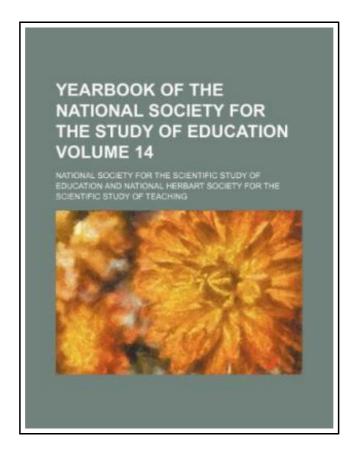
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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 78 pages. Dimensions: 9.7in. x 7.4in. x 0.2in.This historic book may have numerous typos and missing text. Purchasers can download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1915 Excerpt: . . . 1914. (Presents the successive steps necessary in course of study-making.) CHAPTER Vm CURRENT PRACTICES AND STANDARDS IN ARITHMETIC WALTER A. JESSUP Professor of Education, College of Education, State University of Iowa Certain phases of arithmetic have been subjected to challenge for many years. Educational theorists, educational investigators and men in actual charge of educational affairs have been critical toward the content, method of teaching, time expenditure, gradation and achievement in the subject. The theorists have been especially forcible in their condemnation of the teaching of many of the more or less obsolete topics, the artificialities of method and the amount of time given over to the subject. Hall condemned the amount of time devoted to arithmetic, saying, Nowhere in the whole curriculum can so much time be saved. Within recent years there have been a number of special investigations in regard to the arithmetic situation. In 1902 J. M. Rice tested the arithmetical knowledge of more than 6, 000 children. In 1908 C. W. Stone tested 6A grades in 26 cities. These men found wide variations in achievement, time cost, methods of teaching and supervision. In 1913 Superintendent L. H. Van Houten made an investigation of the time distribution, the grade distribution of topics and certain other supervisory phases of arithmetic in 150 American cities. Last year the writer and Dr. L. D. Coffman, working for the Committee on Economy of Time, made an investigation of the time expenditure, grades in which textbooks are introduced,...



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