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EDUCATIONAL BULLETIN

BUILDING A PROGRAM FOR THE ONE-TEACHER SCHOOL

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JOHN FRED WILLIAMS
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Picture on Cover Page

All children from first grade through the eighth are brought together in a "family group" to listen to a story about living in other countries.

FOREWORD

This Bulletin deals with the organization of the one-teacher school program. In keeping with a recent State Board of Education regulation, the practice of organizing programs in the one-teacher school by alternating the fifth and sixth grades and the seventh and eighth grades will be discontinued altogether by the beginning of the 1948-49 school term. This Bulletin is offered as a guide to teachers in building and organizing a better program of learning in these small schools.

Today approximately 138,000 children are saying "good morning" to 1800 bus drivers who take them to consolidated schools; yet, approximately 100,000 Kentucky children are attending 3573 one-teacher schools. Consolidation which brings about an improvement in the learning situation is an achievement. There is value in consolidation when this goal is reached, but due to road conditions and topography of sections of Kentucky, many schools cannot be consolidated for years. Kentucky children will continue to attend one-teacher schools for many years to come. It is important, therefore, that the one-teacher school which does remain be maintained at the highest level of efficiency possible. This Bulletin represents one effort toward building more effective programs in these schools.

The Bulletin was prepared under the leadership of Murray State Teachers College, in cooperation with the State Department of Education. It is my hope that every teacher of a one-teacher school, and every school superintendent will read it and find it helpful.

Appreciation is expressed to the following committee which prepared this Bulletin:

Dr. E. J. Carter, Chairman, Head Department of Education, Murray State Teachers College
Miss Lottye Suiter, Training School
Miss Rubie Smith, Assistant Professor Elementary Education
Doctor Annie Ray, Training School
Miss Mattie Sue Trousdale, Training School
Mrs. Dorothy Rowlette, Training School
Mr. Josiah Darnell, Training School
Dr. R. E. Jaggers, State Department of Education
Mr. Sam Taylor, State Department of Education
Miss Louise Combs, State Department of Education.

JOHN FRED WILLIAMS
Superintendent Public Instruction

August, 1947

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INTRODUCTION

A democracy presumably guarantees to all of its citizens equality of opportunity, but on every hand there are glaring inequalities in the educational opportunities of children. One of the greatest challenges facing Kentuckians is that of providing for children equal opportunities in education. In order to do this a great deal of attention must be given to the rural school and its program. The small rural school is one of the early landmarks of public education. Today, more than ever, it is a challenge to the teacher to make it an attractive place where children can grow physically, mentally, socially, and spiritually. Equally important is the challenge to make it a community center where *all* the people can grow.

The organization plan and teaching techniques described in this bulletin were developed as a result of certain beliefs about children, how they live, behave, grow, and learn. Children learn in the same way regardless of the size of the school they attend. They are full of energy; they want to work with their hands; they like to explore, to experiment, to express their thoughts and feelings; and they like to plan and to share with others. They learn from their entire surrounding. The woods, the fields, the streams, and the sky furnish rich teaching materials. Learning comes more easily when there is a measure of success and when the teacher is sympathetic and understanding. Children learn by doing. Children learn by repetition and by practice. They learn to cheat by cheating, to love by loving, to hate by hating, to destroy by destroying, and to think by thinking. Many learnings come through unconscious imitation. The child speaks the language of the community, and he adopts the attitudes of his parents.

The small rural school plays an important part in the educational experience of many boys and girls. It was the desire of the committee that the following bulletin would help teachers develop in these schools the kind of program which would meet the needs of the children and the community and make for abundant living.

COMMITTEE ON PREPARATION OF BULLETIN

THE SCHOOL HOME AND ITS CARE

Madge Evans sat in the back of her small schoolroom and surveyed it with evident satisfaction. The softly tinted walls, clean muslin curtains, attractive bulletin board, and the library corner with its low shelves of brightly colored books helped to make this a place where children were living and working together happily.

Miss Evans had just finished making the first monthly report of her fourth year at Caney Bend and was pleased with the good attendance. She recalled that it had become increasingly better each year. Her thoughts wandered back to that August morning when, as a beginning teacher, she had seen this room for the first time. A sense of depression had weighed down upon her as bare walls, soiled floors, and begrimed windows stared uninvitingly at her and she had wanted to run away. How glad she was that she had not obeyed that first impulse! No, she had resolved then to try out some of those theories she had been absorbing with such enthusiasm only a few weeks ago in Teachers' College. She would not try to do everything herself nor would she attempt everything at once.

Madge knew that her first problem was to lead the children to see their needs and then to guide them in improving their surroundings. That night she tossed and turned in troubled dreams, subconsciously seeking a solution to her problem. The next morning as she walked to school with Jack and Judy they talked about the lovely things they saw along the way and of how clean and fresh last night's shower had made the grass and trees.

"I like pretty clean things," said Miss Evans.

"So do I," said Judy.

"Wouldn't it be nice if we could stay outside today?" Jack thought aloud.

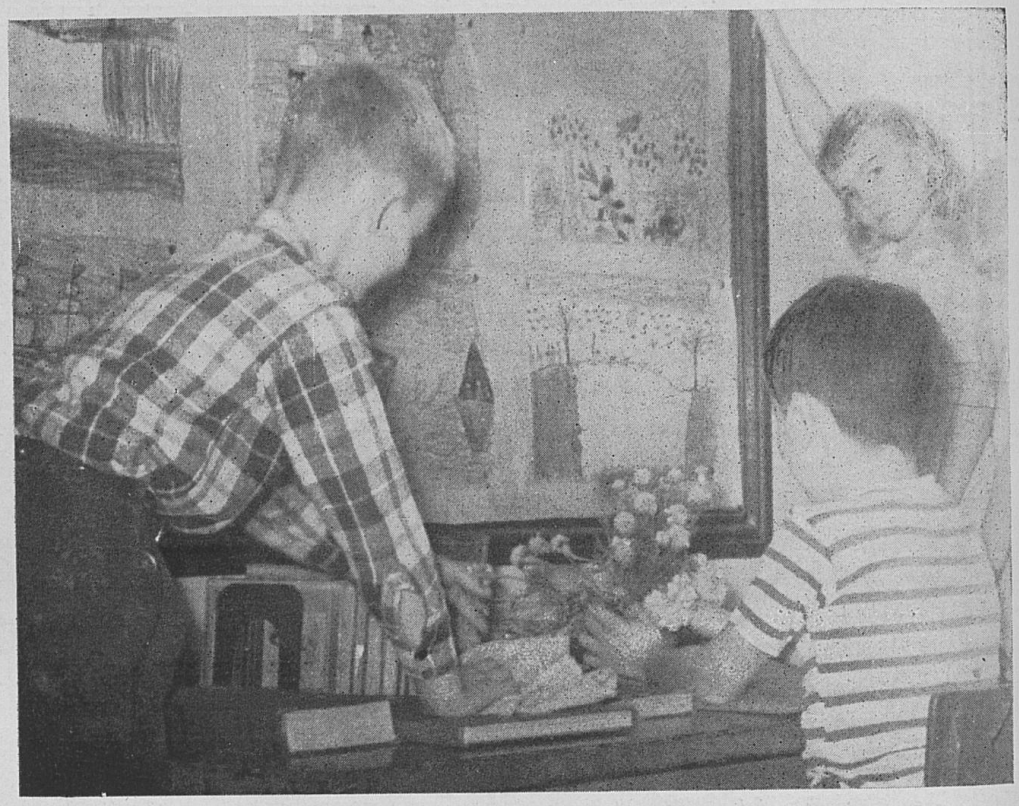
"Yes," answered Miss Evans, "but I wonder if we could bring something like the beautiful outside into our schoolroom."

"We could at least make it clean and bring some flowers in," suggested Judy.

"That is a fine idea," said Miss Evans, thrilled at the possibilities Judy's remark held.

At the opening time that morning Miss Evans told the other boys and girls about her conversation with Jack and Judy. They had not been accustomed to talking things over with the teacher; so, they entered into the discussion rather timidly. Encouraged by a pleasant smile and appreciation of their ideas, they were soon expressing themselves more freely.

The outcome was that the next day several of the children appeared with rags, buckets, and soap. The transformation they succeeded in making was very gratifying to Miss Evans. The results were so pleasing to the children themselves that they began talking possessively about "our room" and voluntarily assuming the housekeeping duties necessary to keep things clean and orderly, and attractive.



Children are happy in accepting responsibility for the care of the school home.

As Miss Evans now thought back over that first year she recalled that, while progress was made, everything didn't work as smoothly as she had hoped. Sometimes there was a bit of friction about who would do the most desirable tasks, and frequently Ted complained that Tommy wouldn't do his part. The children often had to be reminded of their duties and sometimes there was too much confusion. These were problems that caused her much concern. How could she bring about a keener sense of responsibility and group cooperation?

During the following summer, Miss Evans read an account of how one teacher had succeeded in getting the children to form a club and organize into committees for sharing the housekeeping tasks and checking the quality of work done. When a similar plan was presented to the Caney Bend children the following autumn, they ac-

cepted it readily. They named their club the "Happy Workers" and, under the guidance of their teacher, listed some things that should be done by the group as:

Keep the floor clean
Keep blackboard and erasers clean
Dust furniture, window ledges, and woodwork
Arrange and water flowers and plants
Empty wastebasket and burn trash
Keep the fire going (when needed)
Keep the toilets clean
Keep paper picked up from grounds.

Madge remembered that as improvements had been made other committees had been added to take care of the library and lunch.

This plan was a great improvement over the disorganized procedure of the previous year but Miss Evans had to lead the children into constructive criticism of the work done. It was a slow process. Even that second year she was still reminding some of the children that they had forgotten to do their part.

"Perhaps," she thought, "children really do forget easily," so she had made a work chart and placed it where each child could see and be reminded of his assignment.

Each new task presented a new learning situation. The relationship between clean windows, more light, and relieved eyestrain was clearly evident. The knowledge that danger from germs lurks in dusty floors and insanitary toilets resulted in decisions to keep these places well swept and scrubbed frequently with soap and water. Information about how colds and communicable diseases may be carried from hand to mouth motivated the scrubbings of desks and doors.

As the year passed, Madge was gratified to observe that the children seemed increasingly able to practice inner control, that they were improving in work habits and attitudes, and that there existed a more wholesome relationship among the groups.

By the third year, the community was sharing the children's interest in making the school plant a center for enriched living. A community club of patrons, interested citizens, and children had been formed and was meeting regularly and planning improvements. With money netted from pie suppers they had painted the walls, turned a section of the blackboard into a bulletin board, made shelves for a library corner, and arranged a place for wraps. They had built corner cabinets—one where cleaning supplies were kept and others for utensils used in preparing a hot lunch. Mothers had assisted the older girls in selecting materials and making the window curtains.

The grounds had been cleaned, gravel paths made, and the few simple plantings from rooted cuttings the children brought from home were beginning to beautify the landscape.

Last year a sandbox for the little tots had been placed outside, see-saws and swings had been made, and balls and bats purchased.

Already plans were underway for this year. Movable furniture would be added; lattices would screen the toilets; some small shrubs and evergreens would be transferred to the schoolground from the nearby woods; and a few additional pieces of playground equipment would be built. It looked as if this were going to be the best year yet.

Madge glanced at her watch and closed her register. She straightened her desk. Judy's blue bowl of marigolds sent her thoughts hurrying again to that first August morning three years ago! How Judy had developed!

"No, it hasn't been smooth, easy sailing all the way," mused Madge, "but it has meant growth for the children, for me, and for the community."

DEVOTIONS—A MEANS OF GROWTH FOR CHILDREN

Angelo Patri said: "All people have within them a religious feeling, a reverence for the things that are not seen, a devotion to the Power that has created this earth and all that dwell therein. . . .

