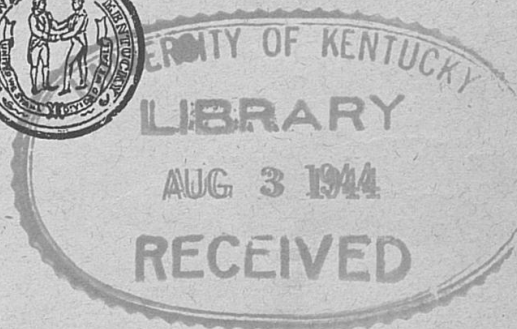


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**GETTING THE SCHOOL
UNDER WAY**

Miss Clara White
University of Ky. Library
Lexington, Ky.

Miss Clara White
University of Ky. Library
Lexington, Ky.



Published by

DEPARTMENT OF EDUCATION

JOHN FRED WILLIAMS

Superintendent of Public Instruction

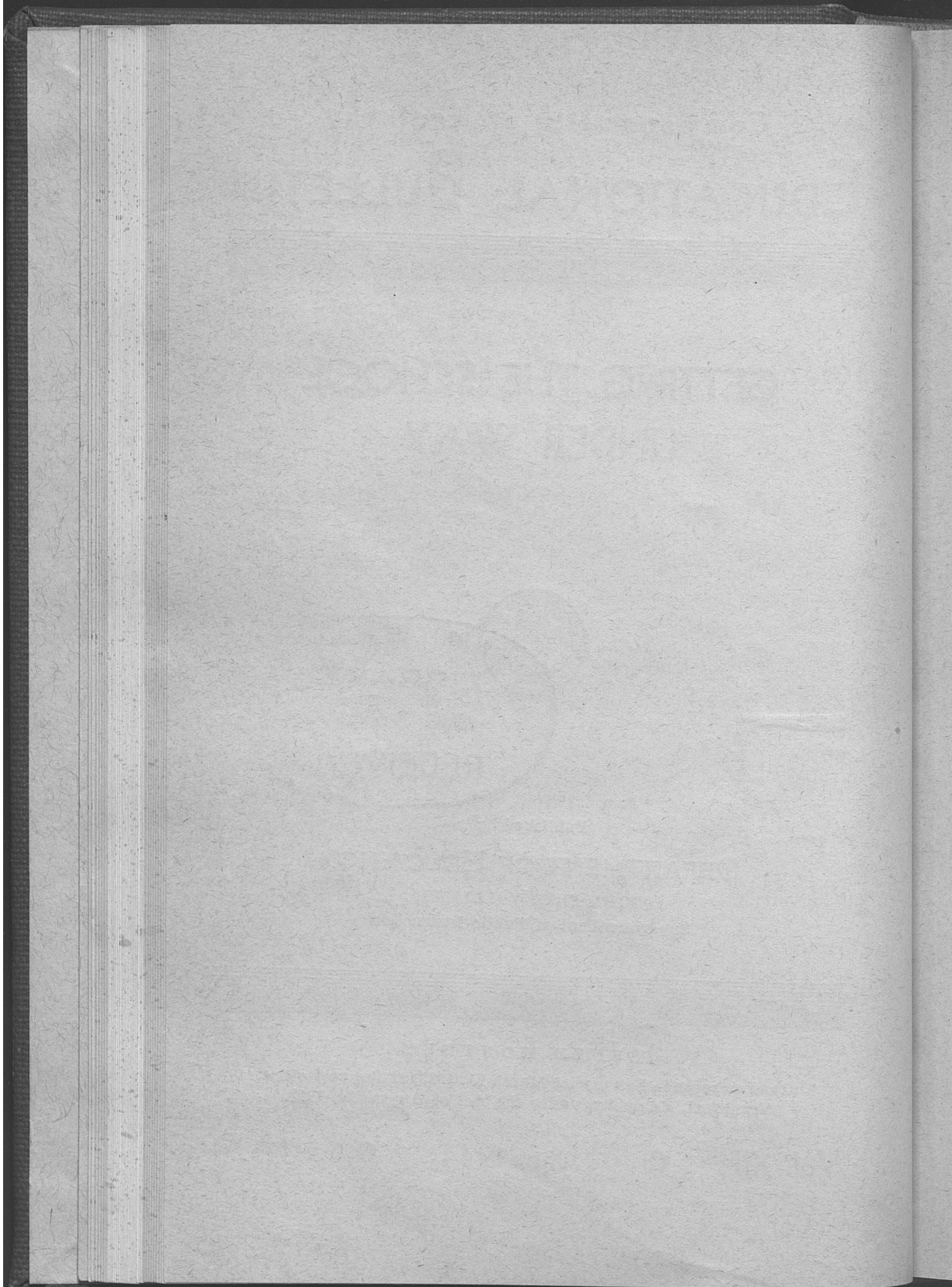
ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at
Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. XII ●

June, 1944 ●

No. 4



FOREWORD

This bulletin suggests that the interests, aptitudes, and abilities of pupils become the point of departure in the learning program, and that the school should help the child to develop as an individual, to maintain wholesome human relationships, to be able to earn his living, and to become a functioning citizen in the world in which he lives.

In order that he may do this, the bulletin emphasizes the fact that a good teacher works *with* children and parents as well as *for* them. It takes the view that the best way to help children to become good citizens is to give them a chance to work with the teacher in the program of daily living in the school. It suggests that the teacher share with the pupils the work necessary in keeping the school an attractive and healthful place in which to learn. It suggests that the teacher share with parents the obligation of making the school a good place for their children to go and learn.

I hope you will have a school this year which carries out the spirit of this bulletin. I hope you will so organize your work that you will help pupils, not only to develop understanding of the fundamental problems in health, reading, numbers, science, social science, art, and music, but will help pupils to make these fundamentals a part of the total program of daily living.

This bulletin was prepared in the Division of Teacher Education and Certification, with assistance from the Division of Negro Education.

JOHN FRED WILLIAMS
Superintendent of Public Instruction

Frankfort, Kentucky

June 14, 1944

GETTING THE SCHOOL UNDER WAY

It is a fine thing that you are going to teach this year. It will be a happy experience for you and the children if you really love teaching better than any other work. It will be an unhappy experience for you and the children if you have no love for the work. If you love to be with children, learn with them, play with them, and if you can work with them so they can be free to learn, relaxed in your presence, then you will love teaching this year. If you can work with children during this period of great national strain, and if you can do this work in such a way that they will not be under too great emotional stress, then you will be a happy teacher. If you can believe that every child living is important and if you can give attention to things he thinks are important, and if you can weave into the pattern of his learning these needs and desires of his, you will be a good teacher, and good teachers are always happy.

