

Growth Through Guidance

PEABODY DEMONSTRATION SCHOOL

This Bulletin . . .

does not present an adequate picture of the activities of the Peabody Demonstration School. Its mission is to provide pictorially and in appropriate text an outline of the school's program. Superior teaching does not lend itself to the arts of photography, nor even of literary statement. It is a matter of vital and personal experience. We hope you will read this bulletin and study its pictures, but we hope further that you will come into a closer acquaintance with the institution than can be achieved through these pages.



Peabody Demonstration School

N A S H V I L L E , T E N N E S S E E

Preschool, Elementary, and High School

Every parent has two pictures in mind when a child is first sent to school. One is the steady development of the child under the stimulating and constructive guidance of the teacher. ★ The other picture is that of the youth—the product of the school—a capable and cooperative individual, equipped for enriched living. ★ Our school functions on the belief that *the child grows through intelligent guidance.*

Purposes

The main purpose of the Peabody Demonstration School is to provide an opportunity for a limited and selected number of pupils to realize under careful guidance their potentialities in so far as their purposes are consonant with the ideals of a developing democracy. Another purpose, as its name implies, is to afford a demonstration of well-founded practice in ad-

ministration and teaching for a large number of students and active educators who look to George Peabody College for leadership in education. The Peabody Demonstration School is an organic part of Peabody College and the pupils who enroll in the Demonstration School are assured of instruction under excellent teachers who comprise the regular staff.

The Whole Child

The members of the staff of the Peabody Demonstration School are united in their concern for the development of the whole child to the end that his progressive and continuous growth may be assured. Continuous and progressive growth may, however, occur in directions that cannot be socially approved. Consequently, the di-

rections in which the growth of a child is promoted are clearly specified in terms of the underlying philosophy of the school.

The curriculum according to which the philosophy of the school becomes operative may be characterized briefly as consisting of three interrelated phases.

Social Integration

The first phase of the curriculum consists of those activities in which all the pupils engage. These activities are carefully chosen with regard for the pupil's stage of development, and for sequence as the pupil advances within a given grade, and as he passes from grade to grade. By participating in the activities of this phase of the curriculum, pupils acquire the common ideals, attitudes, and understanding that characterize the members of a democratic social group. The purpose of this curriculum is to give the child a balanced

sampling of all the important aspects of living. It is built around problems of living. The framework of this part of the curriculum is based upon significant areas of living, such as the home, health, leisure, production, consumption, transportation, communication, and organized group life. The informal, self-governing, and recreational activities, sometimes called extra-curricular activities, are included in this phase of the curriculum. The function of this phase of the curriculum may be designated as social integration.



Fundamental Processes

In the second phase of the curriculum direct teaching plays a large part and the needs of the individual pupil receive much emphasis. The objectives of the direct-teaching program include command of the fundamental processes—reading, writing, and arithmetic—need for command of which is discovered in so far as possible in what is for the child a genuinely social setting. In addition to the objectives just mentioned are included such acquisitions as skill in finding information necessary

for achievement of worthy purpose, the ability to use maps, tables, graphs, and diagrams both for the purpose of getting information and for the purpose of conveying ideas. Such abilities constitute tools of learning as truly as does facility in use of the three R's. That command of the fundamental processes is not neglected in this phase of the program is evidenced by the extent to which Peabody classes regularly exceed national averages on standardized tests.

Special Interests

The third phase of the curriculum provides for development of the special interests of pupils. Although this phase of the program is present throughout the entire course, from the first to the last year of the school, it is particularly and increasingly pronounced as the pupil passes through the secondary part of his school career. Human beings are alike in many respects, but in many others they are different. Each individual is a unique per-

sonality. He has tastes, interests, ambitions, hopes, and aspirations that are peculiar to him. Some of these are short-lived and evanescent; others are persistent. Some, if developed, may lead to socially undesirable ends; others will lead to most worthy goals. In order that pupils may develop those persisting interests that lead to worthy goals, opportunities are offered whereby interests may be developed under expert guidance.

College Preparatory

A majority of the Demonstration School pupils are definitely preparing for entrance to institutions of higher learning where entrance requirements are rather rigidly prescribed. These pupils need an opportunity to develop special interests through courses that are definitely college prepara-

tory. Thus, it happens that the college preparatory function occupies a prominent place in the Demonstration School program. The fine record of graduates of the school who have been recommended for college entrance is evidence of the success of this part of the program.

Individual Needs

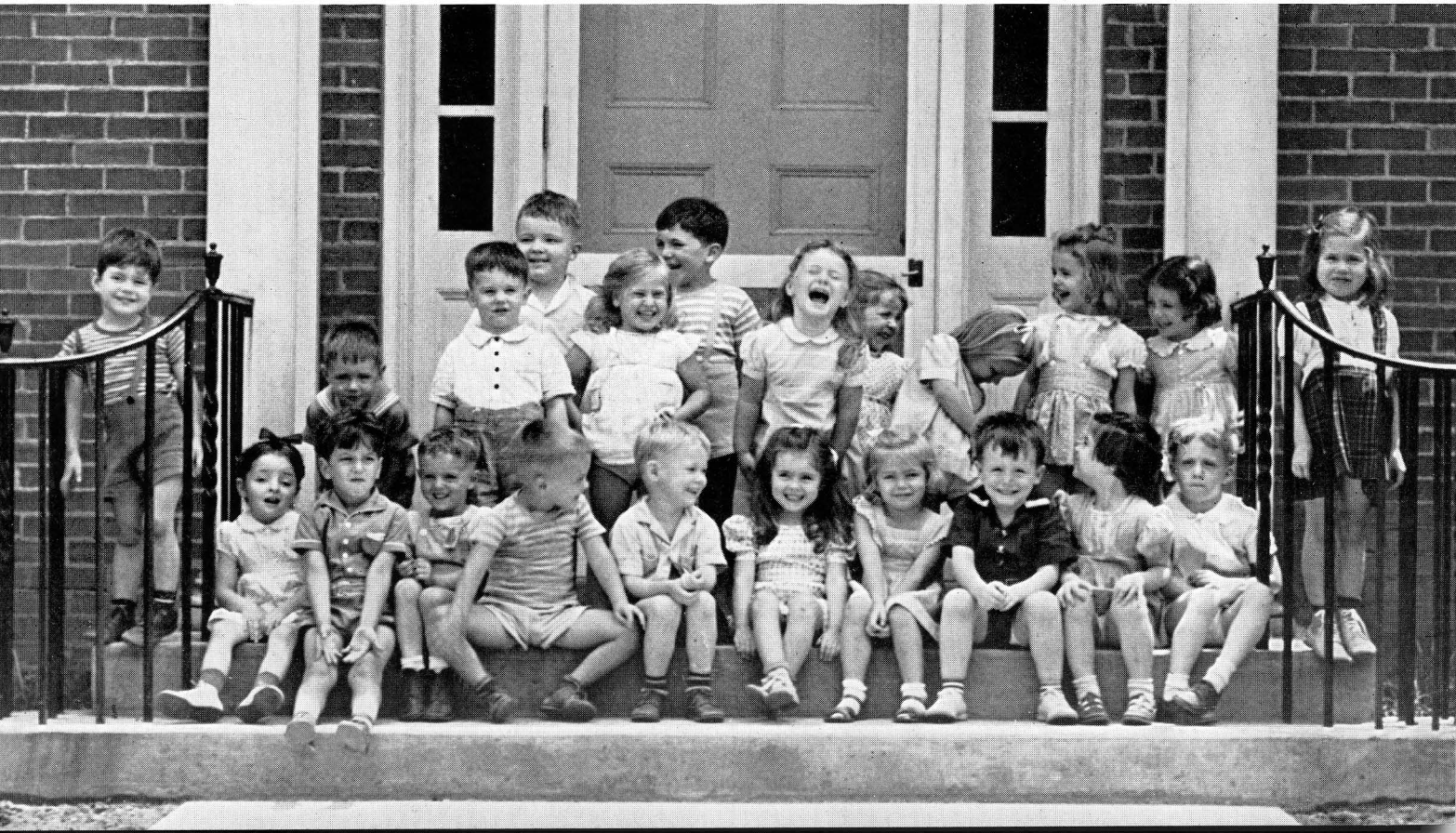
However, it should be pointed out that in the high-school department of the Demonstration School there are often pupils who have other interests and needs which are just as deserving of development as is an interest in college and should be satisfied in other ways. Therefore, on the basis of a careful study of individual cases, in which the advice and assistance of an ex-