"Children need to know the comfort and joy of religious feeling, need to be taught the good way of life, and too often they are deprived of that teaching because of their neglect."

The teacher of children continually should be seeking: to bring boys and girls into a satisfying relationship with God; to instill a spirit of reverence; to foster a feeling of gratitude and love; to convey the idea of clean living and good citizenship.

A teacher should plan her program with the knowledge that all children have a natural religious tendency and that they need to know God as naturally and as gradually as they come to know their mother. Throughout the day teacher and children live together in an atmosphere of freedom, of friendliness, of kindness, of unselfishness and of thoughtfulness to others. To get the day going right or to create the atmosphere for happy living together a brief but lovely devotion may be given by the teacher or by one of the children.

This is no new thing. Ever since there have been schools and teachers there have been devotions of some type. Today there comes a challenge to all teachers to improve the daily devotions so that they may be rich in meaning. The following suggestions may prove to be useful:

The teacher may tell a Bible story in the very best way she can. Story-telling is coming into its own again, but it is not until we know a story thoroughly and feel it deeply that we are best able to interpret it. The choice of a story is very important. There are some stories for children in the Bible which are more interesting than others and the teacher should use judgment in making the selection. After the story has been chosen, the teacher should learn it so well that there is no faltering or stumbling over words when it is told to the children. It is best to form a circle of chairs so that the story-teller can see the face of every child in her audience. If this arrangement is impossible the children may sit in their seats or in a circle on the floor.

After the story, the Lord's Prayer may be prayed in unison, a morning prayer may be sung or the children may compose their own prayers. The following are examples of prayers which children enjoy learning and praying:

"Dear Father in heaven,
Our thanks now we bring
For food and clothing
And every good thing;
Oh, give of Thy blessings
To all who have need
And teach us to love Thee
In word and in deed."—Amen

"Father, we thank Thee for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the world so fair.

"Help us to do the things we should,
To be to others kind and good;
In all we do in work or play
To grow more loving every day."—Amen

It is not practical or desirable that all the Bible stories or Bible thoughts be told in story form. Some of them may be read quite as effectively because they have such beauty of language. The main point to remember is to read so well and so naturally that the reader and the listeners forget all else.

All the Pslams are lovely, but some are more appropriate for children than others. The following ones are beautiful in thought, easy to read, and easy to learn through choral work: Psalms 1, 15, 23, 24, 46, 47, 67, 98, 100, 117, 156.

As was first stated, not all the devotions need to be or should be led by the teacher. Children should be allowed and encouraged to lead devotional exercises. Better programs will result if they are planned and discussed by the group before permitting the children to assume full responsibility for their production. They may tell or read the stories, lead in prayer, participate in a series of sentence prayers, or be responsible for planning, rehearsing and rendering special musical selections.

To add zest and variety the teacher and children may give Bible quotations or riddles based on the Bible. Roll call may be answered with names from the Bible or with portions read from such books as: *Nathan,* by Amy Norris Lillie; *Beggar Boy of Galilee,* by Josephine Lan; *Jessica's First Prayer,* by Hesba Stretton.

Perhaps some days there can be short talks or discussions on such subjects as "Why We Worship God," "The Jewish Way," "The Catholic Way," "Jesus and His Followers." From such topics children can gain a better understanding of the religious feelings and customs of others and a tenderness toward their neighbors, of whatever faith.

There can be discussions too, on such subjects as "We Need Kindness," "How to Make Friends," "Ways of Showing Thought-

fulness.'' Thanksgiving, Christmas, Easter, Independence Day, and the birthdays of such persons as Washington and Lincoln offer excellent opportunities for worthwhile devotions.

Packing Red Cross boxes, arranging baskets of flowers or fruits to be used as gifts to ill or needy persons may truly be a religious experience.

Although the beginning of the day is usually set aside for devotions, there may be times when the service may come at noon with the blessing for the food, or in the middle of the afternoon when the group goes to a hillside to study the flowers or to see and hear birds. We have an opportunity for religious experiences whenever there is an inner feeling which seeks an outlet through expressions of thankfulness, reverence, or joyful sharing of emotional beauty.

The devotions period is one of the best opportunities the teacher has to train children to live together in a happy group. It may become the foundation of a good program in character education. The excellent teacher recognizes this and gives to the children the best effort of which she is capable.

Books You Will Find To Be Helpful

The King James and Revised Standard Versions of *The Holy Bible.*

Snyder, Harvey A. *Boys and Girls of the Bible*

Fitch, Florence Mary. *One God, and the Ways We Worship Him*

Hurlburt, Jesse Lyman. *Life of Christ for Young and Old.*

READING

Among the problems which confront any teacher when organizing her reading program are how to group the children, how to provide worth while learning experiences during independent reading periods, and how to select materials and activities which lend themselves to pupil growth in all the areas of reading.

No single method has been proved best for teaching reading. There may be several ways which are equally good.

The Lower Elementary Groups

Perhaps the most difficult problem facing the inexperienced teacher is how to begin with the children who have entered school for the first time. It seems that a good procedure would be to spend a week or two getting acquainted with these six-year-olds. She may tell stories and lead them to tell stories to her. She may play games with them, and draw them into conversation about their pets, the baby at home, pictures, and brightly colored story-books. She will observe them with the purpose of discovering their interests and abilities. Even though she has no reading readiness tests, she will soon discover a wide range of interests and abilities. Some appear eager and alert, anxious to find for themselves what the story is about, while the attitude of others may vary from mild interest to complete indifference.

By the close of the first or second week of school, the teacher will probably have noted that the children fall naturally into two or more groups. Those who are ready to read will form a group which may begin learning through experience charts or pre-primers. The beginning teacher, in particular, should be guided by suggestions for daily procedure which the manual for the basal text provides.

Another great difficulty is that of finding helpful in-between-class activities for these beginners. If possible they should be seated comfortably at tables and given some choice of materials with which to work and play. These may consist of large sheets of newsprint or wrapping paper, crayons, magazines, paste, large puzzles, number games, picture-books, scissors, and clay. Scrap-books of pictures of their pets, cats, dogs, and of babies may be made.

It will be necessary at the outset for these small children to understand that they must walk and talk quietly in order not to disturb the work of others. The teacher will give them suggestions but allow them freedom to work out their own ideas in creative expression. An opportunity will be given at some time during the day for sharing and evaluating results.

A second group may be composed of those beginners who have shown little or no desire to read. The teacher will seek to find reasons for this lack of readiness. Are there apparent physical defects such as faulty vision, which may be remedied? Are some of these children unduly shy? Are there evidences of poor auditory discrimination? Are others physically or mentally immature? Or does it seem that they appear deficient because of poverty or lack of good background?

Whatever the difficulties, the teacher will begin a remedial program, an important phase of which will be enrichment of experiences which may include activities such as:

Listening to stories and answering questions about them
Learning Mother Goose and other rhymes
Talking about pictures of children and animals which show action
Dramatizing simple stories
Playing games and learning songs
Naming all the objects in view
Drawing free-hand and coloring
Examining picture books
Constructing simple objects
Carrying out oral directions
Tracing or counting from left to right
Talking about group experiences which may lead to the making of first experience charts.

Other children belonging in the primary grades may be divided into ability groups. Some should read with more than one section or move from group to group as the need is indicated for drill in phonics and word study or other skills.

This group may work independently on scrapbooks with materials relating to local resources, foods, community helpers, activities of their fathers and mothers, or any subject of interest integrating with their social studies. They will enjoy illustrating stories.

Workbooks which are written to supplement the text can provide educative in-between-class activities if directions are understood before the child is left to work unsupervised and if provision is made for frequent checking.

The library table should contain books which are interesting and sufficiently easy to be read just for fun by these children.

The Upper Elementary Groups

Grouping for reading in the upper grades will differ from their grouping for the social studies where several or all grades share in

work on a common problem. Not all children of this stage of their development have mastered the skills required for reading with fluency and understanding. Many, perhaps, will continue to need drill in the mechanics of reading. The flexibility that exists in a one-room school where all children are under the supervision of the same teacher makes it relatively easy for a pupil to move from one group level to another in order to meet his specific needs.

Many reading specialists think it highly desirable to keep children in the same age-level groups and to take care of individual differences within the group. A block of the daily schedule is given over to reading, at which time the teacher takes care of three or more classes through daily alternating a library group, written assignments, and the class which she teaches.

Older children often can read independently while the teacher works with another group

Those children who have accepted a written assignment understand what they are to do so that they can work alone. The lesson should have a definite purpose such as: to increase ability to organize materials; to select the main ideas in paragraphs, or in a complete selection; to become efficient in the use of the dictionary; to develop judgment and draw conclusions; to deepen comprehension; to develop better methods of word attack; and to enrich the vocabulary.

The good teacher will not employ a child's time by having him copy paragraphs from a text just to keep him occupied, but will make exercises purposeful with given objectives in mind. A few illustrative examples follow:

I. For developing ability to organize materials
   1. Writing the main idea expressed in the story as a whole, or as expressed in each of several paragraphs
   2. Writing new titles for a selection
   3. Dividing a story into parts and writing a title for each part
   4. Arranging, in proper sequence, the main ideas in a complete selection
   5. Writing a summarizing paragraph
   6. Making a simple outline.

II. Using a dictionary efficiently
   1. Looking up unfamiliar words
   2. Using word lists included in texts
   3. Finding a word in the story that means, e.g. very old (ancient)
   4. Arranging word lists in alphabetical order
   5. Filling blanks with the correct words
   6. Making original sentences with new words.

III. Developing judgment and drawing conclusions
   1. Answering how and why questions
   2. Making comparison of characters
   3. Writing a different ending after changing certain conditions
   4. "What would you have done" questions
   5. Which character is most likely to succeed? Why?

IV. Increasing comprehension
   1. Answering thought and factual questions
   2. Completing sentences
   3. Making questions
   4. Reading related materials
   5. Following directions of increasing difficulty
   6. Summarizing the story.

V. Increasing ability to attack new words and strengthen vocabulary
   1. Making new words by adding prefixes and suffixes
   2. Making compound words

3. Dividing into syllables
4. Finding the little word in the large one
5. Using a word in several ways as—
   He fell down the *bank.*
   I keep my money in a *bank.*
   We *bank* our fire at night.
6. Making lists of words that are opposite or similar in meaning.

The teacher's ingenuity and her knowledge of the pupils will enable her to give the reading program variety when pupils are allowed to listen to someone read a poem or story he has found enjoyable, or when they decide to get into small groups and read to each other out under the trees while older boys and girls share the responsibility of helping the younger children.

Materials

Valuable materials which are inexpensive include:

My Weekly Reader. 25 cents a subscription per semester. Published by American Education Press, Inc., 400 S. Front St., Columbus 15, Ohio. (All grades.)

Hectograph Primary Seatwork. Published by the Hamilton Publishing Company, Platteville, Wisconsin. 24 Master copies can be made from each book, priced 60 cents, plus postage. Topics listed include Food, Clothing, Indians, Pioneers, Transportation, Preprimer, Story Reader I and others.

Unit Study Books. Published by American Education Press, Inc., 400 S. Front St., Columbus 15, Ohio.

Pages from old readers may be cut up for matching descriptive sentences with pictures.

REST AND RECREATION

Rest and recreation are as vital a part of the school program as is work. A tired child can do little effective work. Relaxation is necessary if one expects to have good health. In a period of rest the child secures an emotional release and rids himself of tensions, both physical and emotional. Gradually he learns to relax, thus acquiring a very desirable habit, particularly important in this modern world.

That is what Mary Brown, who has taught several years in a one-teacher school, learned in one of her summer school courses at college. Miss Brown is an alert person and is now considered an unusually good teacher, but it took her a long time to learn that children need carefully planned rest and play periods. In her earlier teaching experience she had provided no period of real relaxation for the children during the school day. She had simply turned them loose at the noon hour and at recesses to run, jump, wrestle, or play in any way they saw fit. At times she had been with them on the playground, but at other times it seemed to be necessary for her to get ready for the work that was to follow the play period. Sometimes when she was not with them there were quarrels and fights. Constantly there were children coming into "tell on" others. Occasionally there was an accident which might have been prevented had she been with them.

