• Commonwealth of Kentucky •

EDUCATIONAL BULLETIN

THE SMALL RURAL SCHOOL IN WAR TIME

A Handbook for Teachers

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DEPARTMENT OF EDUCATION

JOHN W. BROOKER

Superintendent of Public Instruction

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FOREWORD

With the world at war it is necessary for every agency of the government and every man, woman, and child under that government to bring to bear all of their resources upon the winning of the war and maintaining an enduring peace. The public schools constitute the assembly line along which flows our trained leadership. While the critical shortage in trained leadership is felt acutely at the high school and college levels, the assembly line at the upper level cannot be maintained unless the elementary school is geared to the secondary school, and it in turn to the college.

With the belief that the elementary schools migh contribute more definitely to the war effort, I asked that a committee prepare materials which would be useful to the small elementary schools. I asked Mr. Jaggers, Mr. Godman, and Mr. Taylor of this department to assume responsibility for organizing these materials and I asked the following persons from the public schools and colleges to assist them: C. M. Graham, Miss Mabel Rudisill, Mrs. Mamie West Scott, Miss Louise Willson, Miss Helen Board, Miss Catherine Evans, William O. Gilreath.

The committee assisting the members of our staff worked earnestly on the tasks assigned them. These persons developed the material in chapters II to VII, inclusive. The remainder of the work of this bulletin, including editing for publication, was done by the members of our staff.

While the materials of this bulletin focus upon the war effort, the activities recommended, if followed, will tend to improve the school program. I commend it to the superintendents and teachers and laymen of Kentucky.

Cordially yours,

J. W. Brooker
Superintendent of Public Instruction

TABLE OF CONTENTS

INTRODUCTION

The School and the War Effort

The most arresting fact of our time is the War. It has become a vital life interest. It touches every pupil, and every family. It affects our supply of food, clothing, fuel, transportation, and housing. In fact the war touches us almost at every turn. We must recognize the facts of war in our schools in order that we may help to find the best solutions possible to the problems which war brings. We must build with the pupils at every grade level, and with the parents, a full understanding of the problems; and develop a willingness on the part of all to cooperate in their solution.

It is the first duty of the teacher to find out what are the life interests of the pupils and the parents. The program of activities in the school must be organized so that the essential individual and community interests may be developed and the school strengthened in the process. This is most essential in the little elementary school, which, of all schools, is closest to the homes.

The children in the school cannot win the war. They cannot solve all the problems growing out of the war. Impacts of war will touch them. There is no escape. They must face life and the school should focus on life problems. War at the present is a part of that life. Some of the problems must be met in a direct way. Most of them can be attacked in an indirect way. Children should be spared as much of the burden as possible. The teacher must focus upon the problems caused by the war instead of the war. In this way the country will be better served, since the children will be spared the emotional strains that must be borne by adults.

In order to assist teachers to organize their work so it will emphasize the problems faced by individuals and communities in these times this bulletin has been prepared.

The Functions of the School in meeting the issues of life as they are tied up with learning are presented in the first chapter. This chapter contains detailed suggestions as to the part the teacher must play in directing learning.

The Organization of the School Program is presented in the third chapter. The suggestions here are not based upon arm-chair thinking but grew out of actual experiences in a one room school. This plan suggests how the school can become a workshop where children may work naturally.

Pupil Attendance and Its Implications for Effective Learning has a direct bearing upon the problems of the teacher. The war has brought out the need for more people with better education. Much of our difficulty is due to non attendance, since pupils cannot make normal progress unless they attend regularly. We cannot furnish our share of people to the nation unless we give better preparation, and we cannot make progress unless the children are there. The school must be a place to which children like to go.

Teaching Democracy through Living has been the accepted way of making strong Americans. Suggestions are offered in Chapters IV and VI for teaching democracy in the home, the school and the community. These materials were developed by teachers in active service in the classrooms of the elementary schools. Suggestions offered come from actual experiences of these teachers in helping children to learn in a democratic way.

The Conservation of our Resources has become a major problem and concerns people and materials. Chapters V and VII suggest specific ways of saving our materials and people. This chapter was prepared by people in the schools who are having actual experiences with these problems. Not only does the conservation of our food, fuel, clothing, gas, oil, and power affect the war, but it concerns all of us who remain at home.

The problems of living begin at birth and continue throughout life. No other subjects are so vital to any person as food, shelter, clothing, recreation, religion, social relations, and the like. The study of these should not be separated from the work of the school. We must read and write about them and solve problems related to them. History, geography, civics, science, health, literature, are anchored in one or more of these problems.

Other problems which may be woven into the fabric of the school are directly concerned with the war. These topics should be integrated with the regular school program. Suggested topics are:

1. Study the origin and meaning of slogans which have come out of the war effort, such as:

   a. Our American way of life
   b. Health for Victory
   c. Salvage for Victory
   d. Save and produce
   e. Spend wisely
   f. Victory garden
   g. We are wasters because we have had plenty

h. We help the enemy when we get sick
i. Adequate diet
j. The United Nations
k. Win the peace

2. Suggest ways in which the school and community can help in the food production program, such as:

a. Gardens at school and home
b. Community cannery
c. Give information about spraying plants
d. Storing food
e. Study substitutes for vital foods
f. Encourage poultry and dairy projects

3. Consider crucial materials—suger, rubber, gasoline, etc.

a. Develop understanding of need for rationing and how it operates
b. Build up a spirit of cooperation in civilian defense
c. Emphasize conservation education—shortage of school materials—paper, erasers, textbooks, etc.
d. Cooperate with volunteer agencies in conserving paper, tin foil, metal, etc., and canvass communities for collection of those materials

4. Initiate a cooperative or individual plan of *saving* to buy defense stamps.

5. Develop a functional health program.

a. Expand school lunch program
b. Study meal planning and intelligent buying
c. Offer courses in home nursing and first aid
d. Examine reports of medical examinations of selectees and note effect of nutritional deficiency
e. Develop consciousness of adequate nutrition and importance of physical fitness for civilian defense
f. Increase emphasis upon safety instruction
g. Develop schoolroom conduct during air raids
h. Provide opportunities for recreation in after-school hours for children and adults of the community
f. Increase emphasis upon safety instruction

6. Develop Appreciation for our American Democracy.

a. Teach songs, poems, and stories relative to liberty, freedom, and the Flag
b. Practice democratic principles in all classroom activities

7. Help in Maintaining Morale.

a. Teach the principles, ideals, privileges, duties and problems of good citizenship

b. Help children to understand propaganda
c. Study the story of development of democracy
d. Help children to understand how nations must depend upon one another
e. Keep the procedure in the school normal
f. Study specific ways in which every child can help win the war
g. Study the ways of having peace among nations

Chapter I

THE FUNCTIONS OF THE SCHOOL

1. The School

A child begins life with an ancestral heritage, which we call heredity. He is essentially what his heredity has made him. But from the beginning he lives in an environment. He can no more avoid environment than a physical body can escape from space. He has continuous impacts with the things of his environment, somewhat as a physical body has with the forces operating in the space that surrounds and pervades it. These impacts carry on continuously while he lives, even when he sleeps. We call these impacts his experiences. He reacts to them. He is changed by them. The manner in which he reacts determines the kind of change.

A person is the product of his heredity and his environment. The former factor may be a constant, but the latter is certainly variable. He undergoes change in mind and body all the time. We are somewhat different from what we were last year. We have been changed by our experiences.

Education. One's education is the functioning product of his experiences. His education may be in part controlled by selecting or planning some of his experiences. Schools are set up for this purpose. The curriculum of the school is the selection and sequence of experiences planned for its pupils. Their out-of-school experiences are generally less carefully planned, and much of their in-school experience is subject to chance. Thus we have formal (curricular) and informal education.

Life in and out of School. The school experiences planned for the pupil, and the order in which he has them, must have connection with his other experiences, so they may have meaning and function in his life. In other words, his interests and activities in school must be integrated with his legitimate interests and activites out of school. In this way his life is enriched and strengthened by his curricular experience. Otherwise it may be weakened and embarrassed by a non-functioning academic life at variance with his normal functioning life.

Happiness. The pupil wants to be useful and live a happy life. Happiness is sought by all. It comes mainly from being useful, from making others happy. "The way to be happy is to make others

happy.'' We want our pupils to have such experiences as may help them to be useful and happy in life. They must have such habits and capacities, such knowledge and skills, such qualities and purposes, as may pave their ways to the goal of useful happy living. We must plan their school experiences, their curriculum, to that end, and only to that end. There is no other goal. Yes, it is as simple as that. To be good teachers we must keep that in mind in all we do at school.

Conservation. The pupil has an abundant heritage, and will be rich for life if he learns to make the most of it. He has mental and physical health to conserve and mental and physical capacities to develop. The conservation of personal and environmental resources is so important as to have a promiment place in our schools.

Work. Most of one's life is connected with his work, with doing his duties. His work pleasure depends upon how well he does it rather than upon what work he does. All useful work is pleasurable when done well. We enjoy doing what we do well, whether it be playing a game, solving a problem, reciting a lesson, operating a plane, running a farm, or teaching a class. It is important then for both the pleasure and effectiveness of his work in life that the pupil be trained to do consciously well whatever he does. His assignments should be such as he can do well, so the habit of completeness and thoroughness may be built up. Discouraging assignments and poor performance undermine self confidence and defeat the purpose of the school.

Democracy. One does not live to himself alone. We are social. We are dependent upon others for our food, our clothing, our ideas, our life, and our way of life. We inhale pleasure in our contacts with others. This pleasure is intense in protection to our good will for them. We enjoy then the more as we make them the happier. We make the most of life by giving it most freely. Selfishness lies at the root of distress, but happiness springs from good will. One's life is anchored in human relations. We covet for each pupil that he abound in good will so he may be a good citizen of his home, of the school, of this great democracy, and of the world democracy that seems now in the building. May he contribute his spirit to true democracy with equal justice for all, whatever their wealth, their color, or their ancestry.

Apppreciation. Happiness comes from appreciation. One may appreciate his health, his work, his people, and his country. He may also appreciate and enjoy many, many other things. One is lonesome indeed who lives among people and does not know them well enough to enjoy them. He misses the best of life who lives in the

beauties of field and forest and does not know how to appreciate them, who lives under the colorful sky and is dead to its beauty. One is dead to what he does not appreciate. We live only with our interests, only with the things that we know well enough to appreciate them. It is the function of the school to help each pupil to enjoy his life by making the most of it for himself and for others.

Social Science. We teach geography and history in order that our pupils may know the world about them (the school ground and the far away) and enjoy it the more, that they may know the peoples of the past and present and have more human understanding and good will, that they may know how people work to live and respect them the more, that they may know our institutions and interdependence and be better members of society. Civilization is an organization of intelligent, good-will cooperation. It belongs to all of us, and our stock in it is measured by our intelligent good will. It is the function of the school to enrich the lives of its pupils with a liberal stock of intelligence and good will.

Science. We live in a world of plant and animal neighbors cooperating or competing with us, in a world of natural forces constantly building and tearing down the things of life. We teach science in our schools in order that our pupils may become acquainted with these animal and plant neighbors so as to enjoy them, and with the forces of nature so we may employ them to work for us. Then, too, there is a pleasure in understanding the features and phenomena of life about us and feeling oneself in unison with the living world. For these reasons, we teach science in the schools.

