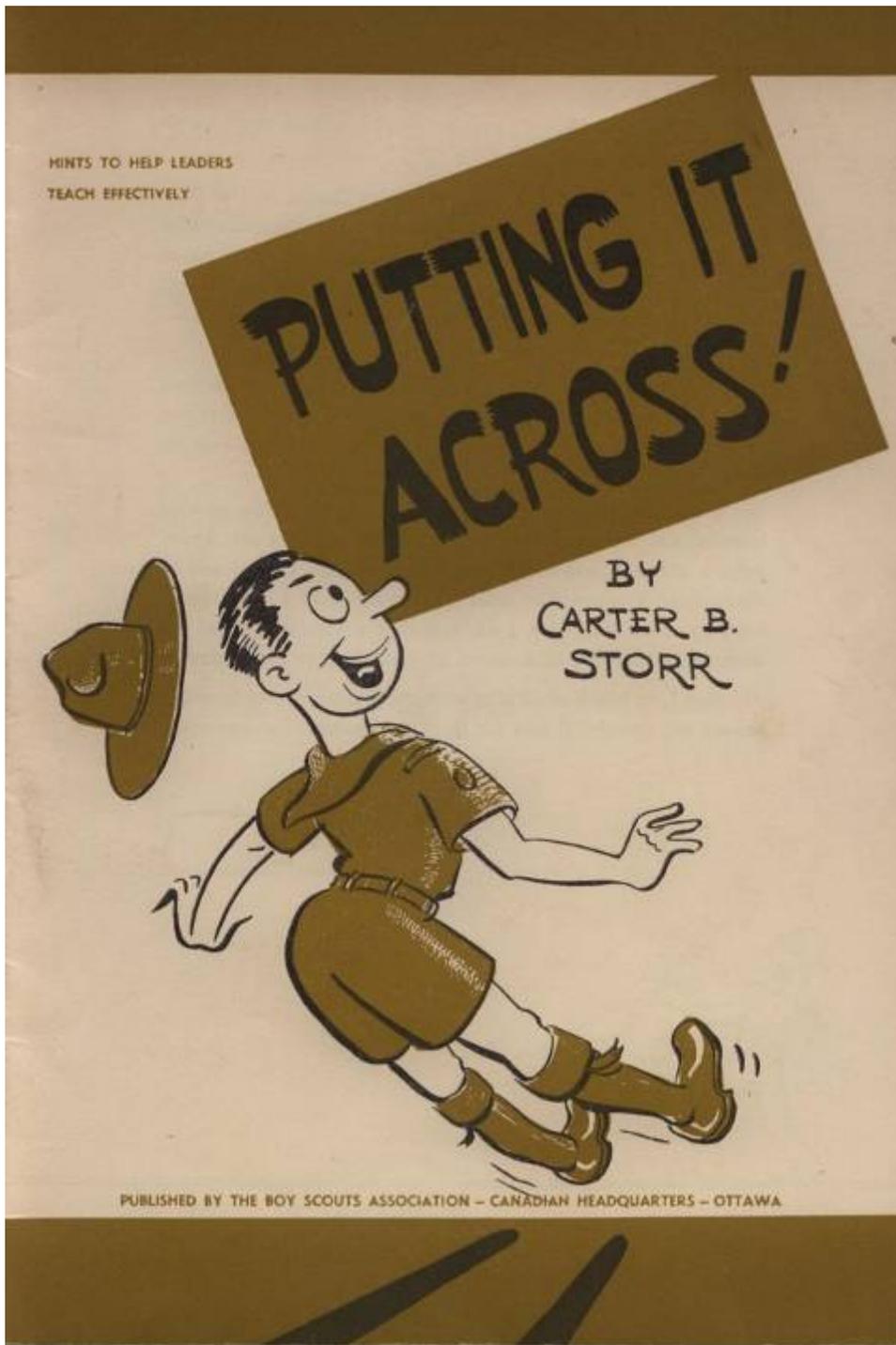


PUTTING IT ACROSS!



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Editor's Note:

The reader is reminded that these texts have been written a long time ago. Consequently, they may use some terms or express sentiments which were current at the time, regardless of what we may think of them at the beginning of the 21st century. For reasons of historical accuracy they have been preserved in their original form.

If you find them offensive, we ask you to please delete this file from your system.

This and other traditional Scouting texts may be downloaded from The Dump.

FOREWORD

At the first Canadian Scouters' Training Course, held at Dunrobin near Ottawa, the candidates were profoundly impressed with a lecture by Dr. Carter B. Storr on the general topic "Methods of Teaching." It was the opinion of that group that the lecture should be reproduced in pamphlet form for use throughout the Movement — a move with which I heartily concur.