Miss Brown had noticed from the beginning of her teaching days that her pupils were very tired just before the lunch period and before time for dismissal in the afternoon. She had tried to meet that situation by putting so-called easy subjects near the end of long sessions indoors. Other subjects, such as arithmetic, she scheduled earlier in the day. This had not solved the problem for she noiced that the children were tired, and that she herself was tense at the end of the day.

In summer school Miss Brown also read and heard about the "whole" child. At first she thought this was some of the jargon one expects to hear in an education course. She thought about what she had heard, and she began to realize that in asking a child to sit still and work for long periods she had been overemphasizing the mental development of the child at the expense of his physical well-being. In allowing much vigorous play she had failed to realize that rest also is important.

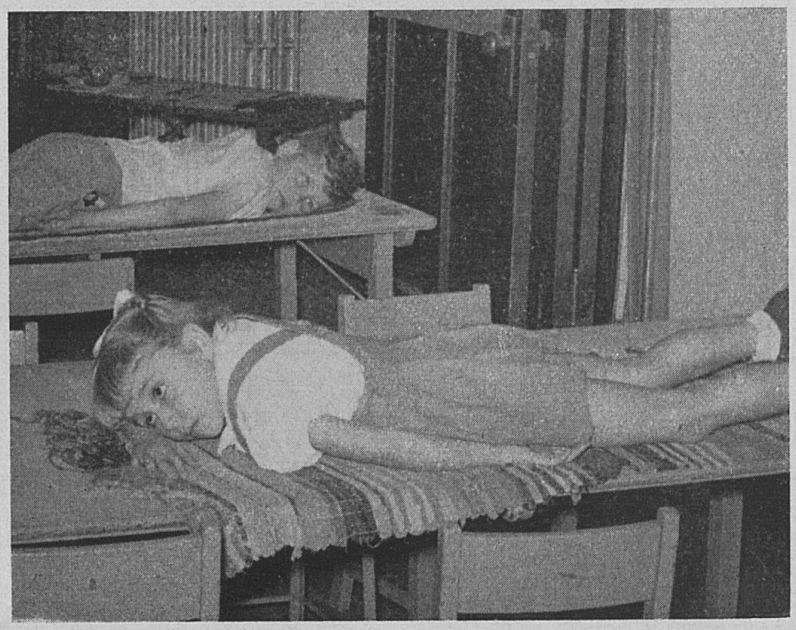
Mary decided that in her school there should be one period of complete relaxation during the day, that it should be at the close of the

lunch period, and that it should be at least twenty-five minutes in length. She also determined that this period, as well as the recess periods, should be as purposeful and as well-planned as any other work of the day. She felt, too, that rest and recreation should come daily and with as much regularity as any work or routine of the day.

The more Miss Brown thought about a period of rest following the lunch hour, the more interested she became. She began at once to get ready for it. Her first step was to take her pupils into her confidence and to have them help in planning. She felt that such planning would secure their cooperation and bring about better teacher-pupil relationships.

Plans were made and the first actual work they did was to move and to regroup some seats which had been fastened to the floor. By doing this they were able to have an open space which provided room for some of the children to lie down. There was room to play circle games and relays on rainy and cold days. She knew that in some school-rooms there was not so much space and she was glad that her room was large. She wished that she had an extra room, but decided to make the most of what she had.

With the new seating arrangement there was room for the younger children to lie in the open space. There were only four beginners and these could stretch out on the tables. Some of the older children lay on mats or rugs. The mats were made from old blankets or quilts and were thicker and softer than rugs. Since it was impossible



A rest period after lunch is important to child growth

to keep the floor perfectly clean they spread old newspapers under their mats or rugs. Some of the older children read, played quiet games, or engaged in a hobby. Miss Brown wished that the children could listen to quiet music but she had no phonograph.

When the weather began to grow cold, it seemed wise not to rest on the floor because of drafts. Then the younger children listened to the reading of poems and stories or perhaps played quiet games. Sometimes they put their heads on their desks and rested.

All of this was not easy to accomplish. At first, the older children wondered why the ball game couldn't go on. Children who had never learned to relax twisted and fidgeted and wanted to talk to others. Miss Brown led them to talk about how to rest and the need for being quiet so as not to disturb others. In this way, she secured their co-operation, and eventually this period was accepted as a regular part of the daily program.

In deciding when the play periods should come it was necessary to think of the whole program of the day. If the children had no time to play at noon, Miss Brown thought they should have one recess period thirty minutes in length. Since school began at eight-thirty, it seemed the recess should come in the morning. If work had not started before nine she probably would have put it in the middle of the afternoon. She knew that there is no one time for the period, but that it should come when the children most need a break in their work. In the afternoon there was a short recess of fifteen minutes. This allowed time for moving around, and for going to the toilet, but little time for play.

The longer recess period became one to which the children looked forward. Not all of the play at this time was supervised. Some children played on swings and slides which had been made the year before. Miss Brown was on the playground during the recess periods. Sometimes she played with the younger children and again she worked with the older ones. An older child often led the younger ones. Usually there were three or four play-groups. Miss Brown was glad that she had learned dozens of games for she used them all.

In bad weather indoor recesses were no longer such a bugaboo as they had been. The children often played relays and circle games in the open space in the room. For these days the Mothers Club had bought some games, including checkers, puzzles, dominoes, jacks, and old maid cards. Bean-bags and ring toss were also used.

When the new program was well under way Miss Brown and the children began to plan an occasional picnic or party. The Mothers Club helped her procure some bricks and stones and they built an out-

door furnace. There was so much fun at these picnics that the patrons began to make use of the outdoor cooking facilities. This was exactly what Miss Brown wanted to happen. It finally led to an occasional party at school for both parents and pupils.

With the help of the parents, some simple outdoor play equipment was procured. This consisted of swings, a slide, and a horizontal bar. All of these were homemade and were relatively inexpensive. Other outdoor equipment included jumping ropes, large softballs—made at home, a volley ball, a softball and bat, horse shoes, and a sand box. There was also a whistle to be used by the child acting as referee or game director.

Along with the use of play equipment came the problem of taking care of it. At first they put some of the materials on a shelf, but later there was a cabinet with a lock and key. Certain children were held responsible for keeping the equipment in order and checking it out.

Perhaps it seems that Miss Brown did a lot of work in order to get a program of rest and recreation under way. She certainly did. In spite of some discouragement, she never thought of giving up. At the end of the year, when she and her children examined what had been done, they felt that they had gone a long way toward reaching these goals: better physical health; better mental health; better resting habits; less fatigue; better work; courtesy; graciousness; and more consideration for others. Best of all, this had been the happiest year Miss Brown and her children had ever spent in school.

ARITHMETIC

The greatest need in teaching arithmetic is not for more time, but for better teaching. Few will question this statement. Furthermore, few will question the need for more concrete experiences and less formal work, better planned and more purposeful practice, better work in problem solving, more effective grouping, and more efficient use of the arithmetic period in the daily program.

Need for Number Experiences

Perhaps in no subject is there more danger of requiring children to memorize abstract symbols than in arithmetic. We sometimes forget that background and readiness are as necessary in arithmetic as in reading. Because we forget this, we sometimes try to have children learn number facts by sheer memory. When this happens, the result is confusion and failure to learn facts without understanding the meaning and use of the number processes. Naturally pupils become discouraged and want to give up.

Instead of rushing children into learning number symbols, teachers should see that they have many and varied experiences. For example, they may count books and pencils as they are used, weigh and measure themselves and other objects, tell time, read the thermometer, make change, plan a party and collect money for it, and count money collected for the Red Cross or other purposes. They may learn the meaning of quarts and pints through the use of milk bottles and other measures. In fact, the beginning of all work in denominate numbers should grow out of experiences.

Number experiences should be used not only in first grade but throughout the grades. Yards and feet mean more when they have been measured. The word acre means something when it has been observed and estimated. Words such as circle, circumference, and radius take on meaning when there have been experiences which bring the words into use.

It is well to think of arithmetic as being concrete and objective as well as abstract. Strictly speaking, concrete work in arithmetic is that in which children work with numbers because there is an actual need to do so. For example, they may measure and cut boards because they need the boards for something they are building. Work in which objects are used for the purpose of demonstrating or explaining is very helpful. Thus children may easily see by counting pegs, toothpicks, or even themselves that five and four are nine. They can under-

stand the meaning of fractions when they divide one or more objects into equal parts. Working with number symbols is abstract work. All of these phases of number work are important, and should come in the following order: concrete, objective, abstract.

Not all number work needs to come through activities, but there should be enough experiences to give it meaning. There will be more number experiences in a school in which many activities are carried on. There is more danger of too few than of too many experiences. Teachers should see that enough situations arise which require the use of numbers. Activities which call for the use of numbers often are found outside the arithmetic class and are thought of as incidental. Such occasions may be used to enrich the content of the work in arithmetic.

Operating a real business gives meaning to number work and helps children understand the business world

We cannot expect to meet all number facts through concrete experiences. It is doubtful if this is desirable. When the meaning of a process is clear, some facts may be met and others reinforced through objects. Dozens of objects such as pegs, domino cards, blocks, and toys may be used.

Enough objects should be used to see that processes are clear, but it is not necessary to meet all combinations objectively. Through objects a child can easily see that three and four are seven. He may see that addition and multiplication are processes of combining, while subtraction and division are processes of separating. He can see that subtraction is the reverse of addition and multiplication is the reverse of division. The meaning of fractions can be shown by dividing pieces of paper or other objects into parts of equal size.

No matter how arithmetic is taught, practice is needed. Much trouble in teaching arithmetic has come about because the fundamental processes have been taught poorly. The results have been inaccuracy and discouragement. Children have resorted to counting on the fingers, tapping, or nodding the head.

Practice periods need not be long and tedious. They may vary in length, but probably should be as much as ten or fifteen minutes. Written drills may be longer than oral ones. Some children may have written practice while others work orally with the teacher. It need not always be strenuous drill with "eyes on the teacher." Practice should be consistent, should come day by day, and should be followed up until the work is mastered.

Long home-work assignments in arithmetic are of doubtful value. Many children have little time for study at home. Practice without guidance may result in errors and carelessness. Any home-work assigned should follow much practice at school and should, if possible, be such that the child can check his own work.

Properly interpreted, the rules governing practice are those which most teachers have memorized at some time. They are: introduce drill or practice only after a process has been taught and thoroughly understood; practice only on facts to be made automatic, for certain material in the realm of thinking is not adapted to drill; practice only on a reasonable number of facts at one time, for too much material tends to confuse; include every member of a series, both easy and difficult, but give more time to the difficult; see that drill periods are relatively short and secure the interest and attention of *every* child; when a process is first taught devote more time to it and give it more frequent practice than will be needed later; stick to practice until the process is mastered; give enough practice to see that what has been learned does not fade away.

There is danger of leaving a process before it is learned. For example, a teacher taught fractions in grade five. She put so little practice on it that it was like an entirely new process in grade six. After a process has been fairly well established practice periods may

be shorter and farther apart, but they should be continued until it is mastered.

Need for Problems

There is little need of practice unless the facts learned are put to use. As already suggested, some problems should be concrete in the sense that they arise as school experiences and that a solution is needed. Other problems are based on the child's experiences out of school, for example: making money, buying at the grocery, and buying clothes and books. Some problems may be of a social nature and may be based on such experiences as the cost of seed, farm labor, and fertilizer. The raising of chickens, livestock, and certain farm crops provide excellent sources of material for teaching number facts. Taxes, income, and profits on the farm may call attention to use of resources and be as valuable in social studies as in arithmetic.