Language. Animals communicate feelings and thought to one another. Whether plants do we cannot be sure. Human beings developed speech long ago and used it as their chief means of communication. They gradually built up intricate languages. Later they devised written forms of these languages.

Our vernacular is the English language. We use it to convey our feelings and ideas to others. We use it also as a frame work for thinking. Our pupils need a fluent and effective command of their language heritage in formulating their thought and in communicating with others. Human understanding, good will, and cooperation are helped by effective use of language. Our teaching of English includes conversation and the conventions and the pleasantries of speech. It also includes written expression, the writing of sentences. The correct writing of sentences includes handwriting, capitalizing, spelling and punctuation. These are not four things to be taught separately. They are not separate studies or activities. The one use-

ful activity is correct sentence writing. In teaching it properly these four are only incidental. The teaching of language, with skill in its use and acquaintance with its wealth of literature, is an essential function of the schools.

Numbers. The number element is important. It is as essential in our lives as are time and space. Many of the lower animals have number sense, and some of our plants grow true to their number traditions. We think in terms of number and of extent. Our business and administrative offices use the language of mathematics. It is a necessary part of the vernacular. Modern life, in peace and in wars, is engineered with mathematics. Our schools must teach it.

Art. How diversified is life, yet how unified. Music is in the air that we breathe. We live in the product of the architect and builder. We dress in the art of the weaver and the seamstress. We feed on the science and the art of the farmer and the cook. The sciences, the arts, the industries of our people, are fostered in our schools.

Crafts. Squirrels give their young instruction in athletics and in woodcraft. We give our young instruction in these subjects in our schools.

Character. All organized communities undertake to develop with their young the qualities needed for the good life. We undertake in our schools to develop the qualities of honesty, industry, emotional balance, cheerfulness, and regard for the ideas and feelings of others. The school is a bulwark of our social order. It seeks to enrich the pupils with a grasp of their natural and social heritage and to enrich the social order with enlightened citizenry.

2. The Teacher

I am a teacher. I want to be a *real* teacher. I would not be a sham, a quack, an incompetent. The sham tries to get by and please. Her aim is to teach the prescribed pages of adopted books. She looks no further. That seems easier than to train children to useful activities. It seems easier to stock children's memories with the spelling of word lists than to train them to the habit of writing their sentences correctly. It seems easier to impart knowledge than to develop skill. It seems easier to make a superficial, temporary showing than to build permanent character. Superficial teaching *is* easier for the sham. It is her role.

Purpose. The real teacher looks further. She faces reality. She is honest and courageous. She does not use subterfuge. She sees purpose in every item of the curriculum and has purpose in all that

she does. Her purpose looks ahead. It looks beyond the recitation, the test, and the term of school. It is concerned with the life of the pupil —with his outer life of which men know, and his inner life controls. She builds into his life knowledge, that he may serve intelligently; skill, that he may work effectively; good will, that he may live abundantly; purpose, that his life may have character and meaning; and appreciation, that he may enjoy what is real, what is beautiful, and what is good.

Planning. My work must be purposeful. And it must be planned. It must be so planned as to achieve its purpose. I am teaching this girl history. And I know why. I do it to give her better knowledge of her place in the world, to build more human understanding and good will into her life, to make her more considerate of others, more patriotic, a better citizen of home, school, and country. I must plan how to teach this course to get these results. I want other results. She needs to know how to study a lesson. She needs accuracy and completeness of expression. I must plan my teaching of this course to achieve these results in her life. Rote teaching is botch.

I have a second grade number class. I am teaching them to add. They can count. Saying the numbers in order is not counting. But they can count things. They count the books on a shelf and the leaves on a twig. Counting is adding one to each succeeding number. Next I shall teach them to add two to each number. I believe that within a month I can teach them to think two onto every number they know. Then they can add two to five, two to twelve, two to twenty-six, two to sixty-three. I shall not begin with abstract numbers, but with things. With six books on the shelf they can tell how many there will be if two more are added. And so on. Later I shall lead them to think with abstract numbers. Then I can use figures. I can put figure 2 in the center of a circle on the blackboard and 5, 12, 26, 63, and other numbers around the circle, and they can give the answers, 7, 14, 28, 65, and so on. But I shall not discourage any pupil by asking him to add four or seven or any other large number to anything until he can add two. To ask him to do that would make him lose confidence in his power to think in numbers. That would defeat the purpose of my teaching. I must plan my teaching very carefully. If I don't, I'll mess things up for my pupils.

Preparation. My job requires purpose and planning. And it requires preparation. I must be *personally* prepared. I must have good health of body and of mind. I must have quality. I must be honest all the way. I must be devoted to duty. I must be what I

want my pupils to think I am. I must be courageous, not afraid to meet people. I must not be afraid to meet situations. I must not be afraid to meet my duties, even when they require thinking and planning.

And I must be *professionally* prepared. My certificate is no professional qualification. It is only the minimum legal requirement. To be professionally prepared I must know the subjects of the curriculum, the things I am to teach. I must know my language, and I must be able to teach it. I must be interested in the geography of my district, and I must be ready to teach it. I must know my pupils and how they live, their home conditions, their aspirations, and their discouragements. I must know where they are now, where I want to lead them, and how. I must have interests as wide as their experiences and in line with them. I must be interested in the things of their environment and life. This is professional preparation.

Then I must make *daily* preparation. Tomorrow I shall assign a lesson on the geography of Egypt to the four pupils of my seventh grade class. I must plan just what to assign and how to assign it, what history material to include, what readings (Bible or otherwise) to appoint to this pupil and what to that. I must look those chapters up, so my assignments may be very definite. I shall assign different readings, from different sources, to these four pupils. And I must also consider how that recitation is to be carried on. Indefinite plans mean waste of time. I must not waste time.

On Thursday I shall take my pupils on a trip. We shall go into Mr. Brown's field across the road. I shall show them a gully that I have seen there. It was made when it rained. It is only a gully. But it is a canyon. I shall show them its steep cliffs and tell them of the Grand Canyon of the Colorado River. This canyon in Mr. Brown's field is a foot deep and a hundred yards long. The Colorado River canyon is a mile deep and two hundred miles long. But they are alike. They have been made the same way. We shall consider what has become of the soil, how muddy it makes the water, and where it goes. We shall consider the ravine between the hills, and what made the valley in which the creek flows. I must go down into the field this afternoon and consider just where we shall go on our school trip and just what things will get attention. We must not let our attention be scattered among too many observations. We shall save some of them for other trips, for each trip must develop new interests and observations. My daily duties must be planned. My technique must show some maturity of thought. It is as essential for me to have the three

p's (purpose, plan, and preparation) as for the pupils to have the three r's.

Opportunity. The teacher's position is one of great opportunity. Sacred is the ground on which she stands. To her is given the keys of the kingdom of usefulness and happiness for her pupils. Those to whom she opens it may enter therein. Happy is the teacher who sees her opportunities and seizes them.

Chapter II

PUPIL ATTENDANCE AND ITS IMPLICATIONS FOR EFFECTIVE LEARNING*

Causes for Poor Attendance. School attendance is as essential to a literate people as the establishment and maintenance of a free school system. Two major causes of poor attendance may be mentioned as basis for suggestions to teachers in their efforts to gain and maintain the desired attendance. First, there is not sufficient parent interest in educational advantages. Next in order would probably be the mobility of our population.

Mobility of School Population. According to a National Education Association study,[1] the population movement in the United States between 1930 and 1940 continued apparently unchecked, and perhaps even at an accelerated rate. Though available data on this point are scarce, it is estimated that no fewer than 4 million persons each year moved from one state to another. During the past ten years, rural farm population has remained virtually constant. But, rural non-farm population has increased 14.5 per cent. This means a considerable mobility of population toward villages and suburban areas.

The predominant pattern of migration in the farm population consists neither of removal to the city nor of state to state migration, but the short moves from farm to farm within the same county and state. Most studies report that such moves account for about three-fourths of all farm relocations. Data are not available on the migration caused by war industry and military camp movements. We observe it to be tremendous. Putting these factors together, it becomes obvious that teachers must be extremely alert to keep the children of this migratory element in school and advancing at a normal rate.

Implications for Education. Viewing, in retrospect, the American educational situation of the last World War period when 25 per cent of the American army could neither read nor write, we are led to believe that all our efforts have not been in vain. Yet, it is not enough. No doubt there are areas in Kentucky which are still

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* This material was contributed by C. M. Graham, Principal of Training School, Murray State Teachers College, Murray, Kentucky.

[1] National Education Association, Research Bulletin Schools and the 1940 Census, Vol. XIX, No. 5, November, 1941.

without educational opportunity. There are few areas where it could not profitably be extended. Most appalling, however, is the failure of some to take advantage of the educational facilities at their disposal.

Dr. John W. Studebaker, United States Commission of Education, recently pointed out that 20.2 per cent of the men and women of Kentucky more than 25 years of age had less than four years of schooling. We cannot expect these people to "wax strong" in their enthusiasm toward their children's regular attendance in school. Such a generalization is verified by Dr. Edwin D. Martin when he says,—". . . pupils whose parents received an education above the eighth grade tend to be absent less . . ."[2] Undoubtedly, the best cure for such a situation is adult education. This, in the main, will need to be done very indirectly. Compulsory attendance laws, at best, can be only good supplements.

Learning and Attendance. Learning involves habit formation, activity—both motor and verbal, imitation, adjustment, maturation, motivation, and probably much more. Two basic statements may clarify the learning situation sufficient for our use here. First, the content learned depends upon what is placed at the disposal of the learner. And, second, the desirable qualities of one's learning results from the environment in which the learning takes place. It follows that school attendance is essential to effective school learning. In fact, it is an assumption so generally made that professional literature of late rarely treats of the subject in a comparative fashion.

Attendance and the War Effort. The school must play its part in helping the war effort. Those children not in school are robbed of the privilege of thus expressing in word and deed the patriotism which in the composite will result in those same children remaining free and democratic in their living. Should the war last as long as some of our best prophets indicate, we may yet have time to decrease the percentage of unfits who otherwise would go into the armed services of their country, by bringing more truants into the influence of the school. The literary requirement of the army is the ability to do fifth grade work. Health and physical deficiencies can often be eliminated by observing very ordinary health rules, such as are taught in any Kentucky school.

War industry must be supplied with workers. It, too, can use relatively few who are illiterate or deficient in health. In war or peace, if society is successful in passing on to its protege the accumulated knowledge of the ages, teachers must make contact with

[2] Martin, Edwin D., *Non-Attendance in a Junior High School,* School and Society, Vol. 55, January 24, 1942, p. 111.

all children. If the ideals of a democratic people are to be fostered, youth must have an environment conducive to the teaching and practicing of such principles. If our children are to know and assume their responsibility in winning a great world conflict, and in maintaining the peace thereafter, they must be brought to school.

