teaching about self-respect.

(3) *Hypothetical situations*: Present a situation to the pupils and ask what they would do in similar circumstances. In using this technique it is important to ask why such an answer was given as well as asking if there are any alternatives. The object is to lead the children to think of the consequences of their decisions. It may be of interest to note that this has been a standard technique in faculties of law.

(4) *Comparative values*: In dealing with values, one of the least difficult situations is that of comparing the values of another society with ours. To prepare a method for comparing our society with another, the following three points may serve as a locus for examining values: man's relationship to himself; man's relationship to others in his society; man's relationship to his concept of the supernatural.

(5) *Being in the next man's shoes*: This is a method related to the hypothetical situation, but differs in that it is a specific device for dealing with empathy. In this particular case, all the alternatives are given, as well as a graphic description of the situation faced by the "next man."

There are two objectives. The first is to elicit from the children what they would do if they were in this other man's shoes, and why. The second objective is to elicit how they think that other man feels in his position. Hopefully, the concept of empathy may have more meaning with this technique.

Because of limitations of space, the above information could only, so to speak, scratch the surface of this enormous

ELEMENTS

Volume II Number 7 March 1971

ELEMENTS is published monthly, September through April, by The Department of Elementary Education, The University of Alberta, Edmonton 7, Alberta, Canada. Each issue highlights an area of instruction (e.g., art, language, mathematics, music, physical education, reading, science, social studies).

Subscription fee of $2.00 per school year includes a bonus issue. Single copies of back issues are 25 cents; minimum mail order is eight copies in any combination. Opinions expressed are those of the writers.

Second class mail registration number 2304.
Requests for permissions, and other communications, should be addressed to the Editor.

Editor: Allen Berger
Editorial Assistant: W. F. Reese

Editorial Board:
N. M. Purvis, R. L. Ware
M. Horowitz, *Chairman*
Dept. of Elementary Education
P. A. McFetridge, *Chairman*
Editorial Board

ELEMENTS
Department of Elementary Education
The University of Alberta
Edmonton 7, Alberta, Canada

Dear Sir:

I wish to receive the nine issues of ELEMENTS beginning January 1971. Enclosed is a cheque for $2.00. (Please make cheques payable to Department of Elementary Education. I shall look forward to receiving ELEMENTS.

....
(Name) (Position)

.....
(Address)

.....

But what about the vast majority of elementary school children who speak acceptably albeit often imperfectly and, with only a little help, could improve further? How can we help them in the classroom?

Perhaps the main difference between the average speaker and the exceptional one is the latter's ability to critically monitor his own performance by intent listening and discrimination. In infancy, a baby makes keen use of his ears—he is an excellent mimic, a fact to which many of us can testify, having had the salutary experience of hearing our small children at play reproduce exactly our not-so-dulcet tones: "You're a bad boy! Put that down!" But it is a sad fact that most of the child's models have long ago lost this ability to discriminate; in a sense they stopped listening to themselves. Gradually the child's delight in sounds and his experimentation and play dwindles, and he too joins the "unhearing" ranks. In this age of noise, one tends to close one's ears even more—for self-protection! Commercials, vacuum cleaners, traffic, construction noise, rock bands—the list is ever-increasing and we "tune out" because the racket is intolerable. If this is applied to speaking then speech faults go unnoticed, and slurring, harshness, monotonous voices or repetitive intonation patterns become habitual and unrecognized.

Speech Tips

Teachers can help children to improve their speech by discussing with them the following questions:

(1) Am I speaking at a comfortable listening level? Or am I too loud or quiet for everyone in the room to hear me easily?
(2) Am I speaking slowly enough so that others can digest what I am saying and hear the words completely articulated?
(3) Is the voice I use pleasant to listen to? Or is it harsh and tense?
(4) Do I use enough vitality and energy when speaking so that there is an interesting range to my voice? Or do I tend to stay on one or two notes only?
(5) Is my pitch in a medium range? Or is it too high or too low?
(6) Am I making my meaning as clear as possible by using clear phrasing, good stress and adequate pauses?
(7) Is my speech visible—or do I speak with such limited lip and jaw movement that there is little definition?

Developing Self-Awareness

The use of a tape recorder is of course an excellent means of developing self-awareness, and it fascinates children of all ages. From field trips in and out of school the children can "collect" different types of voices. Other voices could be obtained from radio, recordings, or television. Children are intrigued by different accents and dialects; these could lead to fuller awareness of differences in vowel and consonant usage. Still another project might involve the younger brothers and sisters of children in the class to determine different stages of speech and language development.

Oral Reading

The use of oral reading to enhance communication skills is yet another approach to developing speech awareness. Oral reading gives the children opportunities to communicate an author's ideas to the rest of the class. The reader of course should have the opportunity to prepare his oral reading ahead of time. He should become thoroughly familiar with the passage, practice reading it silently and then orally. Since a purpose might either be to inform or to entertain the listeners, the passage that is read should be new to the rest of the class. Each reader should have as free a choice of material as possible, selecting from home or library, for the sake of variety. The reader *reads*, the audience composed of the rest of the class *listens*; the audience might also participate by acting out the story if it is suitable, adding sound effects, or reacting in other such ways to the presentation.

Choral Speaking

Choral speech and choric drama—where speech is combined with music, movement, percussion, taped sound effects, or slides—gives scope for experimentation with differing pitch, volume, rate and rhythm, and is a good way of involving the less confident children. The more speech and movement are combined, the more expressive and exciting it becomes, with the children involved in an integrated approach to choral prose and poetry.

Additional Sources of Information

The following sources of information contain further suggestions for teachers interested in oral reading and speech communication.

Scott, L. B. & Thompson, J. J. *Talking Time.* St. Louis: Webster Publishing Co., 1951.

Scott, L. B. & Thompson, J. J. *Speech Ways.* St. Louis: Webster Publishing Co., 1955.

Showers, Paul. *How You Talk.* New York: Thomas Y. Crowell Co., 1966. (A light-hearted look at the speech mechanism.)

Fisher, Hilda B. *Improving Voice and Articulation.* Boston: Houghton Mifflin, 1966. (For young children.)

Dunning, Stephen *et al.* (Editors). *Reflections on a Gift of Watermelon Pickle and Other Modern Verse.* (New York: Lothrop, Lee & Shepard Co., 1967.) A volume on poetry for children—excellent for choral speaking.

Mother Goose—Caedmon record TC 1091 read by Cyril Ritchard, Celeste Holm & Boris Karloff. Suitable for primary grades especially.

REFERENCES

1 Davis, Earl. "A Challenge to Educators," *Illinois Journal of Education,* Volume 61, Number 6, October 1970, pages 3 and 4.
2 Silverstone, David M. "Invisible Invasion of Privacy," *Audio-Visual Instruction,* Volume 16, Number 1, January 1971, pages 33 and 34.

THE UNIVERSITY OF ALBERTA EDUCATION CENTRE
DEPARTMENT OF ELEMENTARY EDUCATION
EDMONTON 7, ALBERTA, CANADA
SECOND CLASS MAIL REGISTRATION No. 2304