Children need training in how to attack problems. They should learn to read carefully to find what is told and what is asked. They should be taught to estimate results. Much trouble may come because children can not or do not read problems carefully. Children taught to read problems carefully and estimate results are not so likely to be satisfied with results far too large or small, to pursue a trial and error method in solving problems, or to plunge blindly into any process.

Children, if they meet enough problems, should make some generalizations that are helpful. They can see that the terms "how much more", "how much less", or "how much is needed" imply subtraction, while "how much in all" calls for addition or multiplication.

Need for Grouping

A child should be placed in a group in which he can do his best work. He will not necessarily be in the same group in arithmetic that he is in reading. Sometimes a child in second grade may work arithmetic with third grade or again one in third may profit most from working with second grade. A fifth grader may even profit from working in third grade, particularly in practice periods. Much of the first grade work will be connected with activities, but in the one-teacher school there will need to be an arithmetic group in that grade. There will probably be need for a second grade group, but some second grade children may be able to work with third grade. There will probably be a need for from four to six groups when there are eight grades in a one-teacher school.

Before any attempt is made to group children, the teacher should find what their difficulties are. A test should show whether a child is weak or strong in number work, but it will not show why. If a child is weak it may be that he has had no real understanding of the meaning of numbers, that he has had little drill, or that he has gone too fast and is beyond his depth. If he counts on his fingers, he needs more practice. If he fails to solve problems it may be that he cannot read them or that he has no good method of attack. Perhaps he is failing in one process because he is carrying over a certain habit from another. One needs to talk with the child, watch him work, see what he does. It sometimes helps to have him say aloud what he does when he adds or subtracts.

The Daily Program

It seems that arithmetic work in a one-teacher school should be in one time-block of about one hour. During this time the teacher should move from one group to another. One day certain groups may have the major part of the teacher's time. Another day others will have their share of her attention. The teacher should check on what each group and child has done, and see that each group eventually has its share of the time. When a new process is being taught to a group, the teacher should be with the group. On the whole, older children are able to do more independent work than younger ones and may need less of the teacher's time. Self-checking drill devices are invaluable to any teacher and particularly to the one who must work with several groups at the same time.

There is no absolute agreement about what should be taught in each grade. Usually the following is taught in the lower grades:

Grade One:

Reading and writing numbers to one hundred.

Concepts of a few terms of measurement.

Addition and subtraction of numbers whose sums are not more than ten

Grade Two:

Review combinations taught in grade one.

Master other combinations whose sums exceed ten.

Carrying and borrowing are postponed until third grade.

Actual experiences with numbers in such activities as buying, making change, weighing, and reading the calendar.

Grade Three:

Carrying and borrowing.

Multiplication facts which include 2's, 3's, 4's, 5's and 10's. These are not taught in table form. Division accompanies multiplication. For example, 4 times 3 are 12, and 3 times 4 are 12; 12 divided by 3 equals 4 and 12 divided by 4 equals 3

If you care to read some you will find the following bulletins and books helpful:

1. Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. *This Is Arithmetic* and *Foundations of Arithmetic.* These bulletins are planned for the use of primary teachers. Price 35 cents each.
2. Morton, R. L. *Teaching Arithmetic in the Elementary School.* Vol. I, Primary Grades. Vol. II, Intermediate Grades. New York: Silver, Burdett Company, 1937-1939. Has practical suggestions for work in arithmetic.
3. Wilson, G. M., Stone, M., and Dalrymple, C. O. *Teaching the New Arithmetic.* New York: McGraw Hill Book Co., 1939. Gives what to teach and how to teach it.

THE LUNCH PROGRAM

Every school has a lunch program of some kind. Sometimes the children are dismissed at noon to manage the lunch hour as best they can, quickly eating the cold lunch brought from home and rushing to play. In other schools they follow a plan they have worked out with the teacher to make the lunch hour a learning situation which fits into the total school day. The latter type of program seems to be better in many ways. Suppose we look into three one-teacher schools to see how the lunch program is managed.

Letty Anderson is a young person who is teaching her first year in a rural school. She realizes that the lunch hour offers an excellent opportunity for teaching. However, she feels she is not able to include actual preparation of food in the program for the first year. She and the children discuss what should be in a good lunch and how to pack it correctly. They design and build a screened cabinet for storing lunches, and arrange a plan for hand-washing.

If we arrive at lunch time we see this type of thing happening: John and Bill get from the storage place a large lard can, a jar of liquid soap they mixed earlier in the day, and a bucket of warm water from the top or side of the stove. The children take turns soaping their hands and rinsing them over the lard can as Bill pours the water. Hand-washing over, each child gets his lunch and finds a place among the friendly social group. June says a blessing and the children begin their lunches. Pleasant conversation goes on during the unhurried lunch hour. Stories, jokes, and teasing are enjoyed. Lunch papers are discarded and taken to a wire container on the back campus for burning. Quiet games are taken from the cabinet, a record is put on the record player, or Letty opens the book she is reading to the group and relaxation begins.

Later in the day Letty tells us the children never play active games after lunch, but they have a long play period in the morning and a brief rest period at mid-afternoon. She allots thirty-five to forty-five minutes for the lunch period. A few children who live near school find this ample time to go home, but they often bring lunch in order to enjoy the fun of eating with the group.

Sue Denman, a teacher who has had three years of experience in a one-teacher school, began her lunch program much as did Letty because she felt she had so many things to learn the first year. The fourth year, however, with the help of the Mothers Club, she and the children are going a step or two further in planning a good lunch

program. With some of the money made by the Mothers Club the children have built a cabinet for dishes and supplies. The mothers have provided a one-burner coal-oil stove and a few large containers for heating food and washing dishes. Sue's friend in a nearby school uses a charcoal burner. Some teachers use the stove which heats the room.

The children in Sue's room plan at least a week in advance for a hot dish to be served at school. Sometimes it is stew, soup, or hot chocolate, prepared by a committee of children using ingredients furnished by the Mothers Club or by individual children. Again, each child brings food in a jar and it is warmed in a hot water bath and eaten with whatever else is brought in a packed lunch. Committees change and responsibilities are shifted so that preparation of food, serving, eating, and clean-up are a part of the learning experience of each child during the year. Very often an interested mother drops in to work with the lunch committee.

Since the children are fortunate enough to have tables and chairs instead of immovable desks ,the lunch hour is a time when hosts and hostesses take charge. Good manners, table setting, and conversation are being learned as they are practiced.

Sue says there is no confusion over the lunch period. Plans are made week by week. Committees assume responsibility and work in rotation. She feels that since functional health, a great deal of language, social living, and even arithmetic are taught, the values gained are well worth the forty-five to fifty minutes spent in serving, eating, and clean-up. She says she had to grow into the program herself, and could not have managed it the first year, but she hopes that other teachers will dare try it sooner than she. The children show that having a task to perform and responsibilities to assume is excellent training. They are gracious, courteous, calm, business-like, happy youngsters.

One hardly expects to find in a one-teacher school a lunchroom equipped to serve a complete hot meal, but Ann Adams is fortunate enough to have just that. For the first four years she organized a lunch program similar to the one Sue has. This year at Rippling Creek, a two-room school with one teacher, she has a full scale lunch program. Federal funds assist to make the lunches better and less expensive to the children. As she looks back at the beginning she says it didn't take long to sell parents and children on the idea.

At one end of the extra room is a kitchen with storage space for dishes, a stove, three dishpans for safe dish-washing, a sink with drainage tile to run water down the hillside, and a shelf for serving.

Eating a wholesome lunch which the children helped to plan is a vital part of living healthfully at school

The deep well has an electric pump. An interested mother is paid to prepare the food. At noon the thirty-five youngsters eat a balanced hot lunch at tables at the other end of the room. After lunch, committees of older children assist with clean-up while the other children enjoy music, quiet games, or stories. Often, primary children rest on mats when the room is warm. A thermometer, hung near the floor, serves to tell when it is warm enough for the children to rest on the floor without danger of taking colds.

Ann has some extra work to do because of the lunch program. There are reports to fill out and menus to plan. She makes the whole program a learning situation, however, and the children and mothers help plan menus, count food costs, and render other services. The community uses the lunchroom for social meetings. The Home Demonstration Agent holds meetings there, and the people in Rippling Creek Community are benefitting from the program. This is natural because they have a part in it.

These three examples are used to show that schools are different and that teachers must organize the type of lunch program which they can manage most efficiently. The good teacher sees that the lunch hour is as important in the daily program as any other period.

She realizes that it presents another opportunity for teaching. Anyone can see that Ann's program is the most desirable if it can be had. Likewise anyone can see that Sue and Letty have a better plan than to use Ann's under crowded and insanitary, slip-shod management. There is no one way to organize the lunch hour in the one-teacher school, but there are many good ways to make it contribute to the total development of children. It is by using these good ways that teachers can build for rural children a school lunch program with the same opportunities for growth that are present in the schools located in more populous areas.

LANGUAGE AND LITERATURE

Children have a natural tendency to talk, to tell things—but often that desire has been quelled and crushed before they become of school age. Some enter the first grade tense and afraid to express their ideas and feelings. On the other hand, others come eager to talk about things that have happened to them. That is a solid foundation for good language growth and development.

Mrs. Temple was a wise and understanding teacher. She listened to the prattle of the little children and to the almost stilted jargon of the older children as they talked in the classroom and on the grounds at the beginning of the school year. She learned much about the children's ability to talk, their background of educational experience, their home life, their outside interests and needs. From the written work of the older children she learned their attitudes toward writing and their needs for improvement.

First she listed some of the things she must do in order for all the children to grow in ability to speak and write well.

1. Give many opportunities for the children to do interesting things at school, such as make a table and chairs for a library center, paint the dirty walls of the room, or plant flowers.
2. Create an atmosphere of friendliness and helpfulness so that the children would talk freely about their activities.
3. Obtain books for the children to read and give opportunities for much pleasure reading.
4. Encourage the children to tell stories they have read and to write stories, poems, and letters for a class record book about their experiences.
5. Encourage dramatization and pantomining of stories or portions of stories.
6. Read stimulating stories and books to the children.
7. Read much poetry to the children
8. Take excursions with the children and emphasize the beauty seen.
9. Go through the textbooks and find out what helps they offer for voice improvement; for stimulating talks, conversations, and discussions; for poetry appreciation and interpretation; for good dramatics; and for satisfactory story writing.

To those who have gone page by page through each textbook without much idea as to the growth of children in language usage, this may seem an odd way to begin the teaching of language and literature. When children and their needs are considered, the teacher makes the school program fit the individual child and teaching becomes alive.

Mrs. Temple grouped the first and second grade children together. The third, fourth, and fifth grade children formed another group. The language and literature period was an hour and one-half long, and all the children worked on these subjects at that time.

Mrs. Temple took down stories as they were dictated by the little children. She read them back to the children in as pleasing a manner as possible. The other two groups wrote stories, poems, and letters, or they read for fun.

When the little people had finished with their dictation, Mrs. Temple had a record of ideas and feelings about many different subjects. This group of young children became the audience for the reports and stories from the children in the other groups. As the children read their own stories, or told those they had read from books, the teacher listened. She listened to see if they: spoke plainly; pronounced words correctly; used expressive, rhythmic words; used

Through dramatization these children tell the story of "Barney, the Donkey"

verbs correctly. She seemed pleased with each child's effort to write and to get his story across to the audience. She chuckled with the children as humorous tales were related. At the end of the class period the children had a feeling of accomplishment.

Some days all the children, even the big girls and boys, worked on voice improvement. To overcome monotone they imitated people, animals, sounds; they read aloud and played the parts of different characters in stories, particularly pirates, giants, witches, fairies, and humorous characters; they exercised their lip and jaw muscles by having fun with tongue twisters. such as:

"Bread is better with butter, butter is better with bread."
"Peter Piper picked a peck of pickled peppers."
"Mother made mittens for Margaret."
"The old black crow sings his song,
Hee-Haw, Hee-Haw!
He sings it late and sings it long,
Hee-Haw, Hee-Haw!"