Suggested Action. What can the teacher in the small rural school do to meet the attendance problems? Some suggestions are given under the three following captions: Administrative Relations, Community Relations, and Child relations. Any teacher's work activity may possess some or all of them, but may lack unity of purpose; namely, the getting and keeping of children in school.

1. Administrative Relations

a. Advise with your superintendent freely about the economic and social status of the people in your community.

b. Secure a copy of the school census of your district if possible. Study it. Get other records left by former teachers.

c. Cooperate in supplying your attendance officer with the data reqested, and do it promptly.

d. Notify your attendance officer promptly of suspicious absentees.

2. Community Relations

a. Have some patron of long residence help you draw a map of your school district, locating every house. You will find it interesting. With permission, you may verify your drawing with a photograph in the farm administrative offices.

b. Don't forget to place the trailer houses on your map. They may be there for a whole school term.

c. Check every house on your map which is the residence of the owner. Others are rent houses. The residents will likely change. Maintain your inquiries.

d. Attend community picnics when at all possible. Make use of your attendance.

e. Attend church and revival meeting services. It is a fine place to make some needed contacts.

f. Get acquainted with people. Don't wait for a formal introduction.

g. Learn people's economic and social interests. Talk about them. Talk about school, too.

h. Make special effort to get acquainted with people poorly dressed and who show a lack of culture. Most truants will come from such homes.

i. Be a good sport, but not to the sacrifice of moral principles. It isn't necessary.

j. Converse with sympathetic patrons about families which tend to be truant. This is not gossip.

k. Straight talk to parents is sometimes necessary. If it becomes so, don't be a coward.

3. Child Relations

a. Have something to say to every child of individual contact. It may be frivolous. Sometimes such remarks are best.

b. Make special effort to talk to the strange child of the community. He may be a new resident.

c. Make casual friendly conversation with the so-called "bad boys" of the school and community. This is a very good approach to understanding them.

d. Strive to gain the confidence and make a friend of every child in school. Children are your best publicity agents. This does not suggest slackness in discipline or scholastic requirements.

e. Get the child's point of view, and be sure he knows you have it.

f. Get interested in the child's personal problems. Most children appreciate such interest.

g. Do a good teaching job every day. Give every child due consideration, rich or poor, young or old, and regardless of parent influence with the school board. You're paid for it. If you didn't want the job, why did you take it?

Chapter III

ORGANIZATION OF THE SCHOOL PROGRAM*

The school must be organized so that the pupils and teachers will have their time distributed effectively. A suggested organization for a one-teacher school is given here. It can be adjusted to meet the needs of a particular situation. The amount of time given to a block of activities can be changed from one part of the day to another and the time within any block can be changed on the program. The teacher should make these changes as needs demand. The program described in this chapter is similar to the one being used by the one-room teachers in Estill County.

Suggested Daily Program

8:00–10:00 A. M. Opening, Planning, Work, Evaluation

1. Bible reading by pupil or teacher; group singing; pledge of allegiance to the flag led by a pupil.
2. Discussion of news and map study; presentation and discussion of things brought from home and community.
3. Planning of work to be done. Teacher helps children plan.
4. Work.
   a. Beginners draw pictures, sew, work with scissors and paste, make doll furniture, etc., or help older children.
   b. Older children work in connection with center of interest: draw maps, make charts, paint or draw frieze or other illustrations, draw plans to scale, construction work, research reading, etc.
   c. Clean up and put tools and materials in place.
5. Evaluation: Judging whether planning, work, or oral expression needs improvement. Suggestions by children and teacher.
6. Put everything in its proper place, and plan games for recreation.

10:00–10:30 A. M. Mid-morning Lunch and Planned Recreation

10:30–12.00 A. M. Developing Skills

* Material prepared by: Miss Mabel Rudisill, Western Kentucky State Teachers College, Bowling Green, Kentucky, and Mrs. Mamie West Scott, Superintendent of Estill County, Irvine, Kentucky.

1. Reading: About 45 minutes
   a. Older children work on reading after planning with the teacher.
   b. Teacher works with beginners in reading.
   c. Teacher supervises individual reading activities or gives reading instruction to another group while beginners and others continue reading activities.
2. Arithmetic: About 25 minutes
   a. Older children work arithmetic after planning with the teacher.
   b. Teacher helps beginners develop number concepts.
   c. Teacher supervises individual work or gives arithmetic instruction to another group.
3. Spelling and Handwriting: Not more than 20 minutes together
   a. Spelling: One day spelling is tested by writing; the next day each child studies the words he misspelled the day before.
   b. Writing practice; instruction as needed.

12:00–1:00 P. M. Lunch, Relaxation, Planned Recreation

1:00–3:30 P. M. Music, Language Arts, Social Studies

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1. Music and Recreational Oral Reading
   a. Beginners rest while the teacher or a pupil reads a story, poem, or portion of a book.
   b. All listen to music on radio or victrola; work on music skills.
2. Older children do free reading while the teacher works with beginners on reading, handwriting, and story telling. (Beginners go home at 2:30.)
3. Language Arts:
   a. Children write: letters requesting pamphlets and bulletins, notes of thanks, reports from reading, original stories, etc.
   b. Instruction in mechanics of written composition and study of language text books as needed.
   c. Oral language: Children tell stories, give reports.
4. Social Studies; Health, Science, and Agriculture.
   a. Children read and study to supplement work projects in these areas.
   b. Discussion of related problems.
   c. Plan and take a trip to help on center of interest: or have a club meeting; 4-H Club, other club, or meeting with parents.
5. Make plans for next day.
6. Send the children away in a happy frame of mind. (A story will often do this.)

PROGRAM FOR THE DAY AND WEEK BY GROUPS

(Below is a Program used in an Estill County School whose center of interest was Storage. The school was a one-teacher school. The pupils, who were grouped, chose the names of different pupils for their respective groups. Roman numbers in P. M. program represent order in which the teacher had worked with each group. This procedure is changed at various times during the year when the need arises.)

8:00 — ALL TOGETHER — BIBLE — SINGING — ALLEGIANCE TO FLAG — NEWS — HEALTH INSPECTION — DISCUSSION OF THINGS BROUGHT IN

PROGRAM OR CENTER OF INTEREST	LINVOL'S GROUP	EUGENE'S GROUP	HOBERT'S GROUP	MATERIALS NEEDED
1. Planning — Discussion Know what to do Discuss what to do Discuss problems Plan lunch 2. Work on Research (read) Cary out plans Know what to do 3. Evaluation of Work Done Examine work Decide if work meets high standards Plan next step	1. Doing research reading 2. Write for bulletins to U.S. Dept. of Agr. 3. Drawing plan for storage cellar 4. Getting Materials or working on cellar 5. Digging cellar 6. Making frames for rammed earth blocks 7. Making blocks 8. Writing stories 9. Making charts on nutrition 10. Preparing food for cooking and cooking it	1. Drawing designs for curtains 2. Make friezes 3. Make charts 4. Do research reading 5. Mount butterflies and other things for science work 6. Mount maps brought in 7. Making chairs 8. Doing glass painting 9. Preparing juices and fruits for mid-morning lunch	1. Drawing and coloring 2. Work study 3. Work on doll furniture 4. Work on things to improve corner 5. Help larger people on jobs such as painting 6. Work in the yard 7. Look at picture books 8. Older ones read stories to them	Books (Subjects): 1. Geography 2. Language 3. History 4. Spelling 5. Industrial Arts 6. Arithmetic 7. Books on Storage of food 8. Handwriting 9. Health 10. Government 11. Science Materials: Paints, Brushes, Paper, Colors, Scissors, Rulers, Bulletins, Rock, Sand, Shovels, Spades, Hammers, Nails, Saws, Rammers

10:00 — DRINK JUICES OR EAT FRUIT — RECREATION

10:30 — WORK AND STUDY ON SKILLS: SPELLING, ARITHMETIC, HANDWRITING, OR ANY PROBLEM OR SUBJECT AS NEEDED

CENTER OF INTEREST	LINVOL'S GROUP	EUGENE'S GROUP	HOBERT'S GROUP	INDIVIDUALS JAMES, BERTHA
1. Spelling, Handwriting Extra Practice Learn how to care for free time	5th and 7th II	3rd and 4th III	Beginners I Read from Charts	Work with Eugene's Group
2. Beginner's Reading				
3. Arithmetic Extra work or practice Care for free time 50 minutes	II	III	I	Work with Eugene's Group

12:00 — LUNCH — PLANNED RECREATION

1:00–3:30 — LANGUAGE — ARTS — MUSIC — SOCIAL STUDIES — REMEDIAL WORK

CENTER OF INTEREST	LINVOL'S GROUP	EUGENE'S GROUP	HOBERT'S GROUP	ZORA'S GROUP	JAMES AND BERTHA'S GROUP
1. Music 2. Stories and poems read by teacher or children 3. Library reading Read in books of own choosing Read aloud to teacher 4. Reading—teaching remedial 5. Language—Letter writing and fundamentals 6. Social Studies, Health, Science and Agriculture not covered by problem or Center of Interest 7. Plan for next day 8. Beginners go home at 2:30 P. M.	V	III	I	II	IV

Following are comments on the various divisions of the above program:

Opening, Planning, Work, Evaluation. In commenting upon the program used in one of the Estill County schools, Mrs. Scott* had this to say: "The program in our one-room rural school is one in which every individual child takes a part, one in which he gives and takes ideas, feels that he is a part of everything going on, and is happy.

"Our school starts at eight o'clock when they have scripture reading. Then each child is given a chance to say anything he would like to say to the group. Each morning children show the group something of interest found at home or on the way to school.

"Then they discuss the news. Most of the news is from something heard on the radio or from clippings which they bring from newspapers and magazines. Often good maps are brought, and the best ones are mounted on stiff paper to be used in other work. They locate on the map the places mentioned in the news and study the geographical relationships involved.

"After the news period, they talk about the work done the day before and plan the new day's work. The children are trained to keep in mind what they wish to accomplish, think what things need to be done, what materials will be needed, possible difficulties, and which methods would be best. Each child is urged to express his ideas freely. The children who have unfinished work may ask for suggestions for improving it or finishing it. They usually want to go on with it, because they chose it in the first place, and they are reminded now and then not to start something unless they want to finish it. After each one has decided what he wants to work on, the places for working are planned so that the groups will not disturb each other and so that people using the same materials may be together. Since the room is not large enough for all the children to be on the floor at the same time, some of them must engage in a phase of the activity work at their seats. Some hand work and work of the research type can be done there.

"The little ones take part in the work period just as the larger ones. They enjoy working in the yard or doing things in the room to improve its looks, especially their own corner. They are often given jobs helping older ones. Some prefer to work with their colors or scissors. The larger ones are glad to help them as needed.

"The few tools and other materials that they are able to borrow or buy must be used in the best possible way. The children have

* Mrs. Scott is Superintendent of Estill County Schools.

learned to cooperate and wait for each other to use the tools and materials. Before they start work, each person knows what materials he needs and where to find them.

"In order to have a successful work period, the children have decided on standards to follow. These are: (1) Work quietly. (2) Stay with your job. (3) Help each other. (4) Be polite. (5) Take care of materials. (6) Clean up well. (7) Put everything back in the place where it belongs. Each day before work is started they are reminded to read these standards which are printed on a chart.