Dr. Storr is one of Canada's leading exponents of modern methods of teaching, and the Movement is greatly indebted to him for his willingness to put his lecture into pamphlet form with his own illustrations.

Every Scouter must, in the course of his leadership pass on knowledge to his boys. When he understands just how that knowledge is absorbed, and how it best finds expression, his task will be much easier. This pamphlet seeks to assist the Scouter in the teaching part of his leadership. I am sure that a careful study of the methods outlined will be a source of great help to every Scouter.

May I, on behalf of all of us engaged in this game of Scouting, express our grateful thanks for Dr. Storr's generous co-operation.

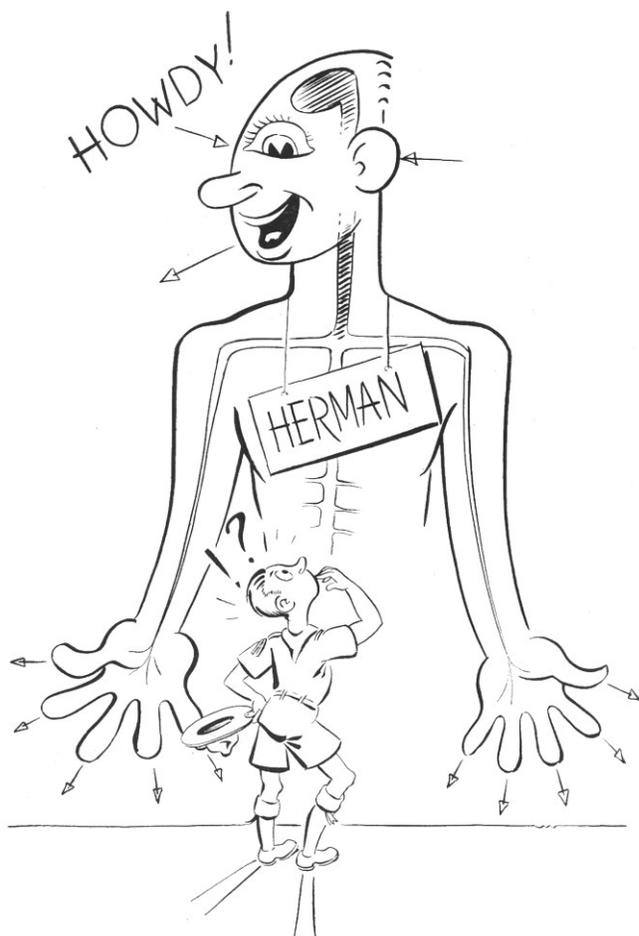


Chief Executive Commissioner

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AN INTRODUCTION TO HERMAN

Yes! This is Herman. In this little booklet Herman is a symbol to represent several ideas.

Primarily he is a diagram. Like a blackboard sketch he will be used in a most informal way to explain the teaching process.

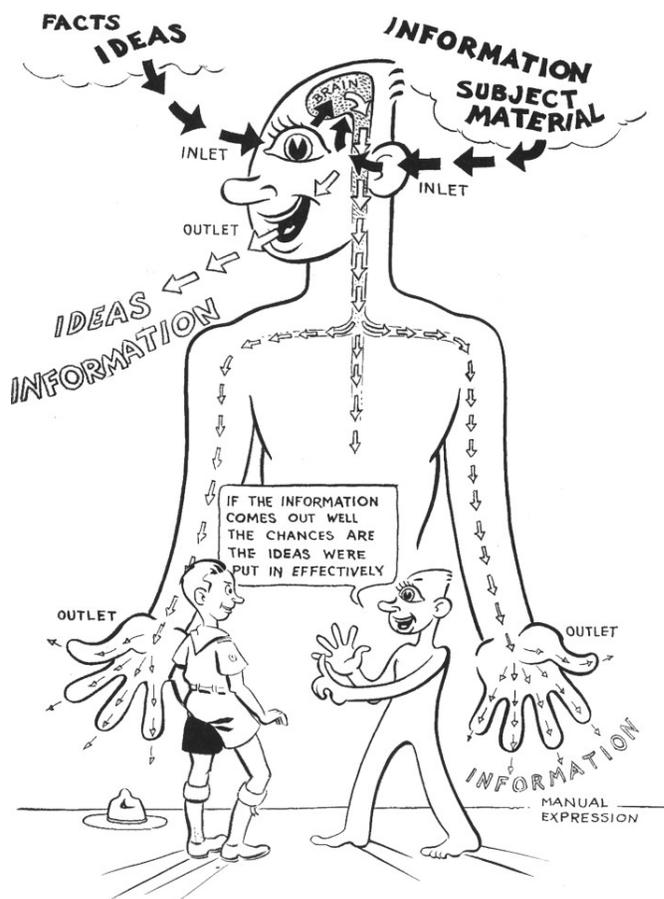
Herman is also a bridge. Between the teacher and the student there must be some channel or pathway along which the knowledge offered by the teacher will flow into the brain of the student. Many leaders with great storehouses of wisdom have not been able to PUT IT ACROSS because they have not met Herman. Herman is the understanding of the teaching process.