Your first task will be to find out who and where the children are. You will go to the office of the superintendent where the names of all your pupils are kept. You will want a list of these pupils and the names and location of their parents. While you are at the office of the superintendent, you will get the teacher's register for the last year and probably for the past four or five years. You will study the records of the pupils in order that you may have as much advance information as possible about them. You will learn how the record book is kept if you do not know. You will ask the attendance officer who is in the superintendent's office to explain anything about record keeping and reporting which you are not sure about. By all means you will not suffer the humiliation of being unable to keep accurate records and make correct reports, because you will know you will be cheating the children when you fail to keep a correct record and make accurate reports.

If at all possible a good teacher will know the names of most of the pupils very soon. He learns the names by studying the teacher's register and by visits to the homes of the children. You will want to do this. You may be strange to the community. You will not do good work until as much strangeness as possible is removed. You will profit greatly if you can meet some of the pupils and identify them by name before school opens. You will profit greatly by getting acquainted with parents at a very early date. Visits to the homes will accomplish this desirable end. You can do much more than the attendance officer can ever do to keep up attendance. If you love people the parents

of children will find it out on your visit. If you are calm, relaxed, friendly and at ease when you get to the homes, you will be met with the same attitude on their part. If you are a friend to them, they will know it, and they will know, too, that you are a friend to their children. This being true, they will want their children to come to the school where you teach.

Visits to homes will lay the foundations of understanding between parents and the school. You, of course, will always remember that the school in which you teach is not your school but it belongs to the people to be used by their children. Since it does belong to them and is for their children, you will want to find out very soon what they want the school to do in order that their children can be helped most. You will not ask them, as some teachers do, to cooperate with you. On the other hand, a wise teacher, and I hope you are wise, will ask the parents how he can cooperate with them in making the school what they want it to be. You will help them formulate their desires into statements which will guide you in making the school meet what the people think are their needs.

The people can be trusted to guide the destinies of the school if the teacher is wise. You will find that every parent wants the school to help his child to be a good citizen, to speak, read and write correctly, to know and practice good health, to understand how to live and get along with other people, to learn some skills so he can earn his living, to develop good character, etc. The parents will not express themselves in the same terms that you will express yourself on these points, but if you are a good teacher you will be able to find ways to list the objectives of the school which they set down. When you give them the privilege of saying what the school shall accomplish for their children, then they will let you decide, with the children, the ways these things may be accomplished. Let them lead in saying *what* and you then can lead in saying *how*.

Difficulties often arise because parents do not understand the methods used. This misunderstanding can be avoided if you will work with the people long enough to get agreement on the things to be accomplished. As soon as you and the parents come to an agreement as to what is to be done, then the means you use will be more easily tolerated by them. You will begin to discover their expectations on early visits. More will be learned in later visits and conferences at the school. You will use these agencies of democracy to get parents on your side. Then the pupils will be there. The attendance problem almost disappears.

You will want to learn as much as possible as soon as possible

about how children grow and develop. There are many ways to do this. There are excellent books about the growth and development of children. The Association of Childhood Education, 1201 Sixteenth St., N.W., Washington, D. C., devotes its time to problems in this field and issues a magazine and many pamphlets along this line. There are doctors to whom you can go for information on the physical growth of children. The parents of the children can help greatly with this problem, and if you have proved to them that you really want to help their children, they will share with you information they have about their behavior. Don't forget to study the children themselves. This can be done every time you come in contact with them at work and at play, at school, on the way home, in their homes. When you have established spiritual bonds between you and the children, understanding will develop between you and them.

When you get an understanding of the growth and development of the pupils and how they learn, you will then know how to select learning materials. The textbooks will be useful and will be used by the pupils and you. But you will remember that no textbook will contain all the materials and experiences the child will need. You will have to take the children where they are with their meager experiences and tie these experiences into the textbooks. This means that you must start with other materials which you can get and which you know will introduce them to the more formal and abstract experiences found in the textbooks. You will remember that every child before he comes to school has had rich experiences in his family, in his community, and in the world at large. You must remember that he will continue to be in contact with the living world about him, day in and day out. It will be your task to know where the current life touches him and help him interpret it. You will have to tie this life up with learning in the school in such a way that he will be able to relate what he sees and hears from day to day with what he reads in textbooks and other books.

You will have to keep alert to what is said in the daily papers and on the radio and in books and magazines. You will have to keep on the lookout for things said and published which will give meaning to life as it is lived and its relation to a long view of life. Your principal and your superintendent should be able to help you provide ways and means of finding and making available learning materials and experiences. Your fellow teachers and you can share materials. Teachers in special fields will be able to help you and cite materials which will develop special interest of the children.

The community in which you teach will offer abundant opportunity

for learning experiences. You have learned by this time that part of a child's experiences in school is gained through reading. You have learned also that visits to places of educational value must have their place in the learning experiences. And you have learned that probably the most meaningful learning experiences are those in which children do things and help others do things. Knowing these important facts, you will work with the children in discovering what goes on in the school area and will list those you and they think are worth seeing. You will make visits to the worthwhile places a part of the learning experiences.

Children will learn by doing things. Since you know this to be true, you will work with the children in finding things at school, in the homes, and in the community-at-large, which you and they can do to make life better and at the same time contribute to growth and development. You and they may decide among you to make the school a very healthful and beautiful place in which to learn. You may get the children to work with their parents in making their homes healthful and beautiful places to live.

You and they will probably decide that in order to have a school a healthful place to learn you will need to alter the color of the interior walls, or clean the desks, or treat the floor, or improve the ventilation or regulate the heat. You may want to improve the system of disposing of waste material. In order to make the school beautiful you and they may need to decide upon the kinds of colors to be used in the interior, and you may want to do something to improve the grounds and the outside appearance of the school. You will not work alone nor make all the decisions alone, nor bear the expense. On the other hand, you and the children will share in the work, in the decisions and the costs of these activities.

You no doubt will want working tools. This will certainly be true if you do the things you and the children want to do. No man who owns a home, lives in it and takes pride in it will fail to have the minimum number of tools with which to do the work needed to be done about the place. You and the children should consult the vocational agriculture teacher and find out what the tool chest should contain. It may be that this chest may then be made up of tools donated or lent by the parents of the children. Such a kit of tools can be made the beginnings of a shop where pupils may work on things in which they are interested.

You will want to develop a careful work program for the school. How you and your pupils will work together will depend upon your beliefs about what education should do for the child. If you believe

that your duties are limited to teaching the separate subjects in the curriculum, you will develop your work program so that it will be a sort of assignment-study-recite pattern. If you believe that the whole child is concerned, you will develop your work program so this purpose will be accomplished:

If you are a good teacher you will try to develop the whole child. You will try to develop the child as an individual to the highest degree of which he is capable, giving attention to his physical, mental, social, spiritual, aesthetic, and emotional development. You will attempt to integrate all these phases of his individual qualities so that he will be well-balanced. To accomplish this you will provide situations so that children can live healthfully every day. You will develop social habits as well as health habits. You will give adequate attention to the development in the child in such basic skills as speaking, reading, writing, number concepts. You will give him opportunity to learn to appreciate life, health, skills, the beautiful, the useful, etc. Above all you will help children to develop happy relationships with one another.