"Work continues about an hour. The teacher remains free during this period to help anyone who needs a suggestion. Because of careful planning they need little help. If a child finishes before the period is over, he goes to his seat and finds something to do.

"When they stop work, each child cleans up for himself, puts his materials where they belong, and takes his seat.

"Each child then brings his work before the group and tells in his own words what he has done. Sometimes he reports that he has had difficulty and needs help. The boys and girls have learned to take and give constructive criticism and they enjoy helping one another. They are always encouraged to use good English while talking. When a child's work has been evaluated, he puts it in a safe place."

Developing Skills. In planning and work periods, many problems in arithmetic arise. Also, children need to read, spell, speak and write in order to meet their practical problems and interests. These experiences give some practice in use of the processes and a realization of their value, but the children also must have systematic instruction and practice to develop the many specific skills needed. The need to solve practical number problems, to read to get information, to write letters to receive answers, etc., make them willing to work at developing the necessary skills.

With the wide range of abilities and needs in the rural school, the instructional time the teacher can have with each pupil is small. The greater part of the child's learning must come through the work he does without the teacher. Because the older pupils have more different subjects, they usually get more than their share of the teacher's time. Children of the primary grades need more teacher direction, but if in reading and numbers their basic habits are well developed, they will not require so much help later. As they grow older they should develop more and better independent study habits.

Beginners in reading should have one or two daily periods with the teacher. This does not mean that we should push young and

incapable children into reading, but it does mean that when they are ready to learn they should have systematic instruction. In this connection, also, they need experience in oral language, the opportunity to talk, to express their ideas in their own groups, and to make together orally little stories of their own experiences which the teacher writes for them to read. A dull child who could not learn to read when six or seven can learn when older if started at the beginning with materials that are new and interesting to him.

Children six and seven years of age should not have formal number work, but they should have as much practical experience as possible in counting and measuring. If they are encouraged to collect and keep small objects of appeal to them, such as caps, smooth pebbles, grains of corn, etc., by counting and grouping them they can be happily occupied and learning number meanings. The teacher should train them to find out how many different groupings they can make with a certain number of objects and to say what they find. For example, arranging six objects into a group of four and a group of two, they say, "Four and two make six; two and four make six". Taking two away they say, "Take two from six leaves four." Or taking away the four they say, "Take four from six leaves two." Likewise six objects can be arranged as three and three, and as five and one. Following the same procedure with seven objects, eight, and more and more objects, they could independently, or with the supervision of another child, gain the understanding of concrete number that is necessary before written addition and subtraction are taught.

In general, the teacher should work with a child in a class group to teach him something he needs to learn and couldn't learn for himself. The child should never be given drill on anything he does not first understand. Develop meanings through first-hand experiences, pictures, illustrations, demonstrations, and discussion. Then after the child understands, he should repeat in order to remember, and practice to gain skill. It is difficult to develop meanings during very short class periods. Usually, fewer and longer class periods for developing understanding, and more time given to supervision of practice work with explanations to individuals as needed would give better results.

In order to get longer teaching periods, groups can be combined for class instruction. For example, any child above third grade ability who is not yet able to use any of the following skills could profitably be a member of a class group to which it is taught: use of an index, a dictionary, or an encyclopedia; taking notes on material read, making an outline, paragraphing in writing, arrangement of a

letter, long multiplication, long division, some of common and decimal fractions, etc. Older children should meet with younger ones when any process in which they are weak is being explained; and younger ones may meet with older ones when higher processes they could understand and use are being explained.

Again, in order to have fewer and longer class periods and more time for supervision of individual work, with the older children, class instruction in each skill subject need not be given every day. A day when class instruction is given may be followed by a day or days of supervised individual study or practice. While generally, longer class periods are more satisfactory, very short instructional periods may be used as needed to clear up group misunderstandings and difficulties. Time must be provided between and after class periods for the teacher to watch individuals at their work and give instruction as needed as well as to check the finished work.

The practice of alternating periods is commonly used in spelling. A day on which spelling is tested by writing is followed by a day or days of individual study of mispelled words. In spelling as in reading and arithmetic the success of the study periods depends upon the child's use of a good method of study. A good method for studying spelling is given in the text book.

The children who meet together in class groups need not have the same practice work. Each one might have different materials to work with, or smaller groups might use the same materials. It is essential that each person be able to do this work well with very little help. This work must be checked, and all mistakes corrected by the pupil. Here, well developed commercial work books may be a great help to the teacher. It is difficult to find enough materials to give sufficient practice to prepare pupils to do the work at the next higher levels, especially in reading.

The reading practice should include: (1) study type reading in which the pupil reads to answer questions, draw conclusions, follow directions, take notes, organize material, etc.; (2) reading of easy, interesting material, which need not be checked, and is included in the afternoon portion of the Estill County program; and (3) oral reading which may be provided from time to time by having children read to one another in small groups, and by having older children read to younger ones stories they enjoy hearing but can not read for themselves.

Fluency in reading is developed only through much reading. This means that the teacher must make every effort to secure as many different books as possible at each level. Better reading can be

developed by having few copies of any book, and many different books. The problem of developing adequate skill before advancing to more difficult materials is particularly serious with the slow learning child. To develop his skills he must read more different books at each level, work more in numbers on each process, practice more on spelling words, etc. This means that he cannot advance as rapidly as children who learn more easily.

The children should be trained to take initiative in planning their own drill work, to have high standards of work, to think not of whether they are doing the same work as some other person, but to think of whether they are doing their work well and are making improvement. Good work and improvement are possible for each one who is given material within his understanding.

Social Studies. At times the social studies center of interest would concern all the children of the school, as would any practical project for the improvement of the school or the community. At times all the children from third or fourth grade up may work on the same center of interest. At other times the upper and lower intermediate groups may have different units of study. In any case the children of different ages, interests, and abilities would be concerned with different aspects of the study and would make contributions of different kinds. Their reading and study would have to be from different sources suited to their reading abilities. If there is ample reading material on the center of interest at a pupil's reading level, he can use this for his reading work during the skills period, otherwise he must use other reading material at that time. These interests may be the principal subjects for oral and written language.

As an illustration of the way many subjects and skills are used in meeting a practical problem, one activity from the Estill County school is described:

"One year the boys and girls made a store and became very much interested in food. The next year, after cleaning and arranging the schoolroom and playground, they again became interested in the study of foods. The building of a storage place in their school year was one of the things the teacher hoped they might suggest doing. On one side of the schoolhouse was a hill well suited for this.

"One day while the value of milk was being discussed the children said they liked it but did not bring it to school because they did not like it warm. Then they discussed how it could be kept cold if they brought it. After several suggestions were made, one of the larger boys said, 'Let's make us a cellar up here on the hill.' This suggestion was discussed. They thought it a good plan because the

cellar would serve also as a place to keep the food donated for lunches. They talked about the kinds of cellars they had at home, how they were made, and the materials used, and they planned to find out all they could about cellars for the next discussion. Several planning periods were spent talking about the different kinds of cellars, how they were built, their sizes, and where the materials came from. The teacher had obtained some bulletins on the process on making rammed earth, but did not mention these until other materials were discussed. When they talked about the kind of cellar they wanted to make and the materials available, she read to them some from these bulletins about rammed earth. Some of them read the bulletins to the group. They wanted to try it, and wrote letters ordering more bulletins.

"They discussed how big to make the cellar, and after the exact dimensions were decided they drew a plan to scale, and put it on a chart. Next they talked about materials and their locations, and listed them on a chart. This gave them some new 'spelling' words. Rammed earth requires equal parts of sand, gravel, and soil mixed together, sprinkled, and rammed into a frame built for the purpose. They decided to get the gravel from a creek in the community and haul the sand from a river five miles away. They had to decide exactly how big to make each block of rammed earth. For the frames and rammers they collected scraps of lumber from home and set to work making them. In doing this, they got much number experience. By the time the frames and rammers were finished, others had brought together enough sand, gravel, and soil to start making blocks. By working in groups of two for about two hours each day for many weeks, they made enough blocks to build the storage place."

Chapter IV

DEMOCRATIC LIVING IN THE SCHOOL*

It is of the utmost importance that American school children learn the principles of democracy, if that democracy is to survive and improve. Some of the problems to be faced in this are suggested here.

1. What ideas about democracy are my pupils to learn from their associations with one another and with me in our classroom?

Here are some which I should attempt to develop:

a. Each person is an individual worthy of the respect of his fellows.
b. Each group can make some contribution to the richness of group living.
c. Each person who is affected by a decision should have some share in making that decision.
d. Every individual has certain rights.
e. These rights are always coupled with responsibilities.
f. A democracy depends upon thinking citizens who act upon their decisions.

2. How can I help children grow in understanding of these ideas?

There is just one way—the way in which the children and I live and work together. Children learn what they practice. If they practice deceit, they learn to be deceitful. If they practice cooperative school living, they learn to cooperate with each other. If they depend upon others to make all decisions, they will learn to be followers who do not think for themselves, but who depend upon others to think and decide for them. It is, therefore, my responsibility, my duty, to manage the classroom and school living in such a way that there will be many opportunities for children, under guidance, to think, to make decisions, and to put those decisions into practice.

3. What can I do as the teacher in this school to see that these children have such opportunities?

My children and I are to live together most of our waking hours for many months in this room. Is this room a good place for children to be?

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* Prepared by Miss Louise Wilson, University of Kentucky, Lexington, Ky.

a. Is it clean?
b. Is it as beautiful as it could be?
c. Is it arranged so that all who live here can be as comfortable and happy as possible?
d. Do the things in this room show what kinds of interests these children have?
e. Do these things change from time to time as new interests arise?
f. Is it arranged so that children can work together in it?
g. Is there a place for everything we have or need? (Books, lunches, clothing, paint, clay, paper, crayons, etc.)
h. Are the building and grounds inviting in appearance to the passer-by?
i. Are there good facilities for washing hands, going to toilet, eating?
j. Are there suitable places for all children to play in storm or sunshine?

If the answer to any of these questions is "no", what can the children, parents, school authorities, and I do about it?

The first opportunity to let children help decide comes right here. Consideration for others is inherent in this question. How can we arrange the furniture, materials, and equipment which we have so that everyone of us can be comfortable and happy? In general, the older children in a one-room school can help most in planning, but little children should have a share, too.

4. What can they learn while they are planning?

a. To think of the comfort and convenience of the whole group.
b. What the lighting needs of people are.
c. How to take care of books.
d. How to clean the room thoroughly
e. How to arrange things, attractively.
f. How to think through the group's needs and plan to meet them with whatever is available.
g. How to deal with the existing situation in an intelligent manner.

5. What is my role during this planning stage?

To see that children consider the problems carefully, that they think of all the possibilities, and that they visualize the consequences of the plans they propose; to so guide their thinking that they make wise choices; to see that I do *not force upon them* my own opinions even though these may be a little better than theirs. If I insist on doing things I know to be best, but which they do not understand, they may concur simply because they think it prudent, not because they are really convinced. If I do not intend to let them decide certain matters, I should not pretend to do so. Only those decisions which they can understand and accept will be of value to them. I may

make suggestions, point out dangers and possible consquences, or propose substitute courses of action; *I must not dictate.*

After a plan is made, the group should begin working to carry it out. As they work, it will be necessary to revise the plans in the light of new circumstances. For example, tentative plans may have called for certain tools which cannot be secured as planned. Then they must decide either to change the original plan, find some other tools, or find some other way of getting the tools.