The children became so interested in this activity that they made tongue-twisters for practically every consonant.

Mrs. Temple read each one of the written stories. She corrected the mistakes and the children copied the stories for their folders. If a story was good enough the child was asked to make a copy for the class book. This contained copies of stories, poems, letters and invitations from all the children in the room.

Acquaintance with poetry may give children the experience of listening, memorizing, illustration, and making booklets for their own use. Since the acquaintance of little children with poetry is gained largely through the experience of hearing it, both charm and skill in its oral presentation are imperative for the teacher of young children.

Sometimes original poems were composed by members of the class and often became the children's favorites. The following original poem was enjoyed by one group:

ANGELS

"I wonder what angels do up so high
in the sky.
I wonder if the angels ride on the
clouds as they go drifting by.
They play on their harps, or so I hear.
I wish some of their music would come
drifting by my ear."—Ann Farmer

Each child was encouraged to learn the poems which appealed most to him. No attempt was made to teach any poem formally for the sake of memorizing it. Now and then periods were given over to

the repeating of verse for the pleasure that came from sharing one's favorite poems with others.

There were times when Mrs. Temple read a great deal of verse to all the children without comment. Some of the poems that appealed to all the children were the following:

"Puppy and I"—Milne
"King's Breakfast"—Milne
"Shoes and Stockings"—Milne
"Vespers"—Milne
"The Duck and the Kangaroo"—Lear
"The Quangle Wangle's Hat"—Lear

There were times, too, when the seventh and eighth grade pupils read poetry to the entire group.

After Mrs. Temple had spent weeks emphasizing poetry to the children, she discussed a verse-speaking choir with pupils in the fifth, sixth, seventh, and eighth grades. She illustrated the work of the choir with about three poems, with more than one way of saying them. The poems had possible solo and unison parts. Most of the group were fascinated with playing with these poems in this way.

The children were invited to find and present to the group poems which they thought lent themselves to being said in a similar way. After reading a poem to the group the child told how he thought it could be developed. The group was encouraged to add suggestions. Always the emphasis was placed on the best way to bring out the thought of the poem. The arrangement finally selected was the way the group as a whole decided best portrayed the thought and feeling of the selection. Often the group decided on two ways to say the same poem. The group arranged many poems and psalms.

The emphasis was on playing with poems and discovering how they could be said best to bring out the poet's real meaning and feeling. The emphasis was not on developing a choir. However, an interesting choir was the outgrowth of this fun with poems. Of course, it took much practice and work to perfect a group of voices speaking as one.

Some of the poems which Mrs. Temple used were:

"Shoes and Stockings"—Milne
"Vespers"—Milne
"The Proud Mysterious Cat"—Vachel Lindsey
"Jonathan Bing"—B. Curtis Brown
"Pirate Don Durk of Dowdee"—Mildred Merryman
"Lullaby"—Paul Lawrence Dunbar

Psalms that were developed by the choir were:

Psalms 1, 15, 23, 24, 46, 47, 67, 98, 100, 117, 121, 150.

Books You Might Like to Read

Association for Childhood Education. *Story-telling.*
Hamm. *Selections for Choral Speaking.*
Gullan, Marjorie. *The Speech Choir.*
Wofford, Kate. *Teaching in Small Rural Schools.*

POETRY BOOKS YOU MIGHT LIKE TO HAVE FOR YOUR CLASSROOM

Hubbard-Babbitt. *The Golden Flute.*
Aldis, Dorothy. *Anything and Everywhere.*
Milne, A. A. *When We Were Very Young.*
Fyleman, Rose. *Fairies and Chimneys.*
Barrows, Marjorie. *One Hundred Best Poems for Children.*

SPELLING AND WRITING

Spelling and writing are truly just as important in the new schools as they were in the old ones; however, the method or procedure for learning to spell and to write has changed. Let us consider the objectives Miss White and her children are trying to reach in these drill subjects.

Objectives for Spelling in the First Grade

A. To lay the foundation for good spelling through:
   1. Ear Training. Ear training may be gained in the following ways:
      a. Noticing words in rhymes
      b. Filling in sentences with words which rhyme with given words
      c. Making up original rhymes with words such as sat, pat, rat, cat.
   2. Comparing words to note similarities and differences. Finding the words belonging to a certain family.

B. To teach spelling incidentally when children begin to write independently. Spelling as such is not taught in the first grade.

Perhaps the six-year-old's first need for writing and spelling comes when he has made a picture and wants to identify it.

This is what Miss White did to meet that need: showed each child how to write his name, spelled it as each letter was pointed out—D-O-N. She encouraged each child to put his name on all pieces of work. That was not enough drill, so practice was given on the blackboard and by writing with big kindergarten pencils on wide-ruled tablet paper.

As the children began to compose and to read stories about their own experiences, and as they read the short stories from the preprimers and primers, they soon began to want to write stories of their own.

These first stories were very simple. The introduction to such an activity was something like this in Miss White's classroom:

"Name the things you do at school."

The children named run, play, jump, sing, dance, swing, eat, and cry.

Then Miss White put the following story on the board. The writing was done in clear manuscript.

I RUN
I RUN
I RUN
I RUN, RUN, RUN!

She helped the children to read it—showed them the letter I—helped them to see *run* as one word—then spelled it pointing to each letter. (This will not confuse the sound nor hurt reading if it is not undertaken too early in the year or with children who are immature. Do not go too fast with the writing and spelling for then it will become confusing.)

When the children could write the first story fairly well they began another of "The Things I Do" series. The next one was "I Play." Another was "I Dance." This was carried on until each story had been written.

Another series was started. "The Things I Like To Do."

The first story was:

I LIKE TO RUN
I LIKE TO RUN
I DO
I DO

Only two new words were added which, of course, kept the spelling and writing easy. That was what Miss White wanted.

Later this sort of story was composed by the children and used for writing:

I LIKE TO PLAY
I LIKE TO PLAY
I LIKE TO PLAY BALL

Along with these stories came letters and invitations. By the second half of the year, the children were writing their own stories somewhat independently.

Suggestions for the Teacher

1. Readiness for writing is closely linked with readiness for reading.
2. Manuscript or printing has been found to be the most satisfactory form of writing to use in all primary grades. The change from manuscript to script may be made easily in the

latter part of the second grade or the first part of the third grade. Manuscript is like the printed page in that it helps the child to learn to read. It is easy to do because it reduces muscular fatigue and requires little muscular coordination.

3. The teacher should do manuscript and cursive writing well. Children will often write well if the teacher does.
4. Beware of having little children copy very much from blackboard or books. Remember, too, that the earliest writing should be supervised; the children should not be left on their own to form bad habits.

Objectives for Spelling in Second and Third Grades

A. To be able to spell the list of words found in spelling books for these grades
B. To learn correct habits of study
C. To spell words taken from life situations
D. To learn sounds of consonants, initial blends and endings

Suggestions for the Teacher

1. Be sure that children know the sounds of letters.
2. Spell words by looking on the books—pronounce correctly—help children get a mental picture of words—help them know the meaning by letting them make interesting sentences, orally at first—then have them write sentences, encouraging good sentence structure, good writing, capitals, and punctuation.
3. If some child is capable of learning and understanding more than the stated number of words, the teacher and child may compile for learning a list of words which are often needed in writing.
4. If a child is not ready for the number of words found in the the text, give him as many as he can learn readily so that he will feel that he has accomplished something and has not failed.

Objectives for Spelling in Fourth, Fifth, Sixth, Seventh, and Eighth Grades

A. To spell the list of words found in spelling books
B. To spell words taken from life situations
C. To form habits of accurate observation and appreciation of the need for correct spelling
D. To learn correct habits of studying spelling, such as those which involve pronunciation, meaningful use, careful inspection and practice

E. To develop an interest in words and a desire to know more about them

F. To develop the ability to use and to appreciate the dictionary

G. To master phonics and diacritical marks

In Miss White's room all the children work on spelling at the same time. However, it works out that they are not only learning to spell but to improve their skill in writing and their ability to compose sentences. It therefore becomes a spelling lesson, a writing lesson, and a lesson in language all rolled into one.

There are usually twenty words for the week—five new words for each day through Thursday. Miss White's first job in this particular class was to help the children with the pronunciation of the first five words. From dictation and the dictionary the children got the meaning of the words. They made oral sentences if time permitted.

Miss White then wrote a word on the board, calling attention to the familiar part and to the difficult part of the word. She made an effort to help the children know the sound of all letters and combinations and to notice the markings of all letters. She asked the children to write the word, calling attention to the heights of letters, loops in letters, and spacing.

While the children of this group wrote and tried to learn how to spell five words, Miss White went to another group and gave the same help; on to another group to check the work they had done.

After definite helps with all the groups, she felt that they could be turned loose to write sentences with the words. This was the children's home work.

The next day those five words were studied and so on until all twenty had been learned and the children were ready for test. This usually came on Friday.

Sentences from one group were taken up one day and from another group on another day. Miss White found that procedure kept her from having too many papers to check any one night.

Miss White has learned that spelling is not an end in itself but a means of expression in writing—that some of the secrets of spelling are an understanding of phonics and the ability to see the correct order of letters in words.

She set an example of clear enunciation as well as correct pronunciation. She had a high standard of correct spelling for all written words.

Objectives for Writing in Second and Third Grades

A. To desire to learn to write

B. To learn to make all letters correctly and have a sense of spacing

C. To write short sentences

D. To create and write short stories

E. To perfect manuscript writing and learn cursive the last half of the year (2nd and 3rd grades)

These objectives were reached by Miss White through the following learning experiences: creating daily stories and poems, writing letters and invitations, making booklets, charts, and announcements.

Objectives for Writing in Grades Four, Five, Six, Seven and Eight

A. To write easily and legibly with reasonable speed

B. To develop interest and pride in writing well in all writing situations

Suggestions for the Teacher

1. Whatever method of teaching writing may be used, the important thing is to develop on the part of the children the ability to write legibly.
2. Provide some practice in terms of drill.
3. The children may be grouped for drill lessons; however, those who are up to standard may be excused from a part of the drill work.
4. Help the children to set up a standard for all written work and build up the attitude that only work which meets that standard should be accepted.
5. Help the left-handed writer; do not try to force the child to change; help him to improve his natural way of writing.