Finally, Herman is an extremely simplified version of the complex human entity. He represents all the students in your classes, and the leaders and boys in your groups. Stripped of all individual differences this diagram shows only the basic physical characteristics necessary for this explanation of how to teach.

By personalizing a few abstract ideas about the technique of teaching in a series of charts, it is hoped that you will be able to

- (a) remember the information more easily
- (b) review the information at a glance
- (c) use the sketches to help train your leaders to teach Scouting more effectively.

Our first task is to understand "How Herman Works" so let us turn the page and begin.



HOW HERMAN WORKS

As you will see by the illustration Herman has two inlets, the ear and the eye; and two outlets, the mouth and the hand. Somewhere in between he has a brain which, you will note, overflows into the core of his backbone. The learning process involves these FIVE ITEMS.

Information pours in through the ear and the eye and after being carried to the brain, may come out the mouth in oral form or through the hands in the form of writing or some such manual expression.

This is shown in the diagram by having the subject material enter the inlets as black arrows and change to white arrows on the way out. This is to emphasize the fact that not only is the information changed in the process but that it has a definite effect upon the actual make-up of the individual. Each Herman that you teach will be made better or worse by what you teach and how you teach it. Herman will never be the same again.

Our problem as teachers is manifold. After selecting and arranging our material we must get it into Herman through one or both of the inlets. Then we must be sure that it reaches the brain by noting the condition of the information when it comes out one of the outlets. To do this efficiently we must examine some of the characteristics of the individual inlets and outlets. Each is important in its own right and each supplements the others.

The first that we shall discuss is the EAR.



HAVING EARS TO HEAR THEY HEAR NOT

The wisest of all teachers explained to us that by telling people we are not necessarily teaching them. To have covered a subject with a group does not mean that we have taught that subject. Someone has said that if the learner hasn't learned the teacher hasn't taught. It is well worth remembering that TELLING ISN'T TEACHING.

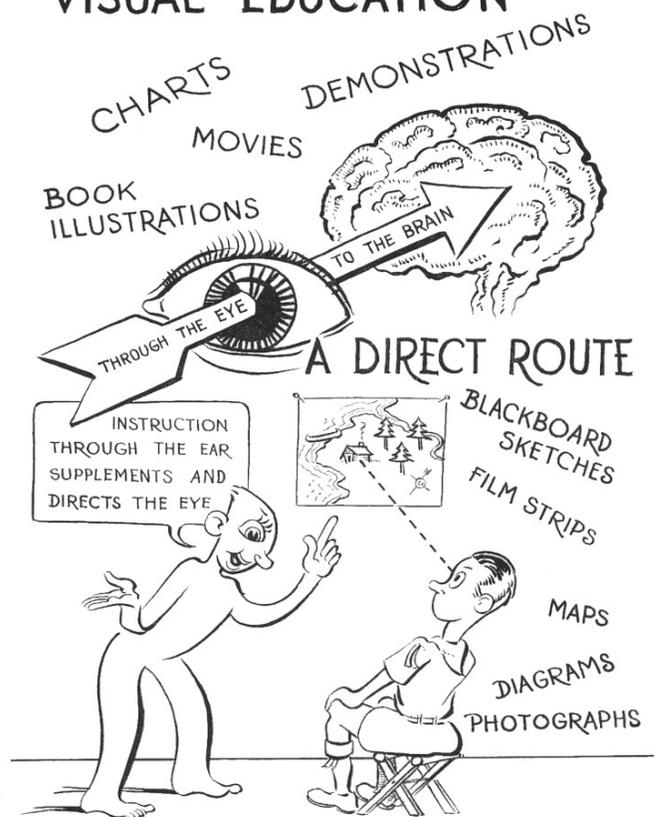
Have you ever considered what an interesting and misunderstood item the ear is. From early babyhood, experience has taught Herman not to listen rather than how to listen. It is a case of self protection for if he consciously listened to every noise and attempted to interpret it he would go mad.