6. How is the room, or playground, to be kept in order?

As the arrangement of the room is worked out, new needs will arise. Planning of routine chores will be necessary. What chores need to be done? Who will do them? Here is a suggested list of chores:

a. Cleaning the room.
b. Cleaning toilets.
c. Keeping books and supplies in order.
d. Ventilation.
e. Lighting.
f. Disposing of paper and other waste.
g. Keeping lunchroom in order (if there is one).
h. Preparing lunch (if the children do it).
i. Washing dishes.
j. Keeping playground clean.
k. Keeping play equipment in order.
l. Supervising the play of the younger children.
m. Checking library books out and in.

7. Children will volunteer to accept responsibility for these routine duties when they see the need.

A chart showing each responsibility and the committee who is to do it can be posted. At first, there may be some failures. We should have many evaluation periods at which time the routine work should be discussed. If someone who has been given the responsibility of keeping the books in order has failed to do so, all are inconvenienced. The individual involved can see that his failure affects the group. He should be taught just how to do his particular chore, reminded to do it at the proper time, and praised when he has succeeded. After a brief period, the committees should be changed so that each child has an opportunity to do all the things he is capable of doing at his level of development.

8. As the routine of school living evolves, there will be needs for subject matter and for skills. How can I relate these to my regular program of work?

Here are some examples:

Children will need to be taught why the routine of handwashing after going to the toilet is necessary. Some children may study the problem of cleanliness, using the material in health textbooks. Some may make studies of the spread of such diseases as typhoid and tuberculosis. The relation to handwashing is easy to see. Some may make posters or signs on the subject. Some may go from a study of specific diseases to the study of germs and various ways in which they are carried.

If a play court of some kind is needed, some arithmetic group may work out the measurements and lay it off. If bookshelves are needed, some arithmetic group may measure and construct these. The library committee may wish to arrange a corner for little children. They may decide to prepare stories to tell the little ones. This will involve much reading and language as they select, prepare and present material suited to the age of the children.

Groups who are studying history may study the Bill of Rights and show its relationship to the rights and *responsibilities* they are experiencing in their own miniature society. A congress council, legislature, or some other governing body, may be organized to run the affairs of the classroom society. This may be patterned after the local or national governmental organization and may deal with the problems of group living which come up from day to day in the school.

The various sales of stamps and bonds, collection of scrap metal and rubber, and rationing of sugar and the commodities may be used as teaching materials to show how each of us is dependent upon all; and that a democratic country must secure the cooperation of each individual for the safety and protection of all.

9. How can I be sure that the children do really respect each other?

I must set a good example myself by being patient and understanding, by explaining why I make requests of them, by trying to understand each child's peculiar problems, by trying to help each individual do his best, and by praising those things worthy of praise.

When controversies arise between children, I must try to lead each to a better understanding of the other's position. Honesty and fairness on my part and frank discussion with each individual *alone*, will help to produce like qualities in children.

Chapter V

PUPIL HEALTH AND WELFARE*

In dealing with the problem of conservation of human resources in the small rural schools the following divisions have been made: (1) Health Education, (2) Recreation and Physical Education, (3) Safety Education, (4) Nutrition, and (5) Mental Health. However, one must realize that there is much overlapping in actual practice.

An endeavor has been made to point out some of the teacher's responsibilities and opportunities in each of the five mentioned fields. In an effort to deal with the problem in a somewhat practical and pertinent manner for teachers in the small rural set-up, a series of questions or suggestions are given under each topic and some free and inexpensive materials are listed at the end of this chapter. It must be kept in the mind of the reader, however, that no attempt has been made to make complete lists. The teacher must use her own initiative and plan her own organization for the job which must be done. Much material on these subjects is now being published. The teacher must avail herself of such material and set about her work in earnest to accomplish the task set before her in this period of emergency.

Health Education

Health Education may be divided into three main divisions:

1. Healthful School Living including the provision of a wholesome environment, the organization of a healthful school day, and the establishment of such teacher-pupil relationships as will give a safe and sanitary school favorable to the best development and living of the pupils and teachers.
2. Health Service comprising all those procedures designed to determine the health protection and maintenance, to inform parents of the defects that may be present, to prevent disease, and to correct remedial defects.
3. Health Instruction containing matters of health by capable teachers who are themselves worthy exemplars of health practices.

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* Material prepared by Miss Katherine Evans, Eastern Kentucky State Teachers College, Richmond, Kentucky.

Are you as a teacher providing your children with the opportunity to reach maximum growth in health and physical fitness? Is your school one in which there are provisions made for physical deficiencies? Since you know that about 50% of the men examined have not be qualified physically for general military service, just what are you doing to improve the health and physical fitness of the Nation's youth?

A. Healthful School Living. Through cooperative planning and working together have you and your children improved the school environment? Are your buildings and surroundings as *clean,* as *sanitary,* and as *attractive* as it is possible to make them?

1. Do you have a room duty committee chart, the names on which you change once a week?

   (Example) ROOM COMMITTEE CHART

   _____may dust desks
   _____may dust tables
   _____may dust chairs
   _____may clean chalk trays and erasers
   _____may dust baseboards
   _____may dust window sills
   _____may inspect yard
   _____may inspect toilets
   _____may scald drinking equipment
   _____may pour water (for washing hands before lunch)
   _____may pour soap (for washing hands before lunch)
   _____may sweep porch
   _____may care for flowers
   _____may care for cloakroom
   _____.....
   _____.....
   _____.....

2. Do you plan for a committee, which changes from day to day, to clean the room after lunch has been eaten?
3. Do you plan for a committee to scrub toilets at least once a week?
4. Is there a space for wraps and lunches that meets proper requirements?
5. Have you provided a way to clean muddy shoes and a place for overshoes to be kept?
6. Do you keep windows clean and free from obstructions that interfere with natural light?

B. Health Services. Are the physical features of your school such that they conserve human resources and provide for physical deficiencies? Do you always teach your children *why* these health practices are best?

1. Are you trying to develop in your children a temperature consciousness, so that they will keep the room at 68 to 70 degrees Fahrenheit? Is your thermometer properly placed—away from windows stoves, etc.—and is it placed low enough to record the temperature that the children actually experience?
2. Do you keep a pan of water on the stove?
3. Do you keep the room properly ventilated—air in motion, windows open top and bottom?
4. Is the stove jacketed?
5. Are the children seated so that the light will come over the left shoulder in such a way as to avoid shadows on work?
6. Have you seated the left-handed child so that the light will come over his right shoulder or seated him at the front and by the windows so as to minimize the effects of shadow?
7. Do you and your children know how to arrange seats and shades in order to get the most light at different times of the day?
8. Do you avoid standing near the windows, thus preventing pupils from facing strong glare?
9. Do you insist on large writing at the blackboard to avoid eye strain?
10. Do you check or have checked the vision of all pupils and do you recheck frequently the vision of those who complain of headaches? Do you seat children with defective vision at the front and near the window where there is a good view of the blackboard and good light? (The Snellen Chart is one device you may use.)
11. Do you use shades and other devices so that glare may be eliminated from desk tops, paper, blackboards, and walls?
12. Are desks, woodwork, etc., dull in finish so as to minimize glare?
13. Do you seat children with defective hearing near the center of the group?
14. Do you seat children with a cardiac condition where they will not be likely to run errands, raise windows, etc.?
15. Do you seat children in seats that best fit them for good sitting posture? (The legs of a desk or seat that is too low can be raised by blocks with a hollowed-out place in the center for the leg to rest in. A stool can be used for those children whose feet do not touch the floor. Book racks made from coat hangers can be used in order that books may be at the best angle for reading. All these things help the practice of good posture and relieve nervous strain.)

C. Health Service and Instruction. Do you use all possible procedures designed to determine the health status of the child, to enlist his cooperation in health and maintenance, to inform parents of the defects that may be present, to prevent disease and to correct remedial defects? Do you see that learning experiences directed toward the development of favorable health knowledge, attitudes, and practices are provided for daily in your school? Do you practice what you teach?

1. Do you keep in close contact with the county health unit, county health nurse, or county health doctor?
2. Do you enlist the cooperation of the family physician to help you understand the child's state of health?
3. Do you insist upon yearly physical examination of all children in your room, in the event that such service can be rendered by your health department? Do you invite parents to attend the examination of their children? Have the children had immunization for typhoid, diphtheria, and small pox? Have they had blood tests?
4. Do you make notes of your own observations in regard to the child's health?
5. Do you have the parents check lists of the usual children's diseases in an endeavor to know the possibilities when certain symptoms occur?
6. Do you use the Snellen Chart and other devices which you are capable of using to make observations concerning the child's eye sight and hearing?
7. Do you make use of children's clinics, dental clinics, crippled children's clinics, T. B. clinics, mental hygiene clinics, etc., in getting deficiencies corrected?
8. Do you make a sincere effort to have parents willingly discuss their children's state of health, habits, deficiencies, etc., with you?
9. Do you make the parents aware of all the health services available to their children and are you patient with them in helping to educate the parents as well as the children along this line?
10. Do you have daily inspection and teach the children the real function of such an activity?
11. Do you provide for daily rest periods for all children, regardless of grade, having children lie down during such periods whenever possible or at least relax with heads on desks? (Children need to be taught how to relax during these periods. Teachers should do likewise.)

    Example of how primary children may carry on such an activity.

    We talked about how to relax, good positions for resting, and having it quiet when we rest.

    We rest several times during the day. We like it.

    If some of us get tired between rest periods we can rest then, also.

    Each one of us has a rug which we lay on the table when we rest.

    Some of us put our rug on the floor if there is no draft.

    Sometimes we listen to soft music.

    We wrote letters to our parents about how we rested at school.

    Taken from "Rural Child Learns Healthful Living" by Nina B. Lamkin in Public Health Nursing, October, 1941.

12. Have you provided for a lunch period of at least 25 minutes to be used for nothing except eating lunch and resting for a few minutes with heads on desks after eating?

13. Do you make provision for the children to wash hands with hot water and soap before eating and after using toilets? (The practice of hand-washing can be made available to each child in the school by using a basin with a hole in center set over a pail to catch the waste water. Paper towels or clean cloths brought from home should be used. Soap may be melted and poured over hands. A committee of children should be used to carry on the activity.)
14. Do you encourage a representative from the State Board of Health to visit your school and make observations and recommendations?
15. Have you had the water supply tested?
16. Is your drinking equipment kept sanitary?
17. Do you know that some general symptoms of communicable diseases which you may be able to detect either by observation or by questioning are cough, sore throat, rapid loss of weight, and, especially, eruption of the skin? (See Personal Growth leaflet 101, *Our Common Diseases.*)
18. Do you act according to the plan set up by the school or county in the event that you recognize the possibility that the child may have a communicable disease?
19. In the event that there is a shortage of health and medical services, are you using your initiative, common sense, etc., in dealing with illnesses and injuries? Are you learning more and more about home care of the sick?
20. Have you received instruction in First Aid?
21. Have you made your health program so functional that your children actually seek advice and help on health problems?