pert psychologist are available as a regular feature of the school's services, a curriculum is suggested which will meet individual needs. Pupils who belong in this group are prepared to take an active and honorable place in life's activities. Provision for their needs is as much a matter of concern with the staff as is provision for the needs of the college preparatory group.

Parents and Teachers

One of the greatest assets of the Demonstration School is a fine relationship between members of the staff and the parents of the pupils. Guidance of individual pupils becomes a matter of intelligent cooperation between the staff members and the parents.

In few schools does such an intimate relationship between parents and teachers prevail. Boys and girls who enter the Demonstration School, and particularly those who remain to graduate, are privileged to enjoy an educational opportunity of the highest type.





Health

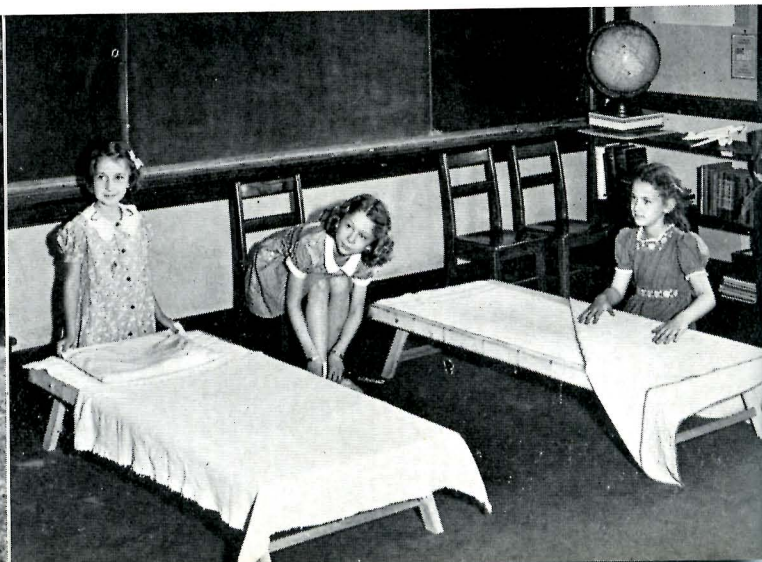
The principle of democratic government demands for each child the right to grow up under healthful conditions and to develop a sturdy and graceful body.

The children of the Demonstration School are led to use intelligence and not mere taste in their selection of food in the cafeteria, and are thus encouraged to acquire appropriate health habits.

In the Fall quarter, a complete health

examination is given each child by a competent staff. These records are kept accumulatively, and indicate graphically the physical development from entrance in the pre-school to graduation from high school. Parents are requested to be present at these examinations, and to consult the physician and nurses.

A trained nurse is available every school hour to offer multiple items of service which small children are likely to require.



★ The teeth of all children are examined regularly at the most critical period of their dental history, when a “filling in time may save nine”

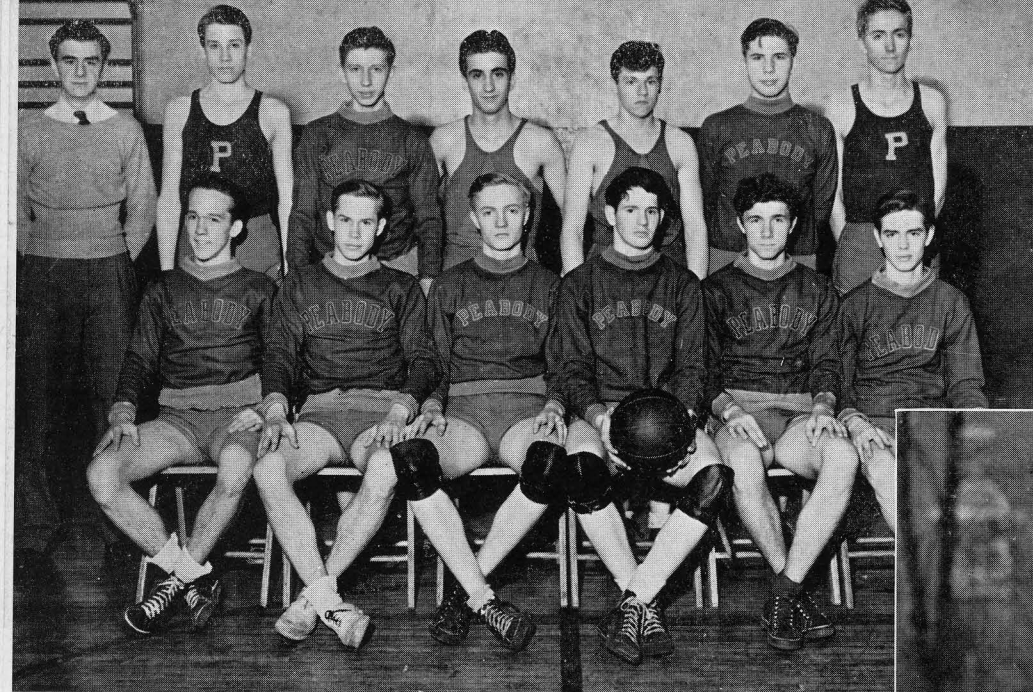


★ The annual records of physical development are as important as the records of scholarship