As a result he has learned to select what he wants and in many cases to cut out entirely the sounds which he could otherwise consciously absorb. For example many a Herman has conditioned himself to become so interested in a book that he is reading that he will not hear the radio blaring, the sounds of passing traffic, the distant yelling of his chums or the barking of his dog.

No wonder he can listen to his teacher talk on and yet dream without interruption. No wonder he finds it difficult to concentrate on a lecture without his mind wandering from what is being said. It is an interesting fact that college students are now being taught how to listen in order that they may overcome their poor listening habits.

In truth, the ear is very much like a radio. It may be turned off entirely, tuned to a particular station, or turned so low that the individual cannot hear the speaker clearly. Unfortunately it is impossible to tell by looking at the ear or even by the expression on the face as to whether or not the owner were listening. Even professional teachers can be fooled as Herman has discovered to his immense satisfaction.

VISUAL EDUCATION



THE EYES HAVE IT

Herman's eyes are quite unlike his ears. In the first place his eyes move. They are unilateral in that they only look in one direction at a time. They also focus. This means that they not only select the whole object but the part of the object which is desired. The image goes directly to the brain.

In hearing, on the other hand, Herman has to translate an idea which has been presented verbally into a mental concept which may not have been correctly understood in the first place. In the seeing process no such translation is necessary.

The problem then is to have something to look at, and then so direct the learner's attention to the object that he will concentrate his eye upon the various parts in a logical manner.

Because the majority of people are visually minded, educationalists have turned more and more to visual education to aid them in teaching. Whenever possible teachers obtain the material to be

taught in visual form. A chart, a blackboard sketch, an object, a filmstrip, a film, and even a written outline have all proven to be most helpful in putting across ideas. Experience, circumstance, and written directives will help the teacher to decide which form is most practical.

Demonstrations of procedure with actual objects are excellent. Here Herman can follow the various steps with ease. He can store away in his brain vivid pictures which can be readily recalled when needed.

One of the reasons why Scouting has been so successful is because boys understand and enjoy demonstrations of "how it is done". Scouting is made very real by such teaching methods.

Unfortunately in using demonstrations there is a common pitfall which is forever present, especially by leaders or teachers who have not properly prepared. This point may be best remembered by a story.

In a certain factory it was the duty of one of the foremen to teach various procedures to the new man. One day a fairly intelligent Herman came to learn, what to him was a technique of which he knew nothing. The foreman went carefully through his demonstration until he came to that part which required a certain type of wrench. Not finding one at hand he picked up a pair of pliers, mumbled that this part of the operation should be done with a wrench and finished his lesson. Three years later the workman was still using a pair of pliers. His total efficiency had been curtailed for a long period of time because of one poor demonstration. So be sure that your demonstrations are perfect.

Supplement the visual by the auditory. Herman learns better when his eyes are directed by his ears. Sound movies are more effective than silent movies for this reason. A book without text is only partially successful. Charts prove more valuable when explained by a teacher. Information taken in through both the inlets is usually understood better and retained longer.

But remember that, as a general rule, it is easier to learn by seeing than by hearing.

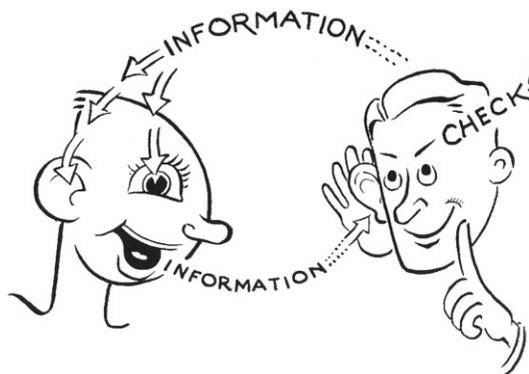
WHAT NO NOSE!

We have left the nose out of our explanations of the learning process because, in many respects, Herman lost it many years ago. In the days when he lived in the forest his very existence depended upon his awareness to his surroundings. His nose was an important third inlet. Now it is rarely used except as an unconscious part of his taste sense or when his food is burning.

In formal education little attention is being paid to the sense of smell. Fortunately in Scouting we are in a happier situation. Here in summer we can direct Herman's attention to the pleasure of learning and enjoying the odours of the out-of-doors...the pungent refreshing smells of the deep woods on a hot summer day; the tangy aroma of the white cedar; the delicate fragrance of the wild cherry.