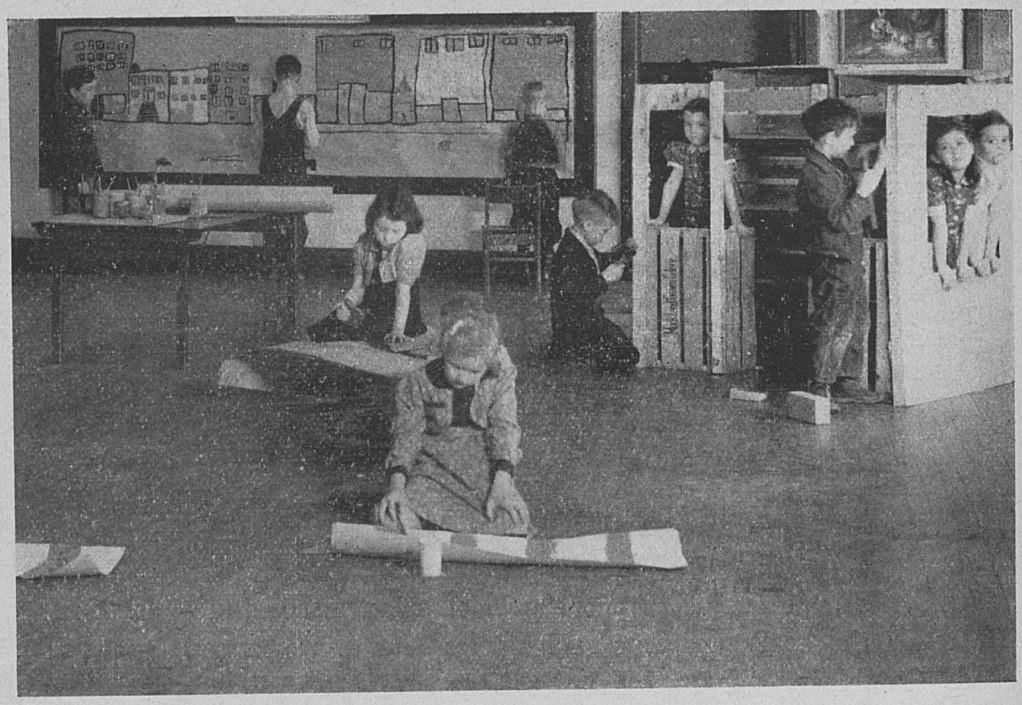
THE SOCIAL STUDIES

The social studies deal with the story of people and how they live. The problems and needs of man are examined in terms of his environment. The content of the subjects we call history, geography, health, sociology and economics comprise the social studies. Many teachers have found that more effective learning will result by integrating these subjects into areas of interest which are planned to present the total picture, rather than one phase of it, and by giving the child many experiences and activities. For instance, in a study of Colonial America, the child not only learns important historical facts, but he also comes to see why the people lived as they did and why some of them became ill and died. He learns what their main crops were, why people in the northern colonies began early to industrialize, and those in the southern colonies continued to farm. He reads the early writings and stories. He hears famous speeches read. Combining geography, health, economics, and literature into a social science pattern serves to broaden the child's understanding and presents a more complete picture of life in colonial days.

The children get this total picture in many ways and through participating in many activities. They read, listen, discuss, see films, and dramatize. They draw, paint, build, and play. Their experiences may be dipping candles, moulding bullets, making soap, making hominy, weaving rugs, watching a grandmother spin, or arranging for a showing of early American relics. By planning and carrying out many activities, the child not only learns more subject matter, but also develops as a person. He learns to plan, to share, to evaluate, to accept other people's viewpoints, to accept responsibility, to be tolerant, and to appreciate people and property. His interest is real, and carries him on and on into more and more exciting things. The teacher is, in reality, the learner's guide and helper. She is no longer the assigner of lessons to be read without understanding nor the person to whom meaningless facts are recited.

You may think that this type of teaching is possible only where the teacher has one grade in a room. It may seem impossible in a one-teacher rural school. Can it be done, or is it being done in any rural school?

One teacher, Mrs. Graham, groups the first and second grade children together as they build concepts of social living. They study life which is closest to them. They discuss the family and its members; they become thoroughly familiar with every part of their



By engaging in many activities children learn how people live and work together

school; they talk about the ways the people make a living, what grows on the farm, from where their food comes, and of what houses are made. A train which goes by the school each day and a bus on the nearby highway serve as motivation for learning about how people travel. They build a train on the playground, using a barrel for an engine. Such rides as they do take! Talking, thinking, finding out things they want to know, building, drawing, painting, and playing serve as activities which result in learning. In these two early grades, language and reading are closely integrated with social studies, and the teacher doesn't attempt to separate them. It is a process of building concepts.

In this same school, the children in the third, fourth, and fifth grades form another group in social studies. Their work begins in their own community with discussions of how people light and heat their homes; how they cook their food; the seasons and how they influence food, clothing, and shelter. From these discussions they become interested in the processes which produce coal, kerosene, and electricity. They become interested in how other people's food, clothing, shelter, and work differ from theirs. They learn from pictures and maps, and from reading and discussion, that people living in other places on the earth are influenced by such geographic factors

as heat, cold, and rainfall. They develop concepts basic to the understanding of deserts, mountains, icebergs, jungles, oceans, Old World, New World, caravans, and islands. The introduction of history often comes through the celebration of holidays or through stories of local happenings a generation or so ago. There is the usual question, "But have people always lived as we do now?" One group has a wonderful time collecting stories from grandparents, finding what their community was like years ago, tracing the march of their great-grandparents from Virginia or North Carolina into Kentucky, learning that rivers were the highways, and sharing their newly learned information. The children get from many books the information they share with each other. They use their textbooks and easy unit readers on such topics as life in early America, the work of rivers, the story of democracy, and early homes. When the children of one grade need some special help on skills and concepts they work with the teacher a part of the period while the other children are reading, drawing, or engaging in some other planned activity.

Mrs. Graham teaches the sixth, seventh, and eighth grades as another group. Their work begins with a study of industries, current events, or some other interest. They work on such topics as: where our ways of living had their beginnings; forms of governing people all over the world; races and homelands; producers of the world's goods; why some nations become strong and others remain weak; how people depend on climate and soil; and man, the great inventor. A great deal of work is done with current events and in tying historical and geographical information into them. For example, in discussing the current problems in Greece, the textbooks are used to find information on the life of the ancient Greeks. The reading and literature books are searched for myths and hero stories. They learn that relays and other races were favorite sports of the Greeks. Then the children enjoy participating in such events when they go out to play.

You say you don't see how the teacher gets all of this done in one year. She doesn't. Usually, she has a three-year plan prepared, anticipating that she will stay in the school that long. She carefully examines the subject matter in the history and geography texts and arranges centers of interest which will be balanced, which will build one on the other, and which will be of interest to the children. Guided by this background of preparation, she begins with the children's own problems, working in the information she believes they need. She works continually, and with varied experiences, to build clear

concepts, basic understandings, democratic attitudes, and tolerance toward the peoples of the earth.

The social studies period is usually ninety minutes long. The children in all grades work on social studies during that period. The teacher moves from group to group, organizing them for sharing, for further study, or for testing to determine learnings. Often an older child works with younger children on some problem. All the children may participate in discussions dealing with health or other local problems, if the discussions are held at a level which is of interest to the entire group. It is necessary to take trips with the entire group unless a supervisor, or a parent, can work with the children not taking the trip. Often, work periods are arranged so that all children are participating in activities at the same time. They may be working at various things, but nevertheless they are working. In the afternoon while the smaller children are playing the teacher often plans with the older children for activity work on the following day. When this has been done they usually can work rather independently the following day. If the children are interested in what they are doing, these work periods often "spill over" into the recess or noon period. We can well remember that it is easy to live with busy children.

Perhaps you don't believe you can do this kind of teaching. Neither could the teacher just described, the first year she taught. She scheduled geography five ten-minute periods daily, history four ten-minute periods daily, and health whenever she could crowd it in. The next year, she dared to experiment and to do the logical thing. She taught fifth grade history and geography together by following the outline for the history text and by working the geography into it whenever possible. Near the end of that school year she taught, as a separate subject, the geography which could not be included as a part of the history units. When she saw that this plan worked in one grade, she tried it in others. Occasionally she taught two grades together. She found this worked much better for all the children than did teaching the fifth and seventh grades one year and the sixth and eighth grades another. The next year, she tried correlating ancient history and the geography of the Old World. The plan proved to be quite workable.

Then one summer Mrs. Graham attended a workshop and observed a teacher working with children on a study of food. This was a life problem which cut across all subject matter. She saw the children use all their textbooks as sources of information, using indexes and tables of contents quite skillfully. She observed that

this study resulted in a great many history and geography learnings. This was a new line of thought. She kept studying, questioning her supervisor, reading professional books, and thinking about the best ways to teach the children to use the most accessible and most beneficial materials. She learned that she must be concerned with more than subjects; and she knew that a great deal of the subject-matter material which she had been demanding that her students memorize had little meaning to them.

She has never become completely satisfied with her teaching technique, and is still trying to improve the quality of her work. The children are so alert that she must be very diligent to find the necessary books, stories, and materials for hand work. She must keep up-to-date on her own information. She is learning with the children. A casual visitor might not be able to tell whether she is teaching a class in reading, history, geography, language, spelling, or health.

If you should visit her day after day you would see that all these subjects fit into a pattern of living and learning. If you watch carefully you will see that she studies a list of written objectives in order that she may know how she is getting along with her planned program.

But what happens if she doesn't stay in the school three years? Each year, as a safeguard, she turns in with her record book a brief account of the material covered. This is her sixth year, however, and she is having too much fun to leave. Occasionally, a child moves away; but he isn't behind his new classmates because his learning has been real learning—not chopped up in ten-minute periods of unrelated facts which have no meaning to him.

Mrs. Graham learned to teach this way by observing that her twelve-year-old son, her nine-year-old daughter, and her seven-year-old twins live together at home and learn all the time. Her school is just across the road from her farm, and she is happy there. A happy school teacher? Yes; there are more of them than you might think.

SCIENCE

Perhaps no material makes better use of the child's interests and desires than does science. No subject helps more in solving certain of his problems and in leading him to explore his environment. Through science a child is enabled to answer many of his own questions such as those concerned with the movement of the earth, causes of day and night, gravity, and the weather.

Science also contributes to the total growth of the child by helping to build proper attitudes, desires, and understandings. The study of any subject should encourage the child to observe, draw conclusions, and respect the truth. Science is rich in such opportunities.

What Science Should Be Taught

The science of the elementary school is not that of the laboratory but that which grows out of everyday life. It is never imposed and will never be the same in any two successive school years. Facts are learned, but not in the same way as in spelling and arithmetic.

Nature study has sometimes been called the science of the elementray school. We do draw largely on the field of natural science, but may also select material from the fields of physics, chemistry, and the other sciences. For example, the study of the rainbow as we see it in the aquarium may lead to the study of color; observation of a balanced aquarium may lead to the study of balance in all nature; plants that bend toward the sun may lead to a study of heat and light. A study of rocks that children pick up may lead to a further study of soil formation and erosion.

Even though science in the elementary school is not taught formally, there is a considerable body of knowledge upon which the teacher may draw. The child's work, though it comes largely from observation and experiment, eventually becomes organized knowledge. For example, evaporation as it is observed in drying clothes and in steam, together with condensation opens up the whole study of moisture in the soil, of rainfall, drainage, and soil conservation. Blowing a fire to make it burn leads into a story of the atmosphere. Finding an explanation for day and night may lead into a study of the solar system.

What Teachers Should Know About Science

Teachers need to know much more about science than they attempt to teach, but no teacher is expected to know the answers

to all questions which may arise. A teacher should, however, be able to find answers to many questions which she does not know. A few good books such as those listed at the end of this section are invaluable. Science readers published for use in the grades are good, and even a high school textbook is helpful to the teacher. At times a teacher should not be afraid to say, "I don't know. Let's find out."

In the part of their room set aside for science materials, these children are "finding out"

The teacher should be able to apply the following rules or truths most of which apply not only to science but to all teaching:

1. Be careful. Some materials are dangerous.
2. Bring all work to a successful conclusion. Scraps of knowledge are worth little.
3. Keep some simple records. Both teacher and children should form this habit.
4. Remember that memorizing generalizations and bits of fact is of little value. The child should be led to reach his own conclusions.

Some Science Activities

If teachers are alert, children will be likely at some point in school to have experiences with many activities and materials. The ones listed below by no means include all of those needed, or possible.

1. **The aquarium.** In the aquarium children observe plants and animals living in water and in such a way as to balance each other. Fish may be brought from the pond or goldfish may be bought. A layer of clean sand should be placed in the bottom. Often water plants may be found growing wild.

   Aquariums such as those which may be bought from supply companies are expensive. Formerly they could be bought at a reasonable price at variety and ten-cent stores. One may be made of double strength glass by a tinner. Sometimes one can find a large jar that may be used as an aquarium. To those interested in the aquarium, it is suggested that they procure the following publications: *The Aquarium* by Glenn O. Blough. Row, Peterson, and Company, 32 cents; *Aquariums And Terrariums In Your Classroom*. Denoyer-Geppert Company, Chicago, Illinois, 10 cents.
2. **The Terrarium.** In the terrarium plants grow in a glass box, bowl, or tank. The top is usually covered with glass and in this way moisture is kept inside so that the plants seldom need water. In the fall, a frog, toad, or salamander may be kept in the terrarium. Violets and other small flowers, if put into the terrarium in the fall may bloom in the winter.