★ A huff and a puff give important information as to increasing lung capacity—an aspect of normal growth



Physi



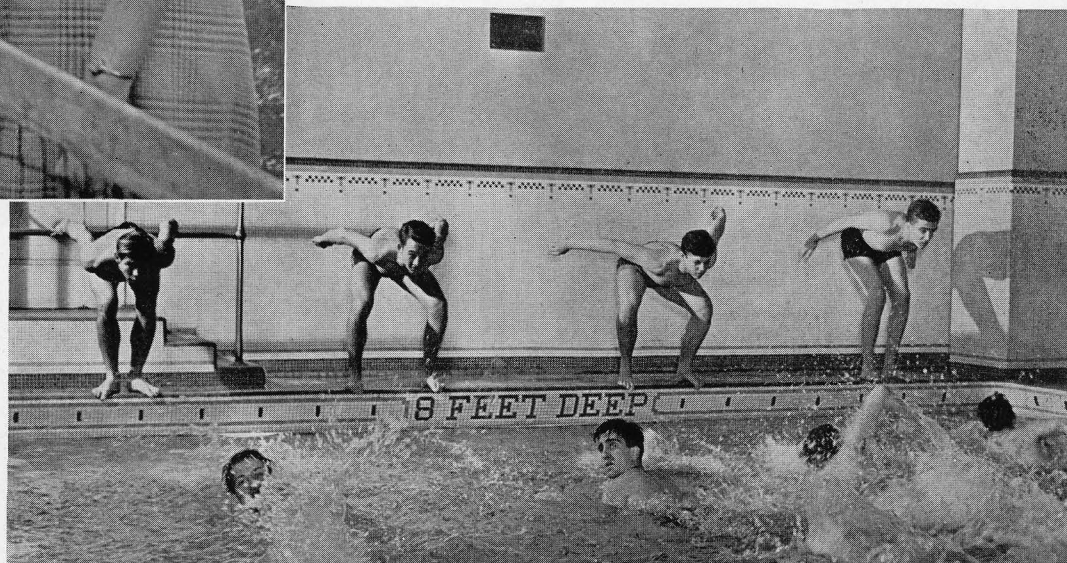
No great contribution has been made either by those who work all the time, or those who play all the time. The Peabody Demonstration School believes in a balanced program of work, play, and rest. The Physical Education Department seeks to use such forms of play as will best encourage bodily and social development and the acquisition of those skills and graces which are the com-



al Education



mon rights of every child. Grounds, equipment, and instruction are available for tennis, football, baseball, basketball, badminton, ping-pong, archery, golf, swimming, hockey, and fencing. The Peabody Demonstration School provides a rich program of intramural sports in which the many objectionable features of competitive athletics are eliminated.





Psychological Service

To provide teachers and parents with information which will help them direct child development into wholesome maturity, the Peabody Demonstration School maintains a guidance service under the direction of a psychologist. In addition to the usual achievement and mental maturity tests, many other specialized measures are employed. Types of psychological tests used are those of social intelligence, various aptitudes, motor ability, character traits, and personality.

What of the Three R's?

The Peabody Demonstration School believes in the validity of the traditional three R's. It is conscious of its obligation to direct the children in achieving skill in reading, in writing, and in the mastery of number combinations. It recognizes these abilities as fundamental. Every effort is made to help the children achieve these skills for themselves.

The children are not hurried into learning to read, to write, or to make arithmetical computations. The program provided builds a background of interest in these subjects and a readiness to comprehend them. Thus, there is no loss in final achievement, but a gain in self-confidence and ability to master subject matter.

For example, the children of the Demonstration School are taught to read when they are *ready to read*, not when they have arrived at any particular age. This

being the case, they read naturally and joyously. The teachers in the various grades seek earnestly to observe the principle of *reading readiness*, which tends to sustain the child's interest in reading and to prepare him for the ever-widening field of books and printed materials of every kind. The child who reads spontaneously under the promptings of his own interest finds an intellectual enjoyment and stimulation in the entire field of reading.

There are in the Demonstration School, as in every other school, a few children who, in spite of methods provided, fail to read easily and understandingly. For these cases careful diagnoses are made under the direction of a specialist, with the most approved scientific equipment. Based on the findings in each case, a program of remedial instruction is arranged and systematically carried on to meet the difficulties of the individual pupil.

Writing

There is still a recognized need for developing the skill of writing regardless of the extensive use of typewriters and other mechanical devices.

Since writing as an isolated subject involves arbitrary motivation, there is provision for this subject as an intrinsic part of the activities and units of the various grade levels. Thus writing originates naturally in the desire to express or record

thoughts arising in these activities.

Muscular coordination is subordinated to the expression of thought, but the child is stimulated to establish high standards of self-criticism in form, size, and slant of letters. Having focused his attention upon legibility, neatness, and individuality of style, the child develops an increasing power in self-expression through the medium of writing.

Mathematics

The child has been aware of numbers from a very early stage in his mental development—one dog, two balls, three men. In his play he has had to decide how much, how many, and how big. The Peabody Demonstration School provides opportunities for children to engage in lifelike experiences that involve the use of numbers. As his understanding of number increases, the child is carefully led to make the transition from these experiences which deal with concrete things to those higher experiences dealing with abstract number, as in the case of the algebraic symbol.

Naturally, the meaning of number unfolds more quickly for some than for others. The child is studied individually with regard to his understanding of number combinations and his work adapted to his individual capacity. The school conceives of mathematics as a tool which the child may use in the solution of daily problems. It is highly desirable that the child acquire skill in both speed and accuracy in number combinations.