You will accomplish these desirable things through a program of democratic living. If children are to be worthwhile citizens, live healthfully, develop appreciations, develop happy relationships, they must begin sometime. If you are a good teacher, you will start your program from the very beginning in this direction. You will work with children and they with you in deciding just how you are going to work together. You and they will work out a program which will enable you to work together. You and they will, from day to day and week to week, evaluate that plan and will work together in keeping it adjusted so that you and they will be able to develop in the ways of living, learning, playing, experiencing together.

When you accept the total child view and when you and the pupils start working together, you will inevitably lead into the study of those problems concerned with the improvement of the quality of living. This will follow democratic procedure as night follows day. Children when they plan are realistic and will face real problems. With them going with you in finding problems, solving problems, the quality of living will be raised. Your reading, writing, numbers, science, social sciences, health, welfare, the arts, the vocations will be explored in the light of common sense living.

If you develop the whole child, then he must participate from planning to finishing what has been planned. You must share with children the

- (a) Selection of the school's objectives
- (b) Development of daily and weekly work schedules

- (c) How problems will be attacked
- (d) How classroom control and management can be maintained
- (e) How the learning environment may be changed
- (f) How the school and the community can work together
- (g) How the pupils will treat teachers and how teachers will treat pupils.

Through it all the teacher must lead, suggest, stimulate pupils. He must bring to bear a wealth of learning and knowledge of people and children and things.

You will be a good teacher if you and the children grow in knowledge and understanding. How will you know you are making progress? This is sometimes difficult to find out. Unless you make a careful record of things at the very beginning of the school year, you will have nothing by which you can determine the progress you have made. You will have to drive a few stakes so you can look back and see where you are at the end of the year.

Make a careful and detailed statement of the condition of the building, listing the things which need improvement. Do this also for the school grounds, noting the need for walks and other things which will make it attractive. Take an inventory of the supplies and equipment—fuel, stoves, seats, desks, blackboards, etc. When you have changed anything, check it off so you may know how far you have gone.

Make up a list of needs of each pupil, and include in this list the things upon which you will work. Note each pupil's health, his abilities in the learning areas, his appearance, his speech, his attitude, his willingness to work, his mood. Out of this decide the things you will do for each child in order to meet a specific need. You will then have something to look back to—something with which you can compare any progress made by each child.

The way the school looks to the passerby will indicate to some degree the kind of school you have and the kind of teacher you are. If you are a good teacher the school will look good to those who see it when they approach it. You may find on your first visit that the yard has grown up with weeds, or gullies have been formed, the toilets ill-appearing, and the outside walls without paint. You may even find that the foundation is not closed. If this should be true and if you lack courage, and if these difficulties dishearten you, and if you do not have the resources within you to overcome this drabness, it will likely mean that you do not have the courage to be a leader. But if you can rise to the occasion and see in the future a well-kept yard

with no gullies, sanitary toilet facilities, well-selected and well-applied paint on the outside walls, and building set on a neatly closed foundation, you will be the kind of person this place needs. In your vision of the future you will plan to get the children on your side. You will help them see the drabness and you will help them vision the school after it has had the magic touch. You will see in that vision parents of these children seeing the drabness, visualizing the change, and working along with you to make it come true.

You will get the parents to come to the school and plan with you ways and means of making the school sightly. You and they will find the paint (ask the board of education to supply it) and they will put the paint on and will take pride in doing it. You will make them understand that the school yard must be as attractive as the yard each child has at home. You will make them understand that a closed foundation under the building will give assurance of greater comfort during cold weather. You and they will learn that insanitary unattractive toilet buildings make for poor health, poor manners, poor citizenship. If, when you look at the poor, unsightly building, you can feel in your heart that parents will help you work for their children when they know what to do, you will be a good teacher. You can trust parents when you set them free to help and help them to find the thing that needs to be done.

When the school looks good, you will lead in keeping it that way. The pupils will work with you in doing this if you will work with them. They will find waste containers for paper and other waste ordinarily found on a school yard. They will find a metal drum somewhere or they will take cast-off wire and make one. They will select a grounds committee who will see to it that the waste container receives the waste. They will also use this container as an incinerator where the waste may be burned with safety. Trust the initiative of the larger boys and girls to do this and they will not fail you.

The school room inside must be a pleasant place to live and work. When you enter the room the first time, you may find the walls dull, the window panes out, the furniture broken and dirty. You may find the entire room so unattractive that you may wish you were somewhere else. But if you have courage, you will know that to change this room into an attractive room is an educational job. You will do what you can about it before school opens. After the school starts one of the very first tasks will be to ask the children to help you decide what you and they can do to make the room look the way you and they want it to look. You and they will ask such questions as these: What can we do to make the walls, the woodwork, the furniture look more

attractive? Shall we paint the walls, and, if so, what color? How shall we clean the furniture? What shall we do to the windows? Shall we need the help of our parents in this job? What can we as pupils do without the parents' help?

Out of this sharing in the problem constructive plans can be developed. Cleaning can be done; furniture can be arranged; and coloring determined. Parents can be invited to come in and share in meeting the needs which the school cannot meet without their help. Waste paper baskets can be devised; book shelves can be built and bulletin boards can be provided. Drinking facilities can be arranged. The walls can be painted. Most of the things needed to make a school attractive on the outside and homelike on the inside can be provided by the people in the community whose children are served. They will provide them to the limit of their ability if properly led. It follows, also, that when a school community has manifested its interest in a good school and has done all it can to have a good school, the board of education will go to the limit of its resources in helping a school to do those things it cannot do alone. You will find that a board of education will buy the paint for a schoolroom if the people will see that it is put on. The board will cooperate in building sanitary toilets at schools which will keep them sanitary. They will make needed repairs to buildings and furniture if communities take pride in protecting property. The board knows that property will not be destroyed in a school when parents and pupils work with the teacher in developing the school program.

If you will appoint every child on some committee he will share the responsibility of school keeping. In order to give all of them a feeling of responsibility you will probably want to have the following active committees: Sweeping, dusting, blackboard, bulletin board, windows, library, wraps, water, fire, waste paper, yard, flag, girls' toilet, boys' toilet. Pupils should have some choice as to the committees to which they are assigned and membership on certain committees should be changed periodically.

You will arrange your program so the children will be able to do their school work at school. For the most part, the assignment of home work wastes a great deal of time, disappoints pupils, places too much strain on some pupils, and prevents them from doing necessary tasks assigned them at home. In a well organized school, the pupils have their work plans. The day is *not* spent in the old 1890 style, where the teacher makes an assignment, the pupil studies the assignment, and then recites it back to the teacher. Instead, the pupil and teacher plan the work and go to work on the plan. The teacher helps

if and when the child needs help. Eight hours out of 24 is enough time to give to school work.