   In making a terrarium, a layer of sand should be put on the bottom. Next there should be a layer of charcoal for drainage and to prevent souring. A carpet of moss makes it more attractive.

   A terrarium may be made of window glass fastened together with adhesive tape. Two spools of tape two inches wide will be needed. A terrarium may also be made in a zinc tub or sand table.
3. **Table gardens.** These may be made in flat dishes or bowls and may contain either wild or cultivated plants.
4. **Animals which live in and about the water.** Included here are frogs, toads, fish, salamanders, crayfish, and snails. Some of these may be kept in the aquarium or terrarium. Children may get frog eggs and see them hatch. They may see how the eggs, and later the young, of the crayfish are attached to projections growing from the mother's body. They may

learn that some of these animals breathe at first through gills and later through lungs.

5. **Plants.** Children may recognize flowers and shrubs. They may learn about the work of the bee in pollination. Though not strictly science, children may become interested in the conservation of our wild flowering plants, including trees and shrubs.
6. **Birds.** Children may recognize birds and learn about their habits of migration. They may learn why birds should be protected. The study of birds is, in part, a study of our resources.
7. **Insect life.** Young children see insects. They may bring caterpillars, put them in a wire cage and keep them through the winter. In this way they may observe the whole life cycle of moths and butterflies. In learning what insects are harmful they are again brought into the field of conservation and of balance in nature. The study of the mosquito may lead into a study of malaria control.
8. **Foods.** Not all study of food is science. The study of refrigeration, cleanliness, need for a balanced diet, and problems encountered in the transportation of food are very interesting. The study of food production leads to a better understanding of our resources.
9. **Magnets.** Younger children play with magnets. By the time they reach third grade they are able to understand and observe the work of the magnet.
10. **Electricity.** In the upper grades children may understand something about how electricity works and how it is produced. There they may see the relationship of magnetism to electricity.

In the strictest sense, some of the work which has been suggested above is not science, but it may grow out of science activities. Much of the study of birds, insects, and food may be thought of as social. Most of the activities lead directly into a study of our resources, their conservation and use.

How to Find Time for Teaching Science

The teacher of the one-teacher school is busy. There will be some science periods, but there will not be time for a science period every day. Some of the work may be done in the activity period if there is such a period. Some may come in the language period, and

some may be part of a unit on which all of the children are working. For example, in a study of weather the younger children may study temperature, rain, snow, frost, wind, condensation, and evaporation. The older children may observe these weather conditions too, but may study weather and climate in a larger sense. They may learn of climate in other parts of the world and what effect it has upon the people of the earth.

Science Materials

It is not necessary to buy a lot of expensive materials to begin a good science program. Many which are needed may be free or inexpensive. Children will bring magnets and will gather many outdoor materials. All of the great outdoors is a science laboratory. Field trips may be made to serve as one means of using this material which nature has provided.

The books and pamphlets listed below suggest materials and methods of teaching.

Books and Pamphlets

1. Association for Childhood Education, 1201 Sixteenth Street, Northwest, Washington, D. C. *This is Science.* A bulletin of 42 pages. Has suggested bibliography, list of equipment, and list of free and low cost materials. Price 35 cents.
2. Blough, Glenn O. *An Aquarium, Animals Round the Year, Doing Work, Insect Parade, Plants Round the year, Water Appears and Disappears.* Row, Peterson, and Company, Evanston, Illinois. Each of these may be used with children in the lower grades.
3. Beauchamp, Wilbur L., Crompton, Gertrude, and Gray, William S. *Basic Studies in Science.* Scott, Foresman, and Company. Chicago, Illinois. A series of books designed for the lower grades. There are many pictures in them.
4. Parker, Bertha M., Row, Peterson and Company. Thirty small books planned for use with middle and upper grade children. 32 cents each.
5. Reed, Chester A. *Bird Guide—Land Birds East of the Rockies.* Doubleday, Doran, and Company. Garden City, New York. $1.50. Largely for the use of the teacher. 216 pictures of birds in their natural colors.
6. Reed, Chester A. *Flower Guide—Wild Flowers East of the Rockies.* Doubleday, Doran, and Company. $1.50. 320 pictures of wild flowers in their natural colors.

ART

It is often said that rural schools do not offer children opportunities to express themselves through art activities which are equal to those enjoyed by children in larger school centers. This may be true in many cases, but it need not be so. Certainly the large schools usually have more equipment, greater facilities, and a specially trained teacher who goes from grade to grade to teach art. But the rural teacher, who has had enough basic training to know the possibilities for using various media, and who enjoys creative expression, can give to children experiences as enjoyable as those given by the specialist. In fact, she has the advantage of having the children all of the time. She knows their interests and abilities. Usually parents and the Board of Education will provide the materials the children need for art activities.

Although it may be easier to schedule art at a regular period during the week, it does not follow that this is the best plan for the one-teacher school. Very often creative expression through the use of art materials can come as a part of some regularly scheduled class, such as reading, language arts, or social studies. Making pictures, murals, friezes, diaramas, marionettes, costumes and scenery for dramatizations, posters, masks, clay models of characters in stories, are all examples of activities which can be artistic in nature. Also children who are not working with the teacher often have time to participate in such creative experiences. How much more worthwhile this would be than "just sitting" until the next time they "recite."

During the rest period art activities can be used. If major units of work in art are under construction the teacher should feel free to shift the daily program. She may let a class regularly held day after day, give way to this phase of the child's total development. Children gain a great deal from manipulating art tools to create a desired impression. Time must be found in the day for them to experiment and work. We might do well to remember that children are not in a hurry. We should not demand that they attempt to match the mad rush of adults.

The teacher must plan to have materials available for use in art activities. Such things as the following are desirable: newsprint, paper for finger painting, brown or white wrapping paper, colored chalk, wax crayons, tempera paint, brushes, finger paint scissors, paste, clay, screen wire and ink for spatter painting, spools, wire, string, and plywood. The children can make their own substitutes

Painting is one way of expressing one's ideas

for some of these. They can build shelves for storage, and easels for painting. It is of extreme importance that there be space to store materials, that each child knows where they are, and that he be taught ways of using and caring for materials. These learnings are imporant. They should be taught with the same patient effort which is employed in teaching subject matter.

Art, besides being a means of creative expression, should be evidenced in the physical setting of the school room. Cleanliness, orderliness, flower arrangement, color harmony, balance in pictures or bulletin board arrangement, and designs on drapes or hangings, all reflect the presence of appreciation for some of the basic principles of art. These things make a great contribution to the feelings and behavior of children.

MUSIC

Miss Stokes, teacher at Linn Creek, had been criticized for not having any music in her teaching program. She could sing a tune fairly well and had an appreciation for good music, but singing wasn't in the schedule when she accepted this position three years earlier. It had never occurred to her that she might introduce music in a one-room school.

She rightly considered the opening devotional period as an appropriate time for singing; so, she tried having the room sing "America" on Monday morning. Something was wrong! Several of the children had different conceptions of the melody and words of the song. Well, tomorrow, she would set them straight on this song—certainly one that every American should know.

After correcting and working on this song for three mornings, she and the students were pleased and proud of the results. But—what had happened to the devotional period? In order to start that first class at eight-forty-five, devotion was cut short each morning the song was practiced. They decided to set aside two thirty minute periods each week for teaching songs.

After three weeks experience with the two weekly music periods, Miss Stokes noticed interest lagging in the singing. The students forgot so much between Tuesday and Friday that the two periods came to consist primarily of review. With just a little thought, she saw a place to have music every day for a period of from ten to fifteen minutes. What a difference this new arrangement proved! Each day music acted as a mental recess for the entire group, and she could teach so much more in the same amount of time.

The "one big family" feeling, so obvious in this type school, was a decided advantage for the music period. The older pupils were proud that they could take an active part in helping the younger children find their voices and learn the new songs. Singing was definitely one thing those first graders could do right along with the eighth graders.

As the classes became better organized, Miss Stokes wanted to take time to help the few non-singers in the early grades, as well as introduce note reading to the upper grades. It proved quite satisfactory to have the upper grades busy copying song materials from the board while she gave special help to the lower grades. These in turn worked on their music scrap books, or observed, while the older students had drill in note reading.

Miss Stokes found it practical to teach as many as three new songs a week to the entire school, besides carrying on frequent specialized work with the separate groups. When it came to introducing part-singing, she found the old familiar rounds most useful. She first taught the children to sing "Row, Row, Row Your Boat," and then divided them into two equal groups for a two part round. Before the term ended, they were singing many rounds, using as many as six different parts. This proved to be most enjoyable to all the children and was something they could sing in small groups while walking to and from school. Soon round singing was being introduced by the children in their respective homes as well as at community social gatherings.

Miss Stokes found it easy to connect the rural child's everyday life with his music. Every song book contained songs of the seasons, plants, animals, insects and of all types of weather. In arithmetic, she found that music's time-signatures were excellent illustrations of fractions; in geography, she found that a trip around the world could be taken through music and song; in history, the story of our own country could be told in song; in art, what painting could not be better appreciated if a recording of an appropriate musical selection were played while the picture was being studied? During the play period, a record of a stirring march being played brought forth freer and more unified rhythmical response.

After an enthusiastic report to her superintendent, Miss Stokes was granted an order for music books, and they selected one which met the general needs for the entire group. Of course, she earlier had acquired a personally owned pitch pipe, so the next thing on her "need" list was a record player and a carefully selected album of records. Later, some programs were given to raise money, and a piano was bought. The students and Miss Stokes had already located a reed organ which they had planned to buy if the programs had not earned enough money for the piano.

As the Christmas season approached, the children of Linn Creek School were asked to present programs of Yule Carols for the community church program, the homemakers club, and the county teachers association. Miss Stokes and the children were delighted. They had developed a musically-minded school and community.

THE DAILY PROGRAM

The daily schedule to a school is a plan of action. It has been said to correspond to the blue print of the architect, or the time table of the railroad. Especially in the one-room school local conditions such as the number in school, the grade level of children, and the bus schedule, will influence its arrangement. Alternation of work such as science two days per week and other reading work three days per week may be used. It may be more satisfactory to correlate all related work into large blocks of time. Sometimes it is advisable to shift work in order to take advantage of learning situations. Flexibility, therefore, will characterize a good program.

*The following program should be a successful one:

8:15 to 8:45—The Day Begins

The teacher should be at school before the first pupils arrive. A committee of children who have been designated to arrive early will arrange flowers, clean the boards, and do other niceties which will make the room attractive and livable. The experience of Miss Madge Evans with "The School Home and Its Care" suggests much toward the organization of this activity. The teacher should greet the children as they arrive and make them feel happy and anxious to begin the day's work.

Thirty minutes have been set aside here for devotional, news, sharing experiences, music, and art. The time given to the respective activities of this period may vary in length depending upon interest and need. Music and art should be integrated, as nearly as possible, into units of work being developed during other periods of the day. It may be necessary to alternate days for music and art in order to maintain a balance of work activity.

8:45 to 10:20—Reading—A Basic Skill

One hour and thirty-five minutes is allotted to the study of reading and science. The reading matter involved in the study of health is included in the work on science.

The simple observations and activities associated with the study of science may be strong motivations for much reading on the subject. This supplies a rich supplement to the basic reading texts which are too often extremely limited. Some free materials related to health may be secured to supplement the reading program.

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*Other suggestions for daily programs may be found in the following State Department of Education bulletins:
Getting the Primary Reading Program Under Way—June, 1946.
Getting the School Under Way, June, 1944.

Remember, reading is basic. No one gets very far in school who can't read.