Recreation and Physical Education

The results of the selective service physical test are sufficient evidence that schools are not doing a satisfactory job in physical education, and neither are they providing a recreational program sufficient to take care of the present and future needs of the children.

1. What are you doing to help make youthful bodies strong?
2. What are you providing to give your children healthful emotional release and needed relaxation for mind and body?
3. Are you accepting your responsibility to make your children physically fit as well as mentally fit?
4. Does your schedule provide for sufficient time for a recreation and physical education program?
5. Have you planned for a recreation and physical education program that will include every child in your school?
6. Does your program adequately take care of the various age levels?
7. Does your program include: (a) games, (b) rhythms, (c) relays, (d) story plays and mimetics, (e) tumbling and self-testing stunts, (f) athletics, (g) parlor stunts and (h) social games?
8. Are you developing both followship and leadership among your children?

9. Do you make sure that all children have an equal chance and that no child or group of children monopolizes the activity?
10. Do you make sure that children who are handicapped find successful participation?
11. Are your recess periods times of wholesome and enjoyable recreation?
12. Do you provide opportunity for spontaneous play and self-expression?
13. Have you asked yourself, "How can I improvise equipment?"
14. Do you have material such as the following which will help you in formulating a physical fitness program:

    Books
    Pamphlets
    Bulletins
    Equipment
        Jumping ropes (home made)
        Bean bags (home made)
        Sand box (home made)
        Soft balls
        Bats
        Horse shoes
        Horizontal bar (home made)
        Climbing rope (home made)
        High jumping standards (home made)
        Large balls (made from cotton and cloth, or from old leather balls stuffed and resewed)
        Whistle
        Indoor games such as: Chinese checkers, jacks, dominoes, etc., for inclement weather.

15. Do you take your children on picnics and do out-door cooking?
16. Do you encourage your children to swim?
17. Do you make plans for evenings of social games and parties at your school?
18. Are you taking advantage of your opportunity to use your community in helping you formulate your physical fitness program?

Safety Education

The conservation of human life and production is imperative. We must now teach our children how to keep safe while living dangerously.

1. Have you planned an enlarged safety program for your school?
2. Are you developing a safety consciousness among your children for all times and places?
3. Are you seeking the cooperation of the Red Cross, Defense Agencies, etc., to help you?
4. Have you had an accredited course in First Aid?
5. Are you using available material on safety to help you plan a program?

6. Are you familiar with present dangers which have come as a result of the war?
7. Have you, your children and your community worked out a program of action for your school in case of an air raid warning?
8. Is living in your school safe for the children who are entrusted in your care?

Nutrition

"Promoting public health and welfare is vital to the hazards of defense. And one of the prime essentials in promoting public health is good food and plenty of it. Total defense is not an 'either-or' proposition. It is not a question of guns or butter, but of guns and butter.

"In the United States today, we have been told that a third of our people are ill-fed; they are not getting their plenty of good food which we grow in abundance. This is a challenge to us all—which we have accepted. In a triple alliance science, industry and government are engaged in a campaign to make America strong by making Americans stronger. And in this campaign to make America strong we mean to enlist every last man, woman and child in the country. We must all make it our personal responsibility to learn what kinds and amounts of foods are needed for maximum health and vigor."—Paul V. McNutt.

1. What are you as a teacher in the small rural school doing to aid in the nutrition program of the nation? Do you recognize the fact that "What does Johnny have to eat?" is more important than "What did Johnny make on the spelling test?"
2. Do you realize that a nutrition program to be successful must be an integral part of all school activities—that it must be experienced rather than merely talked about?
3. Have you enlisted the services of and are you working with all available agencies in helping you work out a satisfactory food program for your children? Have you discussed your problem with the Vocational Home Economics teacher, Home Demonstration Agent, the County Health Department, the County Agent, 4-H Club Leader, and the surplus commodities distributor, etc.?
4. Have you made plans for a hot lunch program in your school? Do you realize that every school can serve a hot dish at noon even when no outside services are available?
5. Have you a school garden? (A school garden cooperatively operated by the community as an integrated phase of the school lunch program will provide splendid opportunity for school-community relationships as well as aid the nutrition program.)
6. Do your children know the nutritional values of milk, vegetables, fruits, and other foods, and their relation to growth?
7. Are you teaching that a well-balanced diet should include:

Milk—one quart for children, one pint for adults.
Vegetables—one leafy, one raw, and one green or yellow vegetable.
Meat, poultry, fish, or *cheese*—one or more servings.
Fruits—Two a day, one of them raw. Citrus fruit or tomato once a day.
Bread and *cereals*—one serving of a whole-grain cereal, and at lease two servings of "enriched" or whole-grain breads.

Eggs—About one a day. Be sure to average at least three or four a week.
Potatoes—once a day.
Sweets—as needed to make foods taste good, and supplement the diet.
Water and *other liquids*—four to six glasses.

8. Have you and your children discussed ways and means of having balanced diet during the winter—canning, having a vegetable kiln, etc.?
9. Do you make use of food models colored by the children and grouped to show adequate meals, of posters, charts and friezes to improve food selections, etc.?
10. Do you weigh and measure the children regularly and make charts showing their growth?
11. Are you using your opportunities to teach certain habits such as handwashing before lunch, covering the desk with a napkin, attractively arranging lunch, and having pleasant conversation during meals?
12. Do you realize that a good nutrition program will provide a splendid opportunity for school-community relationships and give the people in the community an opportunity actually to formulate the program of the school?

Mental Health

We must think in terms of mental health as clearly as we think in terms of physical health.

"By mental health is meant the degree of emotional security that a person has; the degree of his ability to think and act for himself—that is, his independence; and the degree of his recognition and acceptance of his place in the scheme of things."

("Mental Hygiene is Public Health Nursing" by Dorothy I. Roberts in Public Health Nursing, December, 1941.)

1. In the face of present and future conditions, are you as a teacher doing your best to help your children so to deal with their environment that they may be happier, more contented, and relieved of much distress? Are you helping to maintain or improve the emotional stability and mental health of the children under your care?
2. Have you made provision for taking care of individual differences?
3. Do you see that every child succeeds in *something* every day?
4. Do you make provision for the grouping and the regrouping of the children so that they can work at the level they should?
5. Do your children have a sense of belonging?
6. Are you helping your children think in an orderly manner?
7. Are you teaching the children to live democratically by providing a democratic environment at school where all have rights, privileges, duties, and responsibilities?
8. Do you have a happy, wholesome environment in which all persons work and play?
9. Do you provide many periods for group singing?

10. Have you provided for much group planning and evaluation?
11. Do you try your best to see that no one in your school is mentally cruel to any other person?
12. Do you help each of your children to develop attitudes of mind and habits of conduct as suggested by the list below? Do you try to have them yourself?

    a. Orderliness
    b. Cheerfulness
    c. Friendliness
    d. Self-control
    e. Emotional stability
    f. Cleanliness
    g. Working to the best of one's ability
    h. .....
    i. .....
    j. .....

SOURCES OF FREE AND INEXPENSIVE MATERIALS

American Association for Adult Education, 60 East 42 Street, New York City

Women in Defense—10c

American National Red Cross, Washington, D. C

Food and Nutrition—25c
Advanced First Aid for Civilian Defense

American Youth Commission of the American Council on Education, 744 Jackson Place, Washington, D. C

Youth, Defense and the National Welfare

Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.

School Housing Needs of Young Children—35c
Uses for Waste Materials—20c

College of Agriculture, University of Kentucky, Lexington, Kentucky

Bulletins on School Lunches, Victory Gardens, Games and Recreations
(Ask for other materials suitable for rural schools.)

Consumer's Division, O. P. A., Washington, D. C.
Write for material suitable for Rural Schools

Department of Education, Frankfort, Kentucky

Education and National Defense, March, 1941
A Physical Training Manual for Kentucky Schools
By Thomas Herman McDonough
Fire Prevention Manual, September, 1940
Units in Conservation of Wildlife and Other Natural Resources, March, 1942

Department of Rural Education, 1201 Sixteenth Street, N. W., Washington, D. C.

Community Resources in Rural Schools—50c

National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago, Illinois

Home Play in Rural Areas—Pamphlet

National Conservation Bureau, New York City

Write for material on conservation

National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Problems and Topics in Safety Instruction—25c

Personal Growth Series

Send self-addressed, stamped envelope for latest complete list of titles some of which are listed below. These leaflets may be bought at the rate of 25 for 25c.

Teaching Materials for Rural Schools—No. 73
Have You Had Your Vitamins—No. 101
Our Common Diseases—No. 102
Schoolground Beautifications—No. 77
The Rural School of the Future—No. 71

National Recreation Association, 315 4th Avenue, New York City

Bibliography on Recreational Activities and Games

National Safety Council, Chicago, Illinois

Safety Education Memo for 1942, by Committee on Teacher Education for Safety. Ask for other material on safety suitable for rural schools.

National Society for the Prevention of Blindness, 50 West 50th Street, New York City

Snellen Chart

Progressive Education Association, 221 West 27th Street, New York City

The Community-School and Community Work Together at Glencoe, Illinois

Superintendent of Documents, Office of Civilian Defense, Washington, D. C.

Protection of School Children and School Property—5c
Volunteers in Health, Medical Care and Nursing—10c
Care and Nursing—10c
Guide for Planning the Local Victory Garden Program—10c
Air Raid Warning System—10c
Handbook of First Aid—10c

Superintendent of Documents, U. S. Office of Education, Washington, D. C.

Education and National Defense Series

Our Country's Call to Service—15c
How to Read the News—15c
What Schools Can Do—15c
Food for Thought—15c
Ask for Booklet on Game and Miscellaneous Publication No. 43

United States Department of Agriculture, Bureau of Home Economics, Washington, D. C.

Are We Well Fed?
School Lunches in Country and City

United States Department of Agriculture, Consumer's Service Section, Washington, D. C.

Consumer's Guide

United States Department of Labor, Children's Bureau, Washington, D. C.

The Defense of Children—Series of 12 Pamphlets
Children in Wartime—Pamphlet

United States Treasury Department, Washington, D. C.

Sharing America—A defense Savings Program for Schools
Mrs. Brown Buys a Bond

United States Office of Civilian Defense, Washington, D. C.

Write for free materials

United States Office of Education, Washington, D. C.

Nutrition Education in the School Program
(School Life Reprint)

Chapter VI

HUMAN RELATIONSHIPS*

(Home, Community, and Broader Relations)

A child's first associations are with his home. From the smaller circle, the child is led to the larger community interests and to the larger social group. To be a worthy citizen, he must learn to appreciate the services of everyone who contributes to his daily welfare. He should realize that in a modern community he has many privileges, and likewise various duties and responsibilities.

In his home the child first learns the meaning of interdependence and the value of intelligent cooperation. This knowledge the child later extends to the entire community. As he grows older, he will be interested in the origin of its name, why particular events are observed, who were the earliest families, why a settlement grew up at that particular place, and which is the oldest building of historical significance.