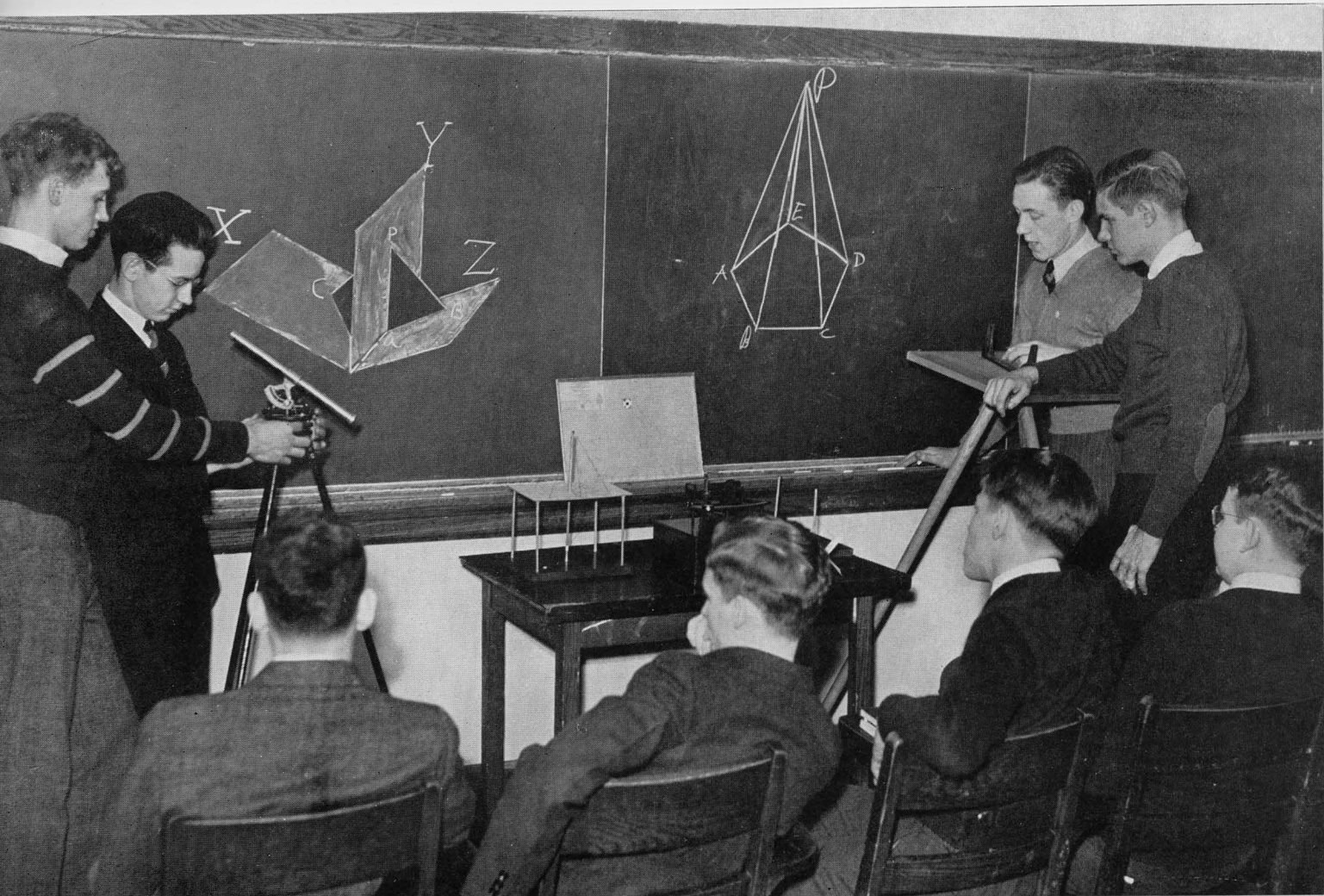
In the junior high school, time is devoted to further instruction in arithmetic, with special attention being given to understanding as well as to accuracy and speed. Geometry of an informal kind is given recognition in grades seven and eight.

Through graphic representation the picturing of numerical data and the interpretation of graphs are well-established parts of the mathematical instruction.

In the eighth grade the algebra that is introduced is limited largely to an understanding of the basic concepts, to the evaluation of formulas, and the solution of very simple equations. The commonplace relationships already familiar to the pupil are translated into formulas and into symbolic language. This forms an ideal approach to the more formal and systematic study of the algebra of the ninth grade, and serves to familiarize the student with the new language, concepts, symbolism and operations with signed numbers, literal numbers, parentheses, fractions, and exponents.

In contrast to the general nature of the earlier courses, the senior high courses take on an increased amount of specialization. Due emphasis is given therefore to the propaedeutic values of the subjects. Courses are offered in Demonstrative Geometry, Advanced Algebra, Trigonometry, Solid Geometry, and review of college preparatory mathematics. Throughout these courses emphasis is placed on the fact that mathematics is not a meaningless game, but an intelligent analysis, a control of quantitative relationships, a cumulative system of ideas, with due regard for understanding and mastery.

Mathematics is the foundation of the sciences. The student, therefore, who expects to join the busiest, most prosperous, and most useful citizenry of the future may wisely be advised to study mathematics with unusual earnestness.



★ Pride in precision is acquired by mathematics students who are given opportunity to work much with instruments, to construct models, and to devise experiments as proof



Science

This is a world of molecules and atoms, of protons and electrons, of falling bodies and expanding gases, of myriad life forms. The Peabody Demonstration School leads the child to inquire continuously about the phenomena which surround him. These inquiries are organized and applied in the various courses in Science which the school offers.

Science is taught from the preschool through the high school. Through intimate care of animals, nurture of plants, handling of materials, construction with tools, and the study of the weather, the stars, and the seasons, the child becomes an intelligent and appreciative student of natural phenomena.

The children spend much time out of doors working in vegetable and flower gardens. Though gardening offers them opportunity for rich experiences with the facts of science, greater emphasis is given to their responses to natural beauty and wonder.

In the junior high school, interest in science expands from the immediate environment to the entire nation and the world. Stories and pictures of big airplanes, streamlined trains, the height of the atmosphere, the depth of the oceans—are used as examples of the universal principles of science. This subject, called general science, is adapted for seventh to ninth grade levels. In sequence, at the tenth, eleventh and twelfth grade levels, the subjects of biology, chemistry, and

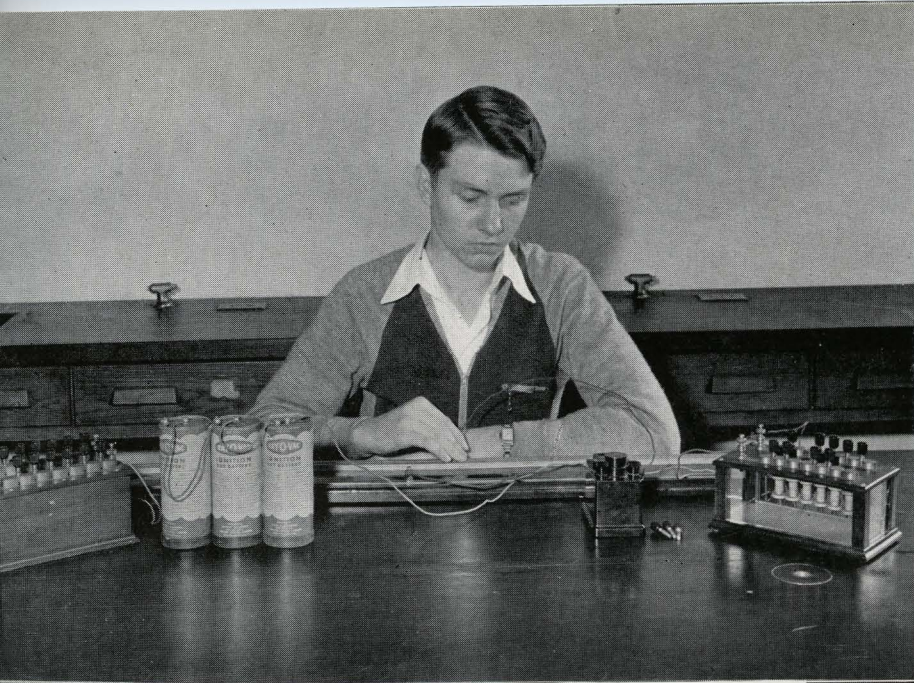
physics are offered for their cultural and practical values.