In winter there are the blindfolded games of odour recognition.

Let's help Herman find his nose again through Scouting.



Keep a two-way circuit open whenever possible, teacher to learner, learner to teacher, by...

Tell back

Question — Answer

Oral Discussion

Pupil Demonstration (with explanation)

**Remember
that**



OPEN WIDER PLEASE

What has been put in through one of the inlets can come out through the mouth. Sometimes however, the material which the teacher thinks that he has put in, comes out in such a mutilated and even unrecognizable form that nothing seems to have been learned. By using the mouth as an outlet in the teaching process it is possible to have some check on how successful the lesson has been. Oral discussion and examination are being used more and more in modern education.

From the navy we have learned the importance of the “tell back” system. Why not make us of it in Scouting? Every verbal order is repeated for two reasons. First, it assures the person giving the command that he is accurately understood. And second, the actual mechanics of having to translate an auditory command into a spoken order helps to imprint it on the mind of the receiver. Using more than one inlet or outlet always helps in the retention of information.

Teachers have found that using Herman’s mouth as a means of learner participation they are not only assured of one method of checking what has been taught but are actually further imprinting the information upon his mind.

A glance at the chart on the previous page will show several variations of oral examination.

LET’S DO IT

“We learn by doing” is perhaps the most common educational cliché of our day. Its importance to the learner cannot be over-stressed.

Education may be considered an experience. Teachers have learned that experience gained in actual participation becomes a part of the individual.

Many of us forget that quite a large part of Herman’s brain overflows down the core of his backbone and out to the arms and legs through a nervous system into his muscles. The repeated movements of the muscles set up nerve patterns which are often retained long after the conscious part of the brain can remember.

Psychological research has shown that hand-activity is a major part of many learning situations and has an important effect upon the brain. An important question for the teacher to continuously ask himself is "What is the learner doing now?"

The one danger here is that Herman may be doing something which keeps him quiet and busy but which is not closely related to the problem at hand and is not in itself of particular value to him. Even in schools this fault is not uncommon. So to the axiom "We learn by doing" we might add the words "something purposeful".

We must be continuously critical of the learner activity we have planned and make sure that it is most profitable for our students. Just because it is found in a book, it does not follow that it is good. Scoutmasters should select from the many sources of material what is suitable for their particular conditions.

Scouting has been successful in great measure due to the fact that so much of the material to be taught is interesting and can be learned by doing. Learner participation is the keynote. The leader who remembers this is well on his way to become a successful teacher.

WHAT! AGAIN!

Lest you are left with an erroneous impression it may be wise to point out that "Putting it Across" is only part of the teaching process.

Always remember that your personality, language, efficiency and character are all imitated and reflected by those whom you teach. These new attributes, habits, and even the mannerisms which they have copied are often the important residual effects which remain years after they have been under your influence. Often the actual material which you taught becomes only a vague memory. Haven't you found this to be true in your own experience?

In spite of this the teacher who can put across an idea clearly and effectively will soon gain the respect and admiration which are the necessary attributes of a good leader. In fact, these two phases of teaching are so inter-related that it would be difficult to teach Scouting competently and not build character and personality.

So let us not forget some of these common teaching hints which have been scattered through the text and are here listed together.

- Prepare what you are going to teach and how you are going to teach it. Many lessons are spoiled before they are begun.
- Present your material in visual form whenever possible.
- Pour your information into the learner through as many inlets as possible.
- Repeat and review. Present your material again and again in as many new ways as you can work out.
- Check what you have taught at the outlets as frequently as practicable.
- Have the learner participate. Be sure that Herman is an active partner in this new adventure in learning.
- Relate the new information to the old. Herman builds on past experience.
- Summarize in order that the learner that the learner can appreciate that what he has been examining is a unit.

PUTTING IT ACROSS!

In this booklet several related ideas about the learning process have been presented. Some of these have already been referred to. But this is not the best method of teaching since most of you are visually minded. Therefore to help you remember the material as a unit, and to synthesize it for easy reference it is expressed in chart form on the next page.

Perhaps you will have occasion to use it as the basis for a blackboard sketch to teach others. When you come to think of it, all Scouts are at some time or other, teachers. Scouting is basically sharing or passing on experiences to other Scouts. What is more important than knowing how to impart this experience to others?

So if this little story of Herman helps you in some way to make Scouting even more real to the boys of Canada I shall be very happy, for I too am a teacher.

Sincerely,

Carter B. Storr



THE LEARNING PROCESS

SUMMARY