In order to be a valuable member of our community, he should be conscious of the factors that help to make it a satisfactory and comfortable place to live. He should know something about its government and its civic problems, and try to do his part in solving them. Even young children can be taught to feel a certain amount of civic responsibility, and to realize how much the community does for them.

From such beginnings as these, children will develop an interest in their community and feel that they are a part of it. These are early steps toward loyal and effective citizenship.

Suggested Activities. The following suggested activities are only a few of those that may be used in the rural schools:

(In working out the various activities in connection with these interests, school subjects will be brought into use.)

1. To inculcate principles of patriotism and duties of different members and duties of citizenship.
2. To foster the habit of politeness toward other members of the family.
3. To teach the child to be honest, cheerful and cooperative in the homes. To make the home more attractive and pleasant.
4. To teach cleanliness and safety in the home.

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* Prepared by Miss Helen Board, Morehead State Teachers College, Morehead, Kentucky.

5. To have a sense of responsibility in his home, community and his country.
6. To have an understanding and appreciation of the lives of simple people.
7. To educate the child for effective social membership.
8. To train the child in effective thinking.
9. To enable a child to visualize a situation.
10. To develop tolerance and open-mindedness.
11. To develop self-confidence.
12. To develop use of time and energy.
13. To provide experiences for the child in the basic social and natural activities of his own environment.
14. To develop such civic principles as the protection of private and public property, also respect for rights of others.
15. To teach the children to work and plan together cooperatively.
16. To teach them resourcefulness and initiative.
17. To develop the ability to look for exact information.
18. To encourage the asking of worthwhile questions.
19. To develop the ability to make and follow a plan.
20. To teach the children responsibility for the economical use of supplies and equipment.
21. To teach the child to understand his relationship to his environment, to gain an appreciation and respect for the resourcefulness of the community in its attempt to care for and educate its people.
22. To give an understanding of how the climate and natural resources affect the mode of life or living.
23. To give the child an understanding and a respect for peoples from various nations who have immigrated to our country.
24. To give the child an intelligent understanding of the world in which he lives.
25. To develop in the pupils a realization of the interdependence of people of different nations.
26. To foster a spirit of good will toward all races, classes and nations with a view to better understanding.

Suggested Approaches. At the beginning of the school year, you should find where the interests of the children lie. A good way to do this is to have a general discussion, and let the children suggest what they would like to make, do, or accomplish during the year. You can discover these interests

1. Through pictures of suggested enterprises on the bulletin board.
2. Through neighborhood trips to grocery store, dairy, coal mines, court house, post office, etc.
3. Through purchases made at the drug store, grocery, post office, etc.
4. Through noticing public buildings and their uses.
5. Through reading stories and poems.
6. Through books on the reading table or in the library.
7. Through talks given by people with various types of special information.
8. Through exhibits of materials made in different countries.

Home and the School. The home and the school are the child's first two communities. Every child knows what is meant by a home; it is a normal part of his daily experience. As the family is the first social group that little children know, it is fitting that a study be made that will give them a more intelligent understanding of the life of which they are a part. The house is not the home, it is only a shelter. It is the spirit which prevades the house that makes the home. The children must be shown how the home belongs to them because they have responsibilities and make contributions to it. To make the home a place where its members are an asset to the school and the community, certain rules are necessary in order to live together happily. The spirit of cooperation and thoughtfulness, of dependability and loyalty, and the knowledge of hygiene should be developed in children at an early age in the home and the school. This will tend to make the children better citizens in the future.

The Home and Family

A. Family Membership
   1. How many members of the family?
   2. Discuss duties and privileges of the different members of the Family
      a. Responsibility and work mother does in the home
      b. Responsibility and work father does in the home
      c. Your responsibility in the home
      d. Happy times together
   3. Discuss the various kinds of work (occupations) done by the fathers and mothers
   4. Pets and playthings

B. Shelter
   1. Building a House (planning)
      a. Where materials come from
      b. Workers needed in building
      c. Work each one does

C. Clothing
   1. Wool—Study of sheep
      a. Care needed
      b. Where sheltered (kept)
      c. Food
      d. Shepherding
      e. How sheared
      f. How wool is changed into cloth
      g. Carding, spinning, weaving
   2. Cotton, linens and silk may be studied

D. Food
   1. Bread—Flour from wheat, etc.
   2. Milk and butter
      a. Cows
      b. Dairy

E. Activities
   1. Playhouse
      a. Materials (cardboard boxes)
   2. Furniture for use in the home
      a. Materials (orange crates, etc.)

Community

Since earning a living forms the basis of community life, it is important to familiarize children with the principal types of occupations. Therefore, interesting places of business are suggested for study. Communities vary in nature: for example, some are agricultural; some industrial, as coal mining; and this difference will be reflected in the occupations that are chosen for study.

In studying community life, they should learn that we are not living independently apart from the rest of the world, but that we are *dependent* upon the world for our food, clothing, shelter, and other conveniences which we enjoy.

They will learn many ways of transportation, communication, where their food supply comes from, shelter and its importance, and the source from which clothing comes.

They will learn the importance of cooperation and build within themselves an appreciation of those who serve them.

We hope the children will get something which will enrich their living experiences and that they will appreciate some of the human relationship and develop within themselves desirable social abilities, attitudes and ideals.

The following outline is suggested for community study:

1. Food
   a. Farmer
   b. Grocer
   c. Baker
   d. Dairyman
   e. Restaurant
   f. Cafeteria
2. Health and Protection
   a. Fireman
   b. Policeman, Sheriff

c. Doctors
   1) Health doctor
   2) Health nurse
   3) Family doctor
   4) Dentist
   5) Druggist

d. Army, Navy, Air corps

3. Communication and Transportation
   a. Post office
   b. Radio
   c. Newspaper, magazines, etc.
   d. Telephone
   e. Telegraph
   f. Cablegram
   g. Radiogram
   h. Train
   i. Bus
   j. Street car
   k. Airplane

4. Places of Business
   a. Grocery store
   b. Department store
   c. Shoe store
   d. Drug store
   e. Barber shop
   f. Ten-cent store
   g. Garage
   h. Hotel
   i. Restaurant

5. Religion
   a. Church

6. Recreation
   a. Theater

Farming

Since the farm is one of our basic social institutions, it is of importance to everyone. The child should be led to use his knowledge of his environment in expression and in connection with subjects to which his environment is related. The following outline is suggested:

A. Vegetable Garden
   1. Name: Defense Garden, War Garden, Victory Garden
   2. Importance in present situation—It means planting a garden that takes care of our vitamin, mineral and other health requirements
   3. Location of garden:
      a. Water supply
      b. Fertility of soil, etc.

4. Size, and size of family
5. Variety of vegetables—not less than ten kinds—succession of crops throughout the season
6. Plan garden, work out according to schedule; keep records of production and expenditures
7. Organize as many school and community gardens as possible

B. Farm Production and Soil Fertility During the War
1. Many years of forced production to meet these goals and each year additional increased goals call for good rotations to conserve soil fertility
2. Each year important supplies give out and our land is called upon to supply the difference
3. With scarcity of labor on farms, each farmer must be more efficient. Here the school boys and girls can be of help
4. Some of the crops that are being emphasized in Kentucky and throughout various parts of the nation:
   a. Balbo Rye
   b. Barley
   c. Castor beans—a new crop in Kentucky
   d. Korean Lespedeza
   e. Hemp
   f. Rye grass
   g. Sorghums
   h. Soybeans
   i. Honey
   j. Winter Vetch
5. Products made from milk
   a. Butter, cloth, casein, paint, fountain pens, lamp shades, brush handles, buttons, auto steering wheels, milk sugar.
   b. Products made from whey
      1) Cheese—shipping for England
      2) Ice Cream
6. Farm stock and poultry
7. Farm wood lot
8. Some things that the rural teacher can do to help
   a. Organize 4-H clubs
   b. Interest children in different kinds of production
   c. Teach them to conserve and save
   d. Organize Junior Red Cross programs for knitting, sewing, etc.
   e. Meet with women on canning problems
   f. Encourage more drying of fruits and vegetables to save cans
   g. Help organize community cooperatives
   h. Work with families on relief or drawing surplus commodities and try to get them to produce a "Live at home program"
   i. Conduct frequent forums on community problems brought about by war
   j. Encourage lectures in school by specialists available

County and State

Children should be aware of their own cultural background; of their personal problems, and those of the community. We can create in them a desire to reach out toward individual and collective improvements of conditions. We can hope that they can realize the necessity for unselfish service to their community. Some points of emphasis are these:

A. Colonial and Frontier Life, with stories of Kentucky pioneers
B. Provision of Government, with the functions of our chief state, county, and district officers
C. Means of Transportation and Communication

Every community is vitally interested in its various means of transportation. Its industries depend upon the method of travel; its pleasures are often governed by ways and means of getting from one place to another. Transportation is a functional purpose of society, having great significance in the lives of all people. The means of transportation have changed rapidly in a comparatively short time. Suggested approach follows:

1. Transportation
   a. What railroad lines pass through
   b. What highways pass through
   c. What water routes
   d. Ways of travel:
      train, passenger and freight; bus, boats, airplanes, cars, trailers, trucks, motorcycles, bicycles, wagons
2. Communication
   a. Mail service—how mail is handled
   b. Telegraph—how to send messages
   c. Telephone—how it works
   d. Printing—how newspapers and books are printed and distributed
   e. Radio—value of
   f. Motion picture—development and value

D. Public services, including the work of
   1. County Agents
   2. Home Demonstrators
   3. Health Department
   4. Forest Rangers

Countries

The children should be taught to gain information and appreciation; to think clearly and intelligently about the people of other lands, especially our present allies. Each country should be studied with regard to these features:

1. What they eat
2. Clothes they wear—dress
3. Kind of homes—family and home life
4. Ways of making a living
5. Their social life and activities
6. Education
7. Religion
8. Customs and traditions
9. Language—speech
10. Transportation
11. Relation to rest of the world
12. Adaptation to their environment
13. Culture—music, dances, art, and literature
14. Recreation and amusements

Outcome

1. All communities, large or small, are made up of different kinds of workers or helpers.

2. Industrial regions are in a large measure dependant on the farmers of other and non-industrial lands for their food, raw material and markets.

3. Exchange of goods necessarily implies mutual dependence.

4. Every member of the family is associated with the life of the community through work, pleasure, need or protection.

5. All members of the community should have a part in solving the problems of the community.

6. Many materials needed by the community may be secured only through the efforts of people outside the community.

7. Systems of communication and transportation make economic interdependence possible.

8. Isolation is unfavorable to man's higher needs.

9. The mass of men are guided by early surroundings, which determine for them, in a general way, what sort of life they will take up, and contribute to their success or failure in it.

10. Let us increase the pupil's appreciation of his home life and show him that conditions of human life vary because of environmental factors.

11. Let us familiarize the child with his own country.

12. The world changes rapidly. It is necessary that pupils be be able to adapt themselves to that change.

13. The child grows through his own activity. He can participate worthily in society only as he develops understanding and appreciation of the people, of what they do, of what they produce and what they consume—what they sell and what they buy.