Through the study of biology the pupil gains a wholesome and scientific understanding of the functions of living organisms, and a practical knowledge of the laws that govern the life and health of plants, animals, and human beings. Through this study, the pupil gains a deeper appreciation of life, and of his own place in the universe.

Chemistry and physics are designed to give a thorough understanding of the principles and laws that govern physical and chemical reactions, and to create a deeper appreciation of the contributions of physics and chemistry to the richness of life in the home, the community, industry, and every phase of our modern civilization.

Physics is of particular significance for those who anticipate active careers in the newer, more rapidly expanding, and more profitable industries such as aviation, weather forecasting, civil and electrical engineering, radio communication, architectural designing, and other related fields.

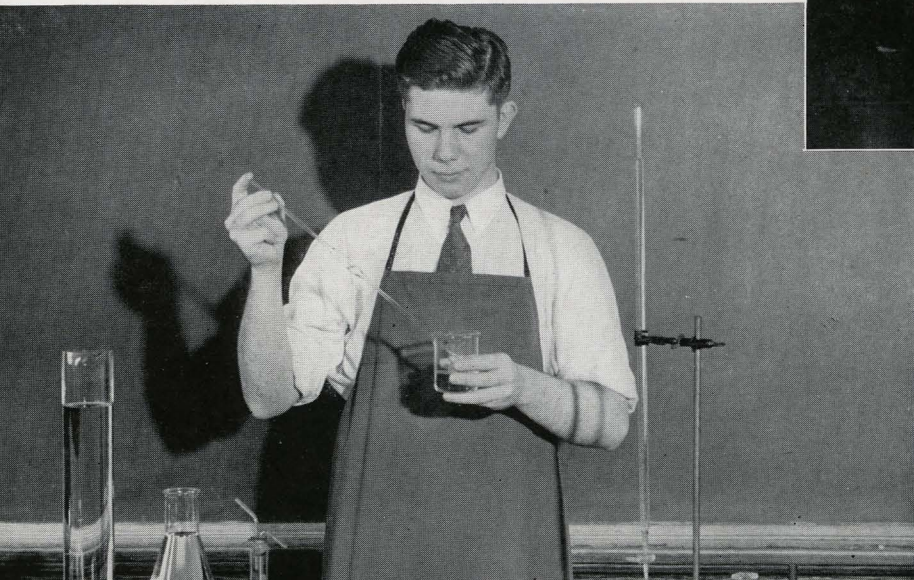
Chemistry gives early preparation to those who will engage in many of the most fundamental vocations. These include agriculture, food processing and preserving; manufacturing industries such as steel, textiles, petroleum products, plastics and dyes; medicine, pharmacy, and dentistry, as well as efficient home-making.



★ A Future Physicist is learning the important lesson of accuracy in his experiments



★ Biology, the science of life, is full of thrilling discoveries, most of which have practical application to human affairs



★ A Careful Chemist is of the highest value in countless industries, and first lessons should be well learned

The Child Study Clinic

Audio-Visual Aids

In addition to the materials and apparatus localized in various classrooms and laboratories, a splendid collection of audio-visual aids is now being distributed through the Peabody Demonstration School Library. Motion pictures, radio, phonograph records, stereographs, slides, museum materials, models, pictures, posters, cartoons, maps, charts, graphs, diagrams, film-strips, classroom public address system, sound recordings—all these are used to give firsthand experience to learning. From the escapades of Bunny Rabbit in first-grade sound film to the efforts of high school students to record correct speech in their own and foreign languages, audio-visual aids serve in countless ways in the day-to-day living of boys and girls.

To the students of Peabody Demonstration School audio-visual aids bring every learning experience within the command of twentieth-century technology.

An important addition to the Peabody Demonstration School is the Child Study Clinic—a ten-room unit located on the campus to the rear of the main building, devoted to the scientific study of children. The purpose of the Clinic is to help individuals who have problems or difficulties requiring diagnosis and solution. Objective methods and techniques are employed in the diagnosis of educational problems. Instruments such as the Telebinocular, group and individual Audiometers, Ophthalmograph are used in the diagnosis. Specialized remedial instruction in such subjects as reading, arithmetic, spelling, handwriting, as well as speech correction, is carried on under the guidance of technically trained workers. Remedial instruction utilizes such devices as the Orthoptoscope, Mirro-Phone, Delin-eascope, Flash-Meter, Metronoscope, et cetera. The aim of the Clinic is to help the child develop, or maintain, a wholesome and well-adjusted personality.





Languages

Facile and correct use of one's mother tongue results from habits inculcated through the years. In the Demonstration School every teacher is concerned in developing in his students language habits that conform to good usage.

Correct, structural grammar is required in all written and oral work and a definite study of the laws that govern functional grammar is a specific part of the work in each term of the four years in high school English. Much practice is given in paragraph structure, in outlining, in writing precis, and in organizing material.

In addition to a technical knowledge of the language and the development of skills in using it for understanding and self-expression, Peabody Demonstration School is also concerned with each pupil's acquiring an appreciation of the literature of the English language. During the four years of high school, a continuous study is made of this rich heritage, so that a pupil may enrich his own experiences, obtain an intelligent approach to world literature, and recognize his own responsibility for carrying on the ideals of the English-speaking people as revealed in their prose and poetry.