The child is disgusted if he works at home on an assigned task and the teacher does not go over his work with him when he comes back to school the next day. He gets the notion that his assignment was a kind of punishment rather than something that is important. Then, too, pupils have home duties connected with daily living in the home. He needs to associate with the members of the family and to share in their experiences. You will avoid assigning home work at least you will not ask pupils to take their textbooks home. If they take books home, let them be library books of a recreational nature and not language, arithmetic and the like. You will find, no doubt that pupils will be more eager to do school work and will have something to occupy them if they do their work in school where they can get the help they need.

The class period should not be a daily test. You will, if you are a good teacher, spend a great deal of the class period in planning with the pupils the things they will do before the next meeting of the class. During this assignment period, you will help them to determine the specific things they will do and will give some suggestions as to how they may do them.

When the time comes for the group to meet again, you will, no doubt, spend some time in finding out the difficulties they met with in carrying out the plan and will offer suggestions which will help clear up those difficulties. You will then lead into plans for the next meeting of the class. This will include the matter of clearing up the difficulties found in this class period and in planning for the next period, such as selecting the tasks and planning the attack. When you use the period in making intelligent and specific plans and clearing up difficulties, you will be working, not *for* the pupils, but with them.

Partnership with pupils in the school work should start at the very beginning of school. You can start by getting the pupils to help you plan the work of the school and to accept responsibilities for carrying the plans into effect. Not long ago a very good teacher opened a one room school. It was very inspiring to note that she and the children began their partnership at the start.

Their first step was to plan their work. She invited all the children to assemble in a circle and help her plan the things that should be done during the school term. It was agreed in the very beginning that they could not think of all the things that needed to be done during the entire term, but it would be well to list as many things as possible at the beginning and to add others as the school

term progressed. The teacher was so evidently sincere that she convinced the children at once that it was not a make-believe task she had asked them to perform, but a real one. They believed from the beginning that they could help and that their ideas would have the teacher's consideration.

The teacher's question as to what they would like to do led to a discussion of the fact that the brothers, cousins, and fathers were away at war. Out of this came a suggestion that they would learn about *writing* so they could write to those members of the family who are in the armed forces. (English) The discussion also led to the remark that they would learn how to locate on the maps the places where their soldier brothers were stationed. (Geography).

By skillful leadership of the teacher, the pupils listed other things to be done, such as—studying birds, animals, plants, etc. (Nature and Science)—keeping up with what is going on in the world (Literature, History, Newspapers)—keeping the school clean and a healthful place in which to live (Health and Sanitation). In a short while the pupils had suggested most of the things that are found in any good school and each item in the school plan was an outgrowth of a felt need on the part of the pupils. The children were led to see why they needed language, arts, sciences, social sciences, health and physical welfare.

After several over-all objectives were set up by the pupils under the guidance of the teacher, she then asked what should be undertaken first. It was agreed that the first thing should be to get the school clean. Then the teacher asked the pupils to help her list the jobs that would have to be done in order that the school might be cleaned. They began to list such as sweeping, mopping, washing furniture, washing windows, cleaning cloak rooms, cleaning book shelves, cutting the weeds, painting the walls, painting some of the furniture.

As soon as the list was placed on the blackboard, the teacher asked when they should clean the room, and the decision was that they should start at once. She then asked for volunteers for each task, with each child selecting the job he would like to work on. In a few minutes every child had selected the thing he preferred doing and the names were listed opposite the tasks. Each child went to his work. Most of the children were surprised to find that the teacher had available working materials and tools suited to each task—mop, buckets, brooms, window cleaning powder, a scythe, etc. The children went to work. Everyone had a part in planning and was introduced to his responsibility. Each felt important in the sharing.

Children will be happy when they share in what is planned and

share in the execution of the plan. You will find that you will not need the services of an attendance officer if you will form sincere partnership with pupils.

Your beliefs about promotion are significant. You, therefore, should consider well your practices of evaluating pupil progress. When a pupil "fails" or is "promoted", more is involved than averaging the scores in the grade book and transferring these to the report card. Your decision will affect the child's present and future life. In measuring the progress of your pupils you should re-examine often the factors involved in child growth and development because your philosophy of promotion evolves from your beliefs about child growth and development and from what you believe is the school's responsibility toward the development and growth of each child.

The development of the mind is no longer the only objective of a school, but rather the school should offer opportunities for development of all powers of the individual. The all-round development of the child involves not only the mental but the physical, social, emotional, and spiritual phases of life.

In view of the "whole child" concept, it is readily seen that measuring mere achievement of knowledge does not measure the total growth of the child, and his promotion will, therefore, not depend solely on academic subjects. In thinking through your own philosophy of promotion, consider the following beliefs:

1. That every child has possibilities for growth and development and should experience and enjoy a measure of success.
2. That growth takes place most efficiently through first hand experiences.
3. That no child really fails alone. It is often the school or home or community that fails to provide the right kind of curriculum or environment.
4. That children progress at different rates according to abilities.
5. That a child should be placed in the group where he can do his best work—socially, emotionally, physically, mentally—whether or not he has made certain grade standards of attainments. That the teacher should begin where the child is and stimulate growth to higher levels.
6. That the teacher is concerned with understanding each child, his needs, special abilities, and interests. That she should guide him in worth-while experiences so that he may adapt himself to his social group in order that he will become a thinking, creative, efficient member.
7. That the teacher should measure the whole child—physical, mental, social, and emotional growth—that no one method of evaluating pupil progress, such as test, should be the sole means of determining success or failure or of progress from one grade to another.

8. That if it is unwise for a child to go to the next grade, he, his family, and his group should be prepared for it in such a way that no feeling of shame or punishment is felt.
9. That classification and promotion should be decided on the basis of the individual pupil.
10. That promotion should not rest merely on academic accomplishment but on what will result in the greatest good to the all-round development of the individual.

The following questions should be considered before reaching a decision relative to promotion :

1. Is the child placed in the group where he can do his best work—socially, emotionally, physically, and mentally, whether or not he has made the grade standards of attainment?
2. Is the child taken where he is and stimulated to growth of higher levels?
3. When a child is retained in a grade, is he prepared for it—also his parents and his group? Is there no feeling of shame and punishment felt?
4. Should any child fail in the elementary school regardless of his mentality?

The slow learning child is a challenge to the teacher. You must work with the slow learning child as you do with other members of the group at the level at which you find him and build a program in terms of his own problems, needs, and interests. Failure or threat of failure handicaps a child. At no time should he be scolded. He needs and thrives on recognition whenever progress is evident. Your ingenuity in finding something that the slow learner can do successfully will be an important contribution to his complete growth. You should make every effort to find books on the level and interest of the slow learner. It is especially important that you discover his reading interests. The following suggestions may help you handle the slow learning child rather than fail him in cases where he is advanced to a position of social and physical adjustment before he is able to do the formal academic work of a certain grade :

1. Help the group develop centers of interest which will require more than mere academic learning—such as painting, modeling, construction, collections, and excursions into the community followed by discussions of the experiences. (Mental development does not depend solely on learning material in textbook.)
2. Teach the academic skills on different levels, taking the child where he is, even individualizing instruction for him. (Children in one grade may be in several groups—working on level of their ability and according to point they have reached in acquiring skills in that grade.)
3. Form committees upon which the child may serve.
4. Study the child that you may know how to help him with his particular problems.