10:20 to 10:50—Play Recess

Play is a part of a child's nature. It is important. Play can be educative as well as recreational. Mary Brown learned this through study and through her experience in a one-teacher school. Other teachers can profit by her experience.

10:50 to 12:00—Arthmetic

An hour and ten minutes is allotted to arthmetic. All of the arithmetic for all the grades can be so arranged as to be taught during this time. A careful reading of the section of this bulletin on arithmetic will show you how to make such an arrangement. Remember, arithmetic is another basic skill. Members of your community can figure though they have a minimum of book learning. The good school criteria for many of them is the success attained in teaching arithmetic.

12:00 to 12:45—Eat and Rest

The lunch period is most important for learning and practicing good health habits. Here again, you will do well to read the experiences of Mary Brown found in this bulletin. The experience of either Letty Anderson, Sue Denman or Ann Adams with "The Lunch Program" will also be of value to you.

12:45 to 2:15—Language and Literature

The language and literature period will include the spelling and writing work of the school as well as some additional reading for the children. The teaching of spelling, writing and language has been rather thoroughly integrated by Miss White. A description of her work is found in this bulletin. But, a definite time may be set aside for a spelling drill if it is found to be necessary in order to realize the objectives and standards of attainment.

Mrs. Temple was a wise and understanding teacher. Her experience in teaching language and literature will also help you.

2:15 to 2:30—Walk Recess

This is a period for toilet, water, and relaxation. A stroll with the children will often be good for the teacher. During bad weather, games in which everybody is up and stirring may be played in the room. Directly following, it may be found advisable to let the little children have a short rest period.

2:30 to 3:30—Social Studies

Social studies deal particularly with the study of history, geography, and some health. The period is adaptable to many subject fields. Mrs. Graham's arrangement for the teaching of social studies, as found in this bulletin, provides for an integration of much of the whole day's work. The latter part of this period could well be used for an evaluation of the day's work and planning for tomorrow. Planning at this time of day is an advantage when it becomes necessary to bring materials from home or the community for the next day's work. Under such an arrangement children tend to leave school in a happy frame of mind looking forward to carrying out the plans of tomorrow. Sometimes overall plans will be made for a unit of work to be broken down day by day as progress is made in their development.

Dismissal should be orderly, with a 'good-by', and a word of encouragement for tomorrow.

THE SCHOOL YEAR

The success of a teacher may depend upon what she does before school opens.

Among the first of your activities as a teacher of a one-room school is to seek a conference with the superintendent. You should be able to learn from him policies which apply to the whole system, some peculiarities of your particular school district, and favorable impressions of former school terms. You may at this time get a list of text-books and check out the free books, materials, and supplies available. You should secure the names of the children who belong to the school community and the register of the previous year. Study the register carefully.

At least a week before school opens a successful teacher will make a survey of the school building and grounds, and do some visiting in the community. Visit as many homes in the community as possible. It will afford an opportunity to meet many of the children before the opening day of school. If there has been a Parent-Teacher Association or a Mothers Club the previous year, seek out the president and other officers and make their acquaintance. Lead them to talk about the school and its activity. You should be a good listener. It would be well to get acquainted with your school board members. During all these visits you should by all means refrain from derogatory conservation. During your visits you may arrange for a clean-up party at the school the latter part of the week. Friday afternoon before school opens on Monday is usually a good time.

In most one-room school communities there is a church. Sometimes there is more than one. Go to church. Go with an interest in what it is undertaking to do. It will not be necessary to identify yourself with a church contrary to the faith in which you believe. People respect conviction. They also expect their own convictions to be respected.

It is probable that you will find a Homemakers Club in the community. Attend a meeting at the first opportunity. Take an interest in what they are doing. Be alert to other social organizations in which you might be helpful.

You will find the making of a map of your school community is an interesting project. Put every road into the map. Plot every home, be it landlord's or tenant's. If there are trailers or temporary dwellings in which people live be sure to designate them. You will be able to get help from some long established resident.

You will find in the office of the County Agricultural Agent an aerial photograph which will be helpful.

The Calendar

Every successfully organized school, be it large or small, has a calendar of major events prepared before the opening day. The superintendent has in his calendar the opening and closing dates along with some others which will be common to the whole system. Talk to the superintendent about this before setting up your own calendar. Mark the dates first which apply to the school system. Schools vary as to the holidays allowed. This information should be secured from the superintendent.

Certain days, seasons, and events provide great opportunity for motivating learning. Such dates as the following should be marked on your calendar and school work may be planned accordingly:

1. Labor Day
2. Columbus Day
3. Hallowe'en
4. Armistice Day (American Education Week is always during the week of November 11)
5. Thanksgiving Day
6. Christmas
7. New Year's Day
8. Washington's birthday
9. Lincoln's birthday

Mother's Day, Father's Day, Memorial Day, and Independence Day should be marked if school is to be in session at such times.

Other events which should find a place in your calendar may be the regular meeting date of your Parent-Teacher Association, the county fair, and the community sing or picnic. School-community "get-togethers" which you may wish to place in your calendar should be scheduled far enough in advance to provide for thorough planning.

The First Day

You may expect a number of parents to come to school with their children the first day. The impression you make at this time will be a lasting one both with children and parents. Your personality will be noted. Equally important, however, is the way you have things organized for getting down to business.

You should be at the school building before the hour you expect children to arrive. Greet those by name whom you have met during your pre-school visits in the homes. If you haven't, begin to make an intimate acquaintance. Greet parents cordially.

At the appointed time children should be called into the house. A traditional and appropriate opening exercise is group singing. "America," "America the Beautiful," or some other song which everybody knows should be used. A devotional period should follow. This should be conducted by the teacher or some adult with whom previous arrangement has been made. The devotional might be followed with talks by some of the parents. Announcements and a brief inspirational talk by the teacher might close the program. The exercises mentioned here should not last more than an hour.

Classification of work should begin immediately after the opening hour. Blocks may be supplied the beginners. They may be told to build quietly in one corner of the room. Newspapers may be used as a floor covering for the little folk the first day. Story and picture books should be distributed to the intermediate group for quiet entertainment while the teacher counsels with the boys and girls of the advanced group. Their names, ages, classification during the previous year, and other necessary information may be obtained by having each write it as the teacher directs. Free text books should be distributed to this group. A list of materials which are to be bought should also be given to each individual. Make some brief assignment in each text. Use motivating statements if possible. Suggest they now do some work on these assignments.

If the little folk in the corner of the room seem to be tired and become fussy, suggest that they lie down and rest. "See who can go to sleep first." The procedure used with the upper grade group may then be repeated with the intermediate group.

When the organization of the middle and advanced groups is complete, you may make preparation for a play recess. At this point it would be well to talk about recess, its purpose, and how to play together. Then, dismiss the children for about thirty minutes. During this time you will be busy visiting with parents who are taking their leave. You will not find it convenient to direct the first play period of the new school year. You may suggest to parents, however, that all of you go outside and watch the children play. This will enable you to see what takes place on the school ground.

After the play period the older children may be asked to work on their respective assignments while you organize work for the little folk. The first, second, and probably third grade children may be dealt with as one group for organization purposes. Compliment the beginners on being big enough to come to school. Tell them how good boys and girls act in school, what fine helpers they are, and how quietly they should try to work. Inspire them to want to learn to read. Have some of the second or third grade children read. This

will serve both as a diagnosis of those who read and as a motivation to the beginners who hope to read as well within a year. Free books may be issued to the third grade. Read an appropriate story. One accompained with pictures is preferable. Supply the children with crayons and paper and get them started in a pictorial expression of some phase of the story read. Give them a list of the materials they should buy. All lists should be prepared before school opens.

Students of the intermediate and advanced groups may be questioned and advised on the earlier morning assignments. From this exercise some diagnosis of their learning levels should result.

Before beginning the noon period you might talk about personal preparation for lunch and "how we will occupy ourselves" during the period. You may wish to arrange the lunch period in keeping with the suggestions made in the "Lunch Program" section of this bulletin. However, this will require more planning than is possible on the first day of school.

The work of the afternoon could be undertaken according to schedule. The block of work embracing language and literature would be introduced. Reading for the little children would be necessary.

The last hour of the day devoted to social studies appropriately provides time to evaluate and plan for the year's beginning. Oral questioning and other forms of pre-testing will aid in the proper classification for history and geography work. The planning should provide enough inspiration to send the children home in a happy frame of mind and with an eagerness to be present the next day and have a share in the beginning of the execution of plans.

Planning With The Community

The best school is a "community school". It developes the maximum growth of all. It improves social living through democratic living. It enriches and expands its program by relating it to the needs and resources of the community.

Schools become "community schools" in a number of ways—some formally and others very informally. In order for the whole community to participate in the school program a good approach would be through community planning.

The foundation for this cooperative planning is most likely in the Parent-Teacher Association. It could be introduced by a discussion of the "Use of Our Community Resources" at some regular meeting of the organization. It could be pointed out that everyone needs to know the extent of his community's resources, and that the school does not completely utilize them in its program of work. This sort of parent-teacher discussion might result in the organization of a

It is good for members of the community to meet informally and plan with the teacher and children for school improvement

Community Planning Board. Such a movement should broaden the scope of the Parent-Teacher organization and bring more men into active participation in school-community development.

A survey of community living could be made, followed by a study of improvements which could be realized with the resources available. A list of problems confronting the whole community should be one outcome of the survey. These will include problems of the school itself, since the school is a vital part of the community.

A plan of action should follow a survey. Representatives from a number of agencies could be brought into the program. The Tennessee Valley Authority, the Agricultural Extension Service, the U. S. Soil Conservation Service, the State Departments of Health, Education, Welfare and Conservation are a few examples of the many agencies which are organized to work toward improving living conditions in your community.

The bulletins issued in June and September of 1944 by the Kentucky State Department of Education on "Getting the School Under Way" and "Evaluating the Community School" should be very helpful to you. You may be able to secure them from your superintendent.

Records and Reports

The register is the basis for keeping records in the one-teacher school. You should study it very carefully—noting its organization and code before placing names in it. It is the foundation of the superintendent's report. It is therefore important to keep it exactly as it was designed to be kept. It would be well to make a thorough study of the register before school opens. If you expect to evaluate your progress at the end of the year, you should make a record of everything. This should include an inventory of everything belonging to the school—materials, equipment, building and grounds.

Monthly reports, the forms of which are in the back of your register, should be made to your superintendent on time. Double check them—making sure they are correct before delivery.

Unless a standardized form is supplied you through the superintendent's office, you may report to parents in your own way. The personal letter or statement form of report is usually considered best. The growth of the whole child can be more definitely expressed than in the percentage or letter grade form. Such reports will be more time consuming. This will need to be taken into account when budgeting your time. It would be well to place on your calendar the regular times reports are to be made, but do not assume that reports to parents cannot be made more often. Occasionally there are advantages in reporting the activities of students at times other than the regular date for sending out reports.

The cooperative work of the community school will make informal reporting almost a continuous process. If such reports show the school to have a definite part in general community growth, you will likely be marked as a successful teacher.

It is well to remember that records are the foundation of reports. If records are not kept accurately, reports will be faulty and misleading.

School Closes

It is as necessary to plan the closing of school as it is the opening, although plans may not be as extensive. If you were new to the community at the beginning of the school year, you now have had nearly a year's acquaintance with the children, their parents, and the activities of the community in general. You know much because you have been a part of the life of the people.

Plan your closing days of school to include an evaluation of the year's work. Let it be cooperative with children and parents participating as they have done throughout the year. Arrange for children to entertain their parents at school. Let this be one of the

closing exercises. If the program can be an outgrowth of some phase of the year's work, so much the better. Whatever the final exercise is to be, let it be a pleasant one. School should close with children happy and feeling proud of the opportunities of the year.

Bring your reports up-to-date. It is a serious indictment to have closed school without getting records and reports complete and in the proper place.