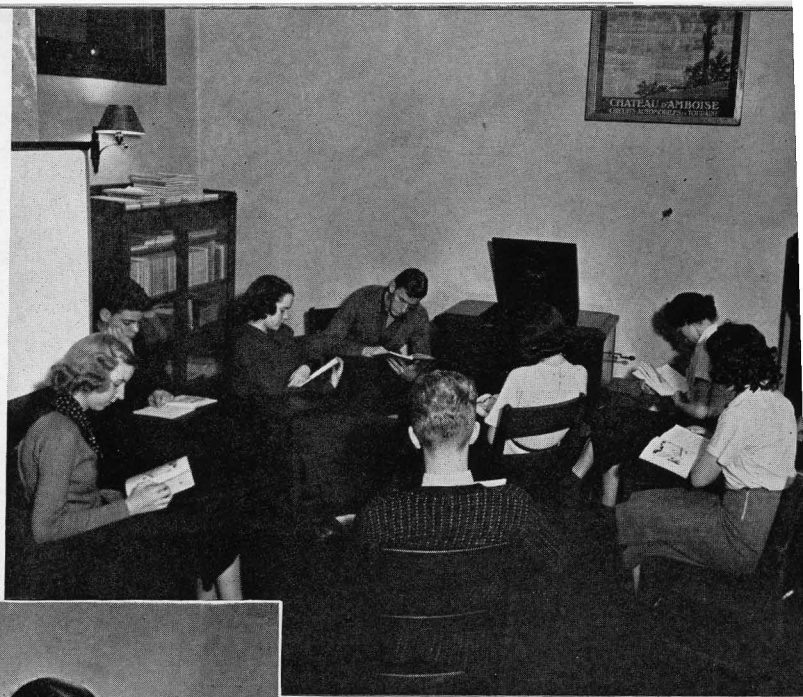
Foreign

With foreign voices sounding at every turn of the radio dial, with world capitals jostling in the headlines, the alert American is hastening to learn his neighbors' languages. There is need for a veritable army of students whose knowledge of Spanish, French, and German enables them to follow developments abroad from day to day. To students who recognize the urgency of this need, Peabody Demonstration School offers the opportunity to master living languages in a realistic environment. As they listen to cultured native speakers on phonograph and radio, as they browse among foreign books and newspapers, for them the literature, the

songs, the news reports, the very voices of Latin America and Europe become natural and familiar.

The pupil who studies Latin learns to interpret the thoughts and ideas of the Romans in their own language. As this ability increases, he gains an appreciation of the masterpieces of Ancient Rome and their influence on every occidental language and literature. Most important, the student of any foreign language, whether Latin, Spanish, French, or German, moves into a world of enduring values, where he meets at first hand the great minds of every age and nation.

★ In the modern language laboratory we hear our own recorded voices and identify our speech needs



★ These boys and girls are using a model of a Roman house to help them understand Roman living conditions

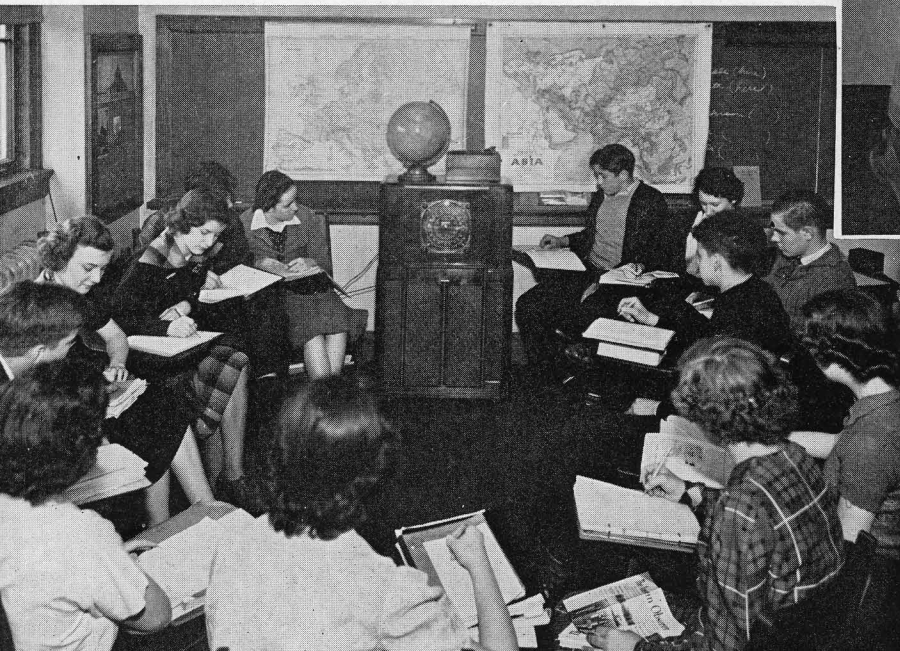
★ A mastery of the Mother Tongue gives to each boy and girl an ability to speak clearly, read efficiently, and write effectively





★ With this voting machine in the classroom, these Peabody pupils learn not only why but also how the American people elect their representatives

★ Interest in important events manifests itself quite early in the life of the child. With proper facilities and intelligent guidance, eager little minds grow into a well rounded understanding of world affairs



★ Here in this radio-equipped world contact room, these boys and girls listen to the proceedings of the United States Congress and study a session of representative government in action

Social Studies

Neither man's problems nor his solutions of them began during the current year. Our government has been a long time in the making. Our social customs came from various quarters of the world—some from Greece, some from Rome, some from ancient Egypt, some from all parts and ages of the civilized world. Man lives today by the accumulations of his intelligent experiences. It is the purpose of history to lead those who study it into an understanding of the gradual development of mankind.

The students of the Peabody Demonstration School are taught to live together and

are led to understand men's dependence upon other men and the relationship which exists among all men everywhere.

Through the use of the libraries, laboratories, travel and discussion, the problems of our immediate environment are studied in relation to national and world events. The students are thus led to realize that they, too, must help in the solution of their community problems or else live with these problems the rest of their lives. They become, therefore, keenly interested in significant events which effect their daily living whenever and wherever they occur.

★ The children of the school are led to respect the soil. From the soil comes the food they eat and the clothing they wear. Without the soil, life would not be possible



Musical



The Peabody Demonstration School believes that music is one of the most wholesome and helpful activities in which any child can participate, and that it is essential to the development of the emotional and spiritual life of growing children.

Every child in the Demonstration School is given an opportunity to participate in musical

Activities



activities, either as appreciation or performance. Class instruction is free in voice, piano, and for all instruments of the orchestra and band. Students of instruments have an opportunity to play in the school orchestra and band; vocal students and those interested in singing are given experience in glee clubs, chorus classes, harmony, and history of music.