The report card reflects what the teacher thinks about the child and what the teacher considers important in school. The report card is only one way of evaluating child growth, but it is important and is a shortcut between the home and school. It reflects the philosophy of your total school program and should let the parent know how well his child is developing in all of his abilities. It should give, therefore, your evaluation of the whole child by showing progress in skills, habits and attitudes, appreciations, and happiness. Each is equally important and the same kind of grading system which applies to one of these should apply to all. Through this procedure of grading you will let the parent know just what you consider important at school. If the school thinks healthful living is important, then the report card should reflect this belief. If the happiness of the child is considered important, you should let the report card reflect this also. It is your responsibility to help each child develop to the extent of his ability, and the report card, therefore, should give to the parent and to the child a real viewpoint of the progress of his total development.

In order that good relationships may be developed, standards of conduct should be worked out with the children. If I were to test these relations, I would want to observe the children and find out the correct answers to the following questions about children's conduct:

- Do they open and close doors quietly?
- Do they take turns graciously?
- Do they put away materials after using them?
- Do they remove hats or caps when entering the room?
- Do they offer their chairs to guests and older people?
- Do they wait for girls to enter or leave the room first?
- Do they express appreciation for kindnesses done them?
- Do they eat quietly?
- Do they ask a blessing before meals?
- Do they walk, not run, in the building?
- Do they know when to admit defeat?
- Do they apologize when at fault?
- Do they care for younger children?
- Do they show kindness to animals?
- Do they use the words, please, excuse, and pardon?

If your school succeeds in doing the things suggested in this bulletin, your daily work program will have to be carefully developed. There are many ways you can do this. The old time-table schedule was never satisfactory because it put the entire daily work of the school in a kind of straight-jacket. You will want a schedule of work which

will give you and the pupils opportunity to plan your work, and, to work the plan.

Twenty-one persons meeting in Richmond worked for five weeks on a program of daily living in the school. These persons had been selected as helping teachers by superintendents in 12 counties in Kentucky and are classified as superior teachers. They worked under the guidance of Miss May Hansen and Miss Katherine Evans of Richmond, who were assisted by Miss Mary E. Hite of Columbia, South Carolina, an outstanding specialist in Rural Elementary Schools. The work of this group is so suggestive of what a good program of daily living at school should be that it is given here for your guidance. The discussion of each block of the daily program was also prepared by this group of helping teachers.

It is hoped that you will study this program until you understand it, and then use it as a guide in formulating your own program of work:

SUGGESTED PROGRAM OF DAILY LIVING

Devotional or Opening Exercises		All Grades or Groups		
Planning for the Day	¼ hr.	Singing—Bible Reading, Prayer—Stories—Current Events Plans for Day's Activities—by pupils guided by teacher		
Reading	1¼ hr.	Group I or Grade 1. <i>Reading</i> Silent work follows recitation	Group II or Grade Silent reading after motive is set up and difficulties removed 2. <i>Reading</i>	Group III or Grade Silent reading after motive is set up and difficulties removed 3. <i>Reading</i>
Physical Education	½ hr.	All Grades or Groups Planned by children—guided by teacher Active Games, Singing Games, Ball Games		
Arithmetic	1¼ hr.	Group I or Grade Recitation as group. Individual help. Drill on Fundamentals	Group II or Grade Group or Individual help. Drill on Fundamentals as needed	Group III or Grade Group or Individual help. Drill on Fundamentals, etc., as needed
Noon	¾ hr.	Noon for All Wash hands—Blessing—Lunch—Relaxation		
Appreciation	¼ hr.	Quiet after eating Music—Poetry—Art—Pictures Listening to music—Stories—Nature—Quiet games		
Language Arts	1 hr.	Group I or Grade 1st. Grade— <i>Reading</i> Other grades— <i>Writing, Spelling and Language</i>	Group II or Grade 2nd. Grade— <i>Reading</i> Other Grades— <i>Writing, Spelling and Language</i>	Group III or Grade <i>Writing, Spelling and Language</i>
Intermission	¼ hr.	Drink—Toilet—Exercise—Wash hands if necessary		
Cooperative Group Experience Social Studies or Child's Center of Interest	1 hr.	Democratic Group Living All Groups working and grouped according to interests and abilities. Centers of Interest—based on (a) Social Studies or (b) Life-like situations. Grades 1, 2, and 3 may work on Home, School, Community Grades 4, 5, and 6 may work on Other Communities, County, State. Children purpose, plan, execute and evaluate		
Close	¼ hr.	Evaluate day's work Plan for next day Send children home happy		

PROGRAM FOR DAILY LIVING AT SCHOOL

I. *Why have a daily program*

- A. To protect children against the oversight of certain areas in the day.
- B. To guide teacher and children throughout the day.
- C. To help teachers face what they want to do for each child.
- D. To provide opportunity to use all devices in developing the whole child.

II. *Purpose of the school*

- A. The individual development to the highest degree of which the child is capable. We have in mind the *whole child* which includes physical, social, esthetic, spiritual, manual or vocational and emotional development as well as mental development. In order to take care of the *whole child* these are the main areas to be developed:
 - 1. Health—Opportunity to live healthfully.
 - 2. Habits—Social development, opportunity to live democratically.
 - 3. Appreciation—An opportunity to enjoy music, poetry, art, nature, etc.
 - 4. Skills—Subject matter.
 - 5. Happiness—Underwrite all the school with happiness.
- B. The opportunity to practice democratic living by having children purpose, plan, execute and evaluate every day.
- C. Raising the level of living in the community.

III. *Making the daily program*

Making the daily program is one of the most important and difficult tasks of every teacher. The teacher's real philosophy of education is reflected in her plan for daily living at school. The plan given in this bulletin is in no way meant to be a model of a *best* program. It is merely a guide for teachers to use in making the transition from the "time-table" type which was formerly used in so many of our schools to one we feel more nearly carries out the purpose of the school.

We suggest that the day be divided into ten parts which we may call blocks or sessions. They are:

- A. Devotional
- B. Cooperative Group Experience. (Social Studies)
- C. Play

- D. Reading
- E. Noon
- F. Appreciation
- G. Language Arts
- H. Intermission
- I. Arithmetic
- J. Evaluation

These blocks need not come in the order mentioned here and it must be kept in mind that the program should be flexible at all times.

IV. *Explanation of Blocks*

A. *Devotional*

This is a period which can be made very rich for children through their planning and participation. It should be one of great variety. A spirit of reverence and worship should be developed. Suggestions for this period include the following:

1. Bible reading by pupil or teacher
2. Choral reading
3. Prayer
4. Sentence prayers
5. Group singing
6. Poems
7. Pledge to flag
8. Stories
9. Pictures
10. Current events

B. *Cooperative Group Experiences*

By cooperative group experiences we mean experiences in which every child participates, experiences, shares, and lives democratically. This verifies a statement by Dr. Kilpatrick—"You will never develop a people for a democracy if you do not develop them in a democracy."

An effort should be made toward devoting from one-fourth to one-third of the day to this block; some days less time may be used than others. An experienced teacher may use more time than an inexperienced teacher. This block should be filled with socializing and group experiencing which result in a

better understanding of the social and school environment. These experiences are of two kinds :

1. Life-like experiences of the children
2. Those having root in social studies

The beginning teacher may find it better to begin this period by using life-like experiences of the children on later work into social studies.

In this period the emphasis should be on democratic group living where the children purpose, plan, work and evaluate together.

This period may be used in a variety of ways. When school first opens, it may be used in making the grounds, building and classroom attractive and healthful. On special occasions such as Christmas, the group may decide to lay aside its work and spend a few days, probably a week, in preparation for the holiday. During this period committees may be chosen to do the routine duties of the school such as dusting, scrubbing, carrying water, etc. Most of these housekeeping duties should be done as soon as the children arrive at school.

This period should consist of three parts :

1. Work period. In the work period the children go forth with the work they have planned.
2. Conference period. In the conference period the children make plans for the following day and evaluate what they have done.
3. Clean up period. In the clean up period the room is cleaned and restored to original orderliness and attractiveness.

This entire period should always be well planned and under the guidance of the teacher.

The following is a suggested list of group experiences. (Remember these are not all. Many others may be added.)

1. Improvement of room and grounds
2. Construction
3. Painting
4. Drawing
5. Sewing
6. Gardening
7. School store
8. School paper
9. Preparing lunch
10. Special holiday experiences

C. *Play*

The program of the play period should be planned by the children under the guidance of the teacher. This is the period of strenuous exercise. Some games which are suggested are ball games (any form), jumping rope, singing games, and relay races.

The play period should be so planned that older children play together and younger children together. In some cases the teacher may be able to work out a procedure for an older child to help a group of younger children.

Definite plans for active indoor games should be made for cold and rainy days.

Games to check out to be carried home are also needed. The children may make these in the cooperative group experience period.

Some helps on this program may be obtained from the bulletins sent out by the University of Kentucky and from a book on physical education by Neilsen Van Hagen.

D. *Reading*

Children should be grouped according to ability rather than grades. In a one-room school the children usually fall into five reading groups. The reading block is the period in which all the children work on reading at the same time.

Materials for the reading block may include health, history, geography, science, government as well as literature. Motives are set up and difficulties removed as far as can be anticipated for every group. Then all go to work. The teacher usually begins by working with the lower levels and moving from group to group. In this reading block the children should be provided with the opportunity to attain such reading abilities as:

1. The development and the use of an enlarging vocabulary.
2. The ability to locate materials through the use of tables of content, reference books, text books, card catalogs, etc.
3. The ability to organize materials through the use of outlines, murals, frieze, dramatization, experience charts, and sequential arrangement.

Children should never read orally without having first read silently. Whenever a child does read orally, there should be a purpose or motive for oral reading and it should take place in a natural situation.

A variety of types of comprehension should be used such as :

1. Reading for detail
2. Reading for main idea
3. Reading for information
4. Reading to draw a conclusion
5. Reading to share

The teacher should always encourage extended reading in books, magazines, and papers.

The first and second grade levels should have two reading lessons each day. This second lesson may come either in the language arts or the arithmetic block.

E. *Noon*

The noon hour should be a period in which a child develops the correct pattern of daily living, by living that way every day.

The children should wash hands and assemble to eat. Thanks for the food may be sung by the group, or a blessing may be asked by one child or all children. Pleasant conversation in natural tones with every child participating is encouraged. After dishes and lunch baskets have been cared for, all children should rest. The smaller ones may rest on cots, tables, or mats. The older children may play quiet games such as checkers or dominoes.

Stories may be read or told, or they may listen to soft music on radio or phonograph.

Before going back to work, children may go to the toilet, wash hands, and get a drink. No strenuous outdoor play should be carried on during this period of the day.

The following suggestion may be used for washing hands in a one-room rural school: A hole may be bored through the floor into which may be fitted an iron pipe, in the end of this pipe may be placed a large tin funnel. A fruit jar with a perforated lid may be used as a soap container.

As the children walk by the funnel, a dipper of warm water and a sprinkle of soap may be poured on each pair of hands. This may be rinsed off by a dipper of cold water. In warm weather the hand washing may take place outside.

The children may make their soap by mixing one ten cent box of soap flakes, one five cent box of borax, and one five cent box of baking soda. After dissolving this mixture in

one quart of boiling water, three quarts of cold water may be added—this makes a gallon of liquid soap for twenty cents. Before trying to carry out a hot lunch program, every teacher should secure the cooperation of her Health Department. Every teacher should strive to plan a program whereby she can serve each child at least one hot dish every day to supplement his cold lunch. This may be carried on in one of the following ways:

1. Each child may bring a small jar of vegetables or stew from home. These jars of food may be placed in a pan of water, and placed on the stove to heat.
2. Lunch may be cooked at home by a neighbor who is in sympathy with hot lunch program and is willing to cook one or two hot dishes.
3. During the mid-morning recess period, the food for lunch may be prepared by a committee of girls assisted by the teacher. The food may be taken to the home of a neighbor who cooks it while preparing her own food. Just before serving, two of the boys may get the food while the other children are getting ready for lunch.
4. The children under the guidance of the teacher may both prepare and cook the food at school.

F. *Appreciation Block*

The appreciation period is very closely linked with the devotional. It is a time when the teacher and children feel and enjoy the beautiful in life. It may be used for

1. Music—rhythm band, singing, radio, records
2. Beautiful and interesting things in nature
3. Stories
4. Poems
5. Art

G. *Language Arts*

Whatever is taught within the language arts, written or oral, must be that which is needed in one or more of all the types of important activities in which the child engages both in school and out.

The language arts should be integrated and correlated with all subjects and activities in which the children participate and the schoolroom should be a place where children live nat-

urally and happily if they are to develop the ability to use language effectively in real life situations.

Language work, both oral and written, will grow out of the major unit of experiences of the children.

The school, home, or community must provide the experiences for children so that they will have something to talk and write about. These experiences and activities furnish the motive or purpose which is most essential for the teaching of any subject.