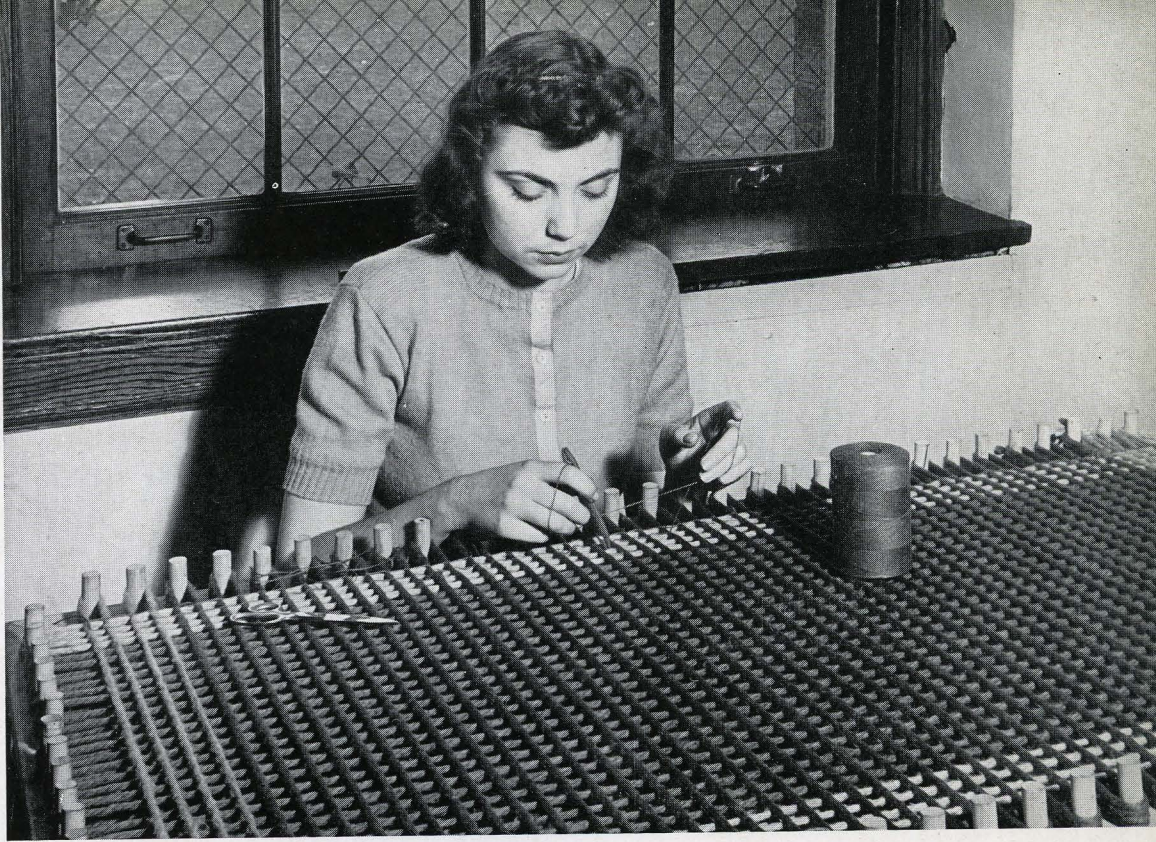
Fine Arts

Art reflects and interprets the life of the times. A recognition of art as an inseparable aspect of normal living for every person is the foundation of the art program. The art courses are designed to develop a discriminating taste in the child's selection of the products of the factory and shop, and to guide him in his creative efforts.

Art is not a separate, intangible mystery, understood by the few; but a practical, usable, every day necessity.

An opportunity is given Demonstration School students to develop skills in drawing, design, and color, and an appreciation of painting, architecture, and sculpture.

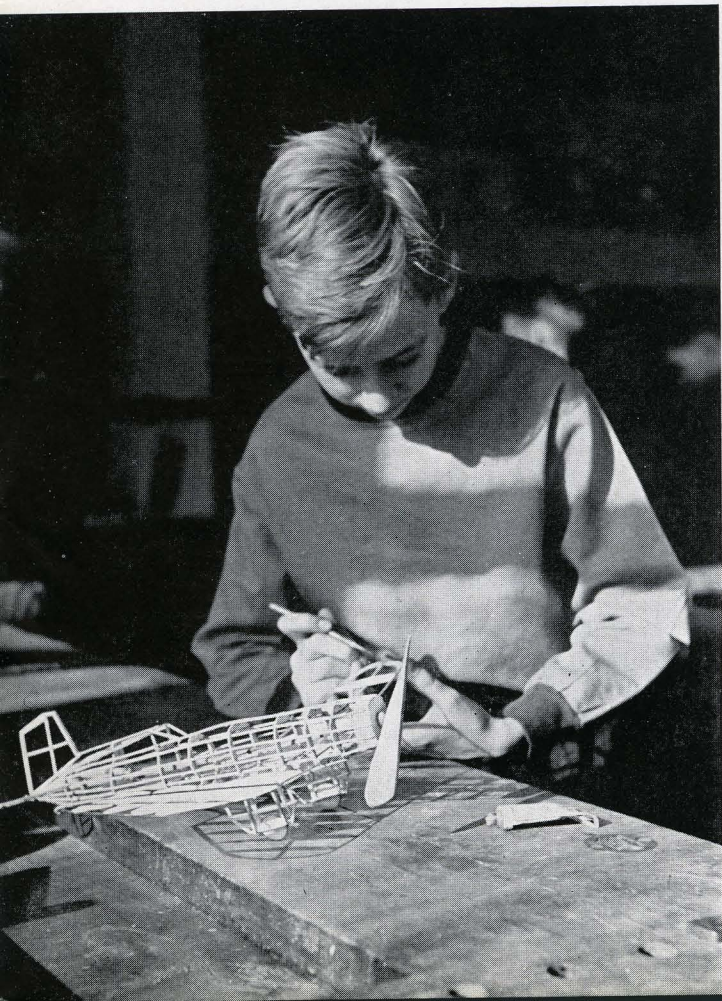




Practical Arts

The Peabody Demonstration School believes in work. It believes that work should move in the direction of achievement, and therefore tend to give the worker a consciousness of power. It believes in diligently avoiding such work as may lead children into blind alleys. It will nowhere seek to lessen the work demanded of children, but it will in all cases seek to lead the children to feel and know that without work the individual as well as the nation perishes.

The Peabody Demonstration School believes in the joint training of hand and eye. Many courses are offered in which the hand and eye are taught to work in a state of unity.