An example of some good motives for first and second grade language was observed in the Eastern Teachers College Training School. The children of the first grade had a unit on the "Cafeteria." They listed on a chart all the things they planned to study about the cafeteria. This was a good example of organizing material. Then they wrote a letter to the manager of the cafeteria asking permission to visit the cafeteria and one when they returned thanking her for permitting them to visit the cafeteria and telling her what they liked about it. The children made up a program dramatizing the foods needed daily, and sang songs, and made costumes representing the fruits, vegetables and other food. All these activities furnished a motive for oral language, expressing ideas and child development as well as teaching health.

Another good example of motivation of written language observed was this: The sixth grade was putting on a Greek play, which they had written, at the close of a unit on the study of Greek and Roman history, and had written invitations to groups and grades to attend the play. This gave them a motive for putting on the play, in which there was developed extensive work in oral and written language. This also furnished the other grades a motive for writing a letter in response to an invitation.

Other motives of *written* language are :

1. A year book, record book or diary
In these the children write up the high lights of the year keep a record of all important or interesting happenings of the year
2. A booklet on the unit or activity that is being carried on, as Birds, Rocks or Gardening, or Cafeteria
3. Write an invitation or response to one, or "Thank you" notes

4. Arrangements for visits or trips
5. Writing up scenes for plays
6. Organizing and outlining material for talks
7. Writing for a school paper
8. Writing business and friendly letters

There are many more but the important thing to remember is that written work must be motivated and purposeful and children must have experiences to write and talk about

Some motives and activities that could be used to motivate the *oral* language are :

1. Dramatizations
2. Telling a story or an interesting part of it
3. Using the telephone training should be given the children in this usage
4. Receiving visitors in the school and escorting them around
5. Announcements—in chapel
6. Introductions. Introducing parents and teachers
7. Relating experiences to the group
8. Giving directions and explanations
9. Presiding over meetings
10. Choral speaking

Standards should be set up by the pupils for both oral and written language, guided by the teacher. At the close of class or activity the group should evaluate their work to determine how much of these standards they have reached and what they need to work on. Those not reaching the standards set up by the pupils could be grouped according to their common needs regardless of age or grade level for the purpose of direct teaching of the language skills, spelling and writing. We are realizing that the *spelling* we teach does not carry over or is really never taught. We must try to analyze the way a pupil learns to spell. Perhaps it is *not* that we have not taught but *how* we have taught. The following steps in teaching spelling may help :

1. Pronunciation-Enunciate clearly.
2. Meaning—Getting meaning from use.
3. Calling the letters.
4. Study difficult parts.
5. Visualize the word.

6. Write the word.

A child should not only learn to spell the list of words given in the speller but he should keep a list of the words that he misspelled in his written work for his own individual study. *Handwriting* is a tool by which we express ourselves and not an aim within itself. Whatever is to be written should be related to life and the school activities. Here again we must have a purpose for writing and a desire for writing. It will be necessary to have two groups in writing. The first two grades will be doing manuscript writing and the other groups cursive writing. Children usually change to cursive at the close of the second grade. Scribner's manual is a help to teachers in teaching manuscript writing.

These few little devices might help in teaching the forms of letters:

1. One story letters as "a."
2. Two story letters with an upstairs as "b."
3. Two story letters with a basement as "g."
4. Four story letters as "f."
5. Teach by families as "a" family a, d, g, q; also the "l" family.
6. A little fat boy e, and his little slim sister "i."
7. A is a polite little boy who keeps his hand down.
8. O is a greedy boy who keeps his hand out.
9. The begger letters with hands out are: b, o, w, v.
10. Two kinds of r's and t's.

H. *Intermission*

This should be just a few minutes for the children to get drinks, go to the toilet and wash hands.

I. *Arithmetic*

The great need as we see it is not for more teaching of formal arithmetic but for better teaching of arithmetic in practical lifelike situations. Because we realize there has been a weakness in teaching too much formal arithmetic, we believe greater care must be taken to help children see the place of arithmetic in daily living and daily experiences. Teachers must take advantage of many opportunities which constantly arise for using arithmetic in actual life problems such as:

1. Making change

2. Measuring
3. Weighing pupils
4. Finding height of pupils
5. Telling time
6. Reading the thermometer
7. Counting and passing out books and pencils
8. Building boats, airplanes, and doll houses
9. Planning a trip

In order to teach arithmetic most effectively, we believe that it should be taught by a block method wherein the children are grouped according to needs and abilities. If all arithmetic activities are grouped in one portion or period of the day it will be easier for the teacher to combine groups for instruction, or for remedial work, or to give individual instruction. If a long period or block of time is provided the teacher can best help individuals or groups whenever her guidance is most needed. Pupils may work individually on their own level of ability or in suitable ability groups.

Beginners should be kept in a separate group and no formal arithmetic is given them, though number concepts are developed with reading and games. Grade II should also be kept in a separate group and possibly Grade III. Other children are grouped according to ability. This arrangement will give the teacher from four to six ability groups to work with rather than eight grades. In arithmetic a child may not fall into the same group as he does in reading. A pupil may be in Group III in arithmetic while in reading he may be in Group I.

In "Living and Learning in Small Rural Schools" published by the State Department of Education, Nashville, Tennessee, special needs are listed so that incidental teaching will not become accidental teaching. For first grade the needs are counting, reading and writing numbers to one hundred, addition and subtraction of numbers whose sums do not exceed ten, and the concepts of a few terms of measurement such as tall, short, under, over, large, small, least, most, round, square, middle, top and bottom.

The second year pupils will review the first 25 addition and subtraction combinations and master the remaining 20 whose sums exceed 10. Carrying and borrowing are postponed until the third grade.

In addition to carrying and borrowing the third grade should learn the first 60 multiplication facts which include the 2's, 3's, 4's, 5's, and 10's. The times tables as arranged in sequence have been abandoned and facts are taught so that they function automatically. Division accompanies the 60 multiplication facts, such as, 4 times 3 is 12, 3 times 4 is 12, 12 divided by 4 is 3, and 12 divided by 3 is 4.

These are 219 facts in addition which are used in making the "carries" in multiplication. These facts are not difficult but unless they are mastered the work with multiplication will be handicapped.

A child gets the basic learning tools successfully only as he gets mental and emotional security. He needs understanding teaching and pleasant surroundings, and he must have a feeling of confidence before he can judge clearly.

J. *Evaluation*

At the close of each day there should be a period of 10 to 15 minutes in which children and teacher evaluate and make plans for the next day. This is the teacher's opportunity to take care of those problems which arise when children feel that they have not had classes in various subjects because a formal drill lesson may not have been taught.

Every child should be sent home in a happy frame of mind.

In the selection of your instructional material, you will need to give first consideration to the minimum and optional state courses of study. The State Minimum Course of Study, which is required in all schools of the Commonwealth, and the Optional Course of Study, which may be adopted as a whole or in part by your local board of education, have been adopted for use in the elementary schools of the state by the State Textbook Commission, effective until June 30, 1945.

The course of study adopted by your board will include all subjects listed in the minimum course of study, plus additional subjects selected from the optional list. Your superintendent may select from the optional lists two subjects in the first grade, two in the second, and one in each of the remaining elementary grades, including seventh and eighth and junior high school. The texts for the optional courses are not given here, and in case any of the subjects in the optional groups are adopted by your board of education, you may consult your superintendent or Educational Bulletin No. 12, February 1940, entitled "Lists of Textbooks Adopted and Approved by the State Textbook

Commission of Kentucky, 1940-45" for the texts adopted for these subjects.

The minimum course of study listed below is required in all schools; however, if you are teaching in a county school system which maintains a school term of at least nine months, or in an independent school system embracing a city of the first, second, third or fourth class, your superintendent and board may have selected for these minimum courses texts other than the ones listed here.

If you are not teaching in a county school system which has a school term of at least nine months nor in an independent school system of the first, second, third, or fourth class city, you will use the following textbooks:

Subject	Textbook
First Grade	
<i>Minimum:</i>	
Primer	<i>Ben and Alice, Primer</i>
Reading	<i>Playmates, First Reader</i>
Optional:	Art, Music, Writing, Health, Safety, Science, and Social Science (Your local board may select two of these.)
Second Grade	
<i>Minimum:</i>	
Reading	<i>Indoors and Out, Second Reader</i>
Writing	<i>Graves' Progressive Handwriting, Book 2, Grade 2</i>
Spelling	<i>Child-Centered Speller, Series K. Grade 2</i>
Optional:	Art, Music, Health, Safety, Science, Social Science (Your local board may select two of these.)
Third Grade	
<i>Minimum:</i>	
Reading	<i>Friends to Know, Third Reader</i>
Language	<i>English Activities, Grade 3</i>
Writing	<i>Graves' Progressive Handwriting, Book 3, Grade 3</i>
Spelling	<i>Child-Centered Speller, Series K. Grade 3</i>
Arithmetic	<i>New Curriculum Arithmetic, Grade 3</i>
Health	<i>Growing Big and Strong, Grade 3</i>
Optional:	Art, Music, Geography, Safety, Science, Social Science (Your board may select one of these.)
Fourth Grade	
<i>Minimum:</i>	
Reading	<i>Trails of Adventure, Fourth Reader</i>
Language	<i>English Activities, Grade 4</i>
Writing	<i>Graves' Progressive Handwriting, Book 4, Grade 4</i>
Spelling	<i>Child-Centered Speller, Series D, Grade 4</i>
Arithmetic	<i>New Curriculum Arithmetic, Grade 4</i>
Health	<i>Safety Every Day, Grade 4</i>
Geography	<i>Living in Different Lands, Grade 4</i>
History	<i>Story of Earliest Times, Grade 4</i>

Subject**Textbook**

Optional: Art, Music, Safety, Science, Social Science
(Your board may select one of these.)

Fifth-Sixth Grades

During the year 1944-45 and years ending with odd numbers thereafter, you will use fifth grade material for the fifth and sixth grade pupils.

Minimum:

Reading	<i>Frontiers, Old and New, Fifth Reader</i>
Language	<i>English Activities, Grade 5</i>
Writing	<i>Graves' Progressive Handwriting, Book 5, Grade 5</i>
Spelling	<i>Child-Centered Speller, Grade 5</i>
Arithmetic	<i>New Curriculum Arithmetic, Grade 5</i>
Health	<i>Doing Your Best for Health, Grade 5</i>
Geography	<i>Living in the Americas, Grade 5</i>
History	<i>The Story of Old Europe and New America, Grade 5</i>

Optional: Art, Music, Science, Social Science, and Safety
(Your board may select one of these.)

Sixth-Fifth Grades

In the year 1945-46 and years ending in even numbers thereafter, you will use sixth grade material for the fifth and sixth grade pupils.

Minimum:

Reading	<i>On the Long Road, Sixth Reader</i>
Language	<i>English Activities, Grade 6</i>
Writing	<i>Graves' Progressive Handwriting, Book 6, Grade 6</i>
Spelling	<i>Child-Centered Speller, Grade 6</i>
Arithmetic	<i>New Curriculum Arithmetic, Grade 6</i>
Health	<i>Building Good Health, Grade 6</i>
Geography	<i>Living Across the Seas, Grade 6</i>
History	<i>The Story of Colonial Times, Grade 6</i>

Optional: Art, Music, Science, Social Science, and Safety
(Your board may select one of these.)

Seventh-Eighth Grades

In 1944-45 and years ending in odd numbers thereafter, you will use seventh grade material for the seventh and eighth grade pupils.

Minimum:

Reading	<i>Literary Selections, Grade 7</i>
Language	<i>English Activities, Grade 7</i>
Geography	<i>United States in the Modern World, Grade 7</i>
Kentucky History	<i>Exploring Kentucky, Grade 7</i>
Government	<i>Our Government with Kentucky Supplement, Grade 7</i>
Arithmetic	<i>New Curriculum Arithmetic, Grade 7</i>
Health or	<i>Helping the Body in its Work, Grade 7</i>
Elementary Science	<i>Useful Science, Book 1, Grade 7</i>

Optional: Art, Music, Writing, Spelling, Guidance, and Safety
(Your board may select one of these.)

Subject**Textbook****Eighth-Seventh Grades**

In 1945-46 and years ending in even numbers thereafter, you will use eighth grade material for the seventh and eighth grade pupils.

Minimum:

Reading	<i>Literary Selections, Grade 8</i>
Language	<i>English Activities, Grade 8</i>
U. S. History	<i>The Building of Our Nation, Grade 8</i>
Arithmetic	<i>New Curriculum Arithmetic, Grade 8</i>
Agriculture or	<i>Today's Agriculture, Grade 8</i>
Elementary Science	<i>Useful Science, Book 2, Grade 8</i>

Optional: Art, Music, Writing, Spelling, Health, Guidance, and Safety
(Your board may select one of these.)

Note: The textbooks in health, safety, science, social science and geography, listed in the optional group in the first four grades, may be used as supplementary readers. They should be used to supplement the reading program instead of being offered as separate subjects. It is desirable that a large number of supplementary readers be used in the reading course for the elementary grades and especially for the first four grades.

Special Curriculum Requirements

Conservation. A recent Act of the Legislature requires that "Instruction in all phases of conservation and preservation shall be included in the curriculum of the public schools of Kentucky; and textbooks regarding the proper use and protection of forest, soils, water, minerals, and wild life shall be prepared or selected by the State Textbook Commission for this purpose." To the date of the printing of this bulletin, no text has been adopted. It is suggested that materials on the conservation of natural resources be secured and that these materials be integrated with all the school curriculum.

Moral Instruction. Boards of Education may provide for moral instruction in a manner provided by law.

Instruction in Narcotics and Alcoholic Liquor. "The nature of alcoholic liquor and narcotics and their injurious effects to the human system shall be taught in each of the grades, four to ten inclusive, of the common school." It is suggested that this instruction be integrated with the Health and Physical Education program.