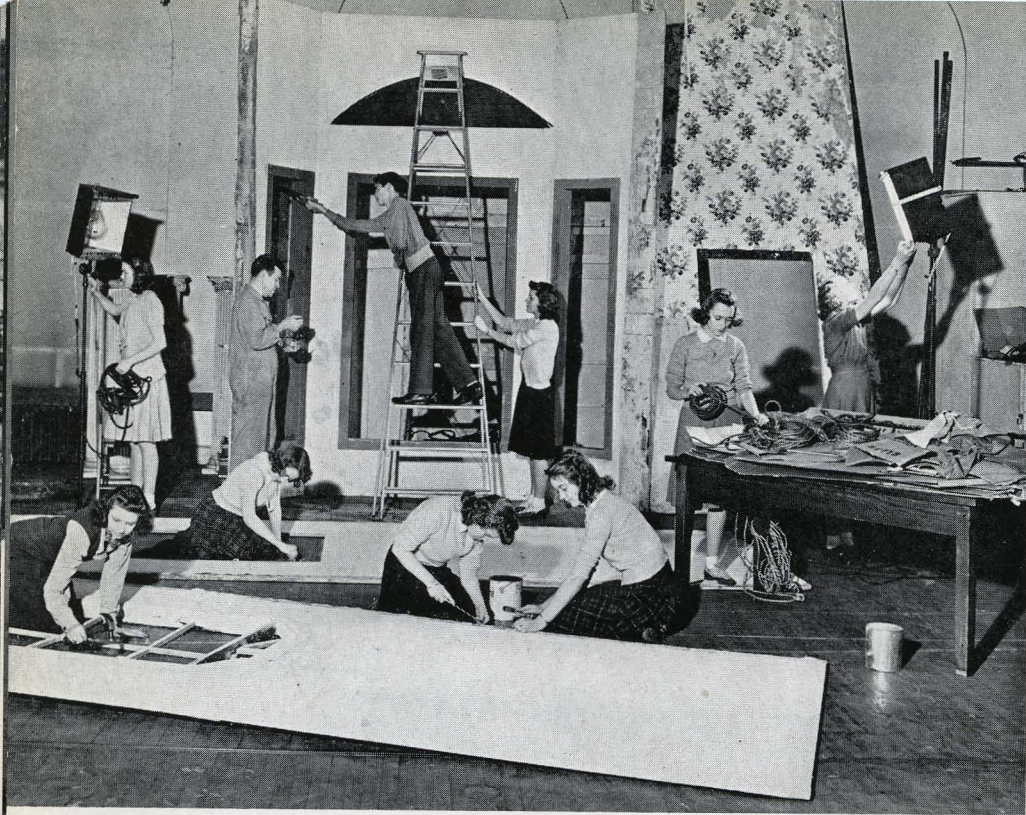


Dramatics

No matter what a person's profession or occupation may be, his personality is rich in proportion to his command of the mother tongue. This command of language is a developing process; it cannot be ignored in any stage of a child's growth, because ineffective speech is often the cause of social maladjustment.

The Peabody Demonstration School offers a series of experiences in dramatics and in individual and choral speaking designed to lead the student to a mastery of language.

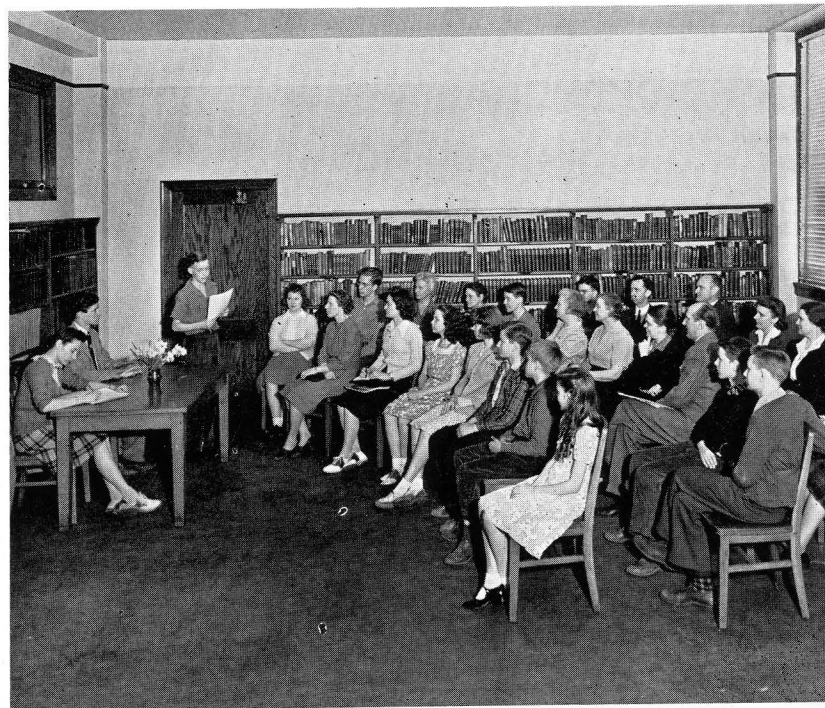
Because of these experiences, the child soon realizes that good speech is not necessarily a gift or special talent, but a matter of individual effort in the right habits of thinking, and speaking. An increasing interest in the improvement of American speech should serve as a challenge to him. The ability to express one's self clearly and with dramatic effect represents only one of the values of the field of speech and dramatics. Poise, self-assurance in public speaking, and growth in personality are among those values which endure.



Clubs

The Peabody Demonstration School fosters the organization of various clubs among its students. Each of these is based on a fundamental interest giving opportunity for creative activity and offering a contribution toward artistic and democratic living. Some of these clubs are Boy Scouts, Girl Reserves, Camera Club, Collectors' Club, Bird Club, Dramatic Club, Mathematics Club, French Club, Intramural Club and others. These clubs have served to develop desirable social attitudes, and to eliminate undemocratic tendencies which frequently are engendered by restrictive student organizations.

It is the undivided *belief* of the staff of the Demonstration School that the major values of life grow out of orderly but spontaneous contacts, the pooling of experiences, the interplay of ideas, the practice of cooperation. This, we regard, as an appropriate approach to the attack of the problems of civic life, as well as to participation in those rich experiences which gather about our spiritual institutions.



As They Leave . . .

They came first to the preschool. They have been coming for twelve, thirteen, or fourteen years. They have carried on according to the school's ideals and spirit. They are ready to leave. Probably they will go on to college; ninety per cent of them do. In the past they have entered most of the major colleges and universities of the country—among them, Yale, Harvard, Princeton, Peabody, Vanderbilt, Randolph-Macon, Wellesley, Stephens, and Vassar. The records of that ninety per cent are very heartening to those for whom the welfare of the Demonstration School is a major concern. It may be that these will not go to college, but will immediately begin active employment in some industry or vocation, finding their careers there. In any case, the Demonstration School will not forget them; they are the school's jewels.





The Easter Breakfast

The Peabody Demonstration School has its traditions. Perhaps the school's leading tradition is its Easter breakfast held at sunrise every Easter morning at the school clubhouse. To this breakfast come the staff of the Demonstration School, the senior class, and the alumni. Inspiring features of the Easter breakfast are the singing, the brief address which is presented by a carefully chosen speaker, and the presentation of the children of the alumni as the honor guests of the breakfast.

Our Benefactors

The Peabody Demonstration School has been fortunate in the benefactions which it has received from its friends. Its library, its physical equipment, and its educational and health programs have been given an added enrichment through their generosity. Among those who have given notable material assistance to the Peabody Demonstration School are: The late Joel O. Cheek, Mrs. Bruce R. Payne and the late President Payne, Mr. Tony Sudekum, Mrs. Dempsey Weaver, Mrs. J. B. Weil and the late Mr. Weil.



THE SOUTH'S BEST KNOWN SCHOOL FOR BOYS AND GIRLS