14. We must develop understanding of how dependent one person is upon other persons and one country upon other countries. Thus there is built up a background for future development.

Bibliography

Unit Series (on various subjects)—inexpensive
Row, Peterson and Company

Instructor Literature Series (Units)
F. A. Owen Publishing Company

Unit Study Book
American Educational Press

Childcraft (Units)
The Quarrie Corporation

Unit Activity Reading Series
Silver Burdett Company

Curriculum Foundation Series
Scott, Foresman and Company

Social Studies in the Primary Grades
Storm

Lessons in Community Life
Government Printing Office

The Grade Teacher

The Classroom Teacher

Transportation Since Time Began

Story Book of Houses, Clothes, Food, Transportation
Department of Agriculture, Washington, D. C.

Chapter VII

CONSERVING OUR RESOURCES*

Giving Direction to Our Education. This war has brought home to all of us engaged in education the importance of planning and a constant sense of purpose and direction in our educational effort. We have seen in Germany, especially, the terrible efficiency of a society which has set up a clear-cut set of objectives (no matter how sinister or unchristian those objectives may be) and then has geared all educational agencies, including the public schools, inexorably to a realization of those objectives. We in America condemn these objectives of our enemy—their theory of a master race, their concept that the highest end of man is war and conquest, their belief that there is no right except the immediate national interest, their dogma that the individual is never an end in himself but only a means to serve the interest of State. But deprecating as we do these pagan philosophies, we must appreciate the cold precision and clarity with which objectives are enunciated and the degree to which all the educational techniques are employed with the utmost efficiency toward their realization. "Tell America that the youth of Germany is in deadly earnest", said the Director of Public Education in Germany to an American Writer.

American Objectives. Now we in America have our own philosophy of life, a totally different set of national objectives. We believe in the essential equality of all people and that peace, based on justice to all, is the final goal of human society. We hold the faith that there is a moral imperative in life to which even the national will must be subservient, and that every individual is of importance in and for himself, and that he has an inalienable right to the Four Freedoms. This world struggle today is a test of survival between these two diametrically opposite philosophies of life.

We in America believe that our theories about life are right, and we believe that they do have inherent in them the power to survive. But whether they do survive in this present struggle, as well as in the distant future, will depend upon whether or not we as a whole people are able to keep clearly and constantly in mind just what our objectives are: and, also, upon how efficiently we are able to marshal

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* Prepared by Wm. O. Gilreath, McCreary County Schools, Whitley City, Ky.

and use the social techniques and our material resources to implement and sustain them.

Action Needed. Someone has said that—"Nothing is so powerful as an idea whose time has come." The time has come for an idea when the people are ready to understand it and have the knowledge and the will to do it. The task of creating the readiness on the part of our people for the democratic ideas and the will and the knowledge to implement and apply them is primarily the task of education.

The responsibility of education for the development of an understanding of the concepts of democracy and the social or political techniques through which they must function has been outlined in previous sections of this bulletin. The purpose of this section is to outline briefly the responsibility of education in creating a readiness on the part of our people for the proper and efficient utilization of our human and material resources as a means of reinforcing and sustaining a "way of life based upon these democratic concepts".

Implications for Education in Rural Schools. Some of the questions to which we must have answers are:

1. What are the kinds and extent of our material resources?
2. Are they now being wisely used and properly conserved?
3. Is the proper use and conservation of our material resources important to the survival of the "American way of life"?
4. Why should the rural elementary school be concerned with the proper utilization of our material resources?
5. Has the school not fulfilled its function when it teaches the formal subjects—the tools of learning?
6. Does the school have time for more?
7. What specifically can the school do to create the desires and habits on the part of our people which will contribute to the proper utilization and conservation of our material resources?

We Inherit the Land. Never in the history of the world has a people come into such a heritage of material resources as has the American people. After a century and a half of exploration and settlement of this one billion nine hundred million acres of land we call the United States of America, there are eight hundred twenty million acres of originally dense primeval forests with a seemingly inexhaustible supply of timber and wood for every purpose, three hundred thirty million acres of open grass land in our great West, eight hundred twenty million acres of potentially good crop and pasture land with much of this crop land as rich as any in the world, a climate varied enough to suit almost any human taste and every

kind of crop, and wildlife, both bird and animal, as abundant and varied as the forest, the soil and the climate. Underneath this one billion nine hundred million acres was originally to be found a mineral empire of wealth beyond our wildest dreams—bituminous coal, anthracite coal, iron, petroleum, gold, lead, zinc and copper in what seemed an inexhaustible supply.

Here in this invigorating climate, and, being of course an industrious and ingenious people—but primarily because of this vast natural wealth and with that as a foundation, we built in the course of years the greatest bread basket and the greatest industrial system in the world.

The Tragedy of Wasted Resources. In many ways we builded well. This war is proving again that when it comes to the products of field and forge and factory no nation in the world can begin to equal America. Today we are not only proposing to arm ourselves and our Allies in this fight for human freedom, but we are also proposing, in addition to feeding ourselves, to help feed a large part of the world.

But, along with this true story of the phenomenal development of our great Country, there should also be told to every school child in America the other and no less true story of the "tragedy of waste", and of the dangerous situation that faces us now, unless we heed the warning given by the present facts about our national heritage. Through these years of great growth and development, what has happened to our reserves of material resources?

Death of the Soil. Here are a few of the facts: Of all our material resources, soil is perhaps the most important. Of our original resources of fertile soil, one hundred million acres is now eroded and gone beyond hope. Altogether, one-sixth of our soil area is either gone, is rapidly going, or is now starting to go because of uncontrolled water and wind erosion. Three billion tons of solid material is being washed out of the fields and pastures of America every year by water erosion. This huge bulk contains forty million tons of phosphorus, potassium and nitrogen, the three relatively scarce elements necessary for plant growth. To hold this wasted bulk of fertile soil would require a line of freight cars four hundred seventy-five thousand miles long, enough to girdle the earth nineteen time at the equator. This staggering waste becomes all the more serious when we realize the further fact that, under primeval—that is to say the best conditions—it takes nature five hundred years to build one inch of top soil. Therefore, when our top soil is gone, as it

will be unless this wasteful erosion is controlled, we not only cannot help feed the world, but we cannot even feed ourselves.

Of the eight hundred fifty million acres of virgin timber, it is estimated that seventy-six percent is now gone; and before the war we were still cutting away at our reserve six times faster than it is growing back.

Gone—the Wild Life. It is authoritatively estimated that of the abundant bird life of America, nine species are now extinct—gone forever from the American scene, and twenty-five more species are gravely threatened with extinction, while ten species of North American mammals are already extinct and twenty-six more species are seriously threatened. The destruction of soil cover, destruction of natural food, and the greedy pot-hunters who kill recklessly for the fun of killing—all these are rsponsible for the tragic waste of our wild life. To this waste of bird life, the uninformed Kentucky school boy with his rubber gravel flip and his thoughtless tendency to destroy the eggs and young of our birds, has made no small contribution.

Mineral Wastes. The following is a picture, based on best available estimates, of our mineral resources and how they stand today:

Petroleum—55% exhausted—"used up and wasted at an accelerated pace since 1800";

Gold 80% exhausted;
Lead—66% exhausted;
Zinc—58% exhausted;
Copper—52% exhausted;
Iron—28% exhausted;
Coal (anthracite)—23% exhausted;
Coal (bituminous)—1% exhausted.

These mineral resources are not renewable except by the long ages of geologic time and, so once used up or wasted, they are gone forever. Outside of bituminous coal, the supply of which seems practically inexhaustible, and gold, which is relatively unimportant, all our mineral resources are definitely threatened with final exhaustion in the not too distant future, unless they are more carefully conserved.

Waste and the War. It takes no great imagination to see what would happen to our country's position as a world economic and military power if all or even a few of these basic resources should become exhausted, or in that event to see what would happen to our own standard of living here at home. Petroleum is called the life

blood of modern war. Suppose, added to our already precarious condition due to rubber shortage, we had been caught in this world struggle with our petroleum supply not 55% exhausted, but totally gone? How would we in this event defend, preserve, and protect the American way of life? It has been said that food will win the war and write the peace. Yet our food supply depends upon the top soil of America. Get this fact and then look out upon the thousands of cornfields on steep Kentucky hillsides where gully erosion is right now ripping away this precious top soil, or, if you want a more dramatic picture, go to Duck Town, Tennessee, and see there in ten thousand desolate acres of barren, gulley-gashed, red hillsides the future picture of America if present trends are projected unaltered into the future. Then ask where will our standard of living be or where will be our power to speak in the crisis of war, or in the councils of nations at some future rendevous with destiny, unless this thing is checked?

The Teacher Must Lead the Way. Every school child in America should be told, against the back drop of this present war of survival, the truth about our natural resources and why they should be conserved if we are to preserve the American way of life. But this is not enough. By every educational technique our ingenuity can devise, students must be led to react to and experience in the most familiar and personal manner, the thousand and one ways in which they can help to protect this American heritage.

The School is the Laboratory. But the rural elementary teacher may ask, "Is this a function of the school?" How are we to do this and teach the formal subjects—the tools of learning? To raise this question does not indicate a lack of patriotism or a total blindness, but its answer does involve a whole philosophy of education.

The first bald, inescapable fact is that schools, as well as homes, churches, and all our social institutions, rest upon our natural resource base—the soil, timber, iron, oil, and the coal of America—and if while we stick to the three R's this resource base slips from under us, all of our teaching will be of no avail, but will crumble like the biblical house built on the sand. Food to fill the stomach must come before the number combinations in arithmetic, or with them; and school buildings and salaries and equipment are derived from this resource base and from no where else. Furthermore, there is no justification whatsoever for public support for education except that education may contribute to making life generally richer and more secure. The protection of our natural resources is essential if life

is to be made richer and rendered secure. This, then, is one of basic problems of life, and education cannot ignore it.

Certainly the tool subjects must be taught. The child will live in a world where ideas are conveyed from person to person in a large part by the written and printed page, and he or she must be taught to read. But *about what* shall the child be taught to read? The boy or girl and the man or woman to be will live in a world of numbers and they must be taught to handle numbers, but what *concrete things or process* shall these numbers represent?

Conservation and the Course of Study. In America, military might is only a means and not an end, but both our military might and our peace time standard of living are based upon and limited by our natural resources. These resources have been and are being wasted, and much of them are now approaching the point of exhaustion. Conservation of these resources is, therefore, certainly one of our major problems. Why then should not our children be taught to *read about* the seriousness of soil erosion in the school community and in the State and in the Nation, and *about the methods of control* that have proved effective? Why should not part of the number work in the school *deal with* the wastes of soil erosion and the costs of preventive measures? Or, in a similar manner, why might not and why should not the teaching of the tool subjects of reading, numbers and language be planned to deal with and be motivated by realistic activities concerned with the conservation of the bird and animal life of the community, the plant life, the trees, the food resources of the community, and the school building itself? If this is done, the effectiveness of the teaching of these formal subjects and the learning process that takes place in them will not only be greater (not less), but students will at the same time be learning to live realistically in a world of problems—important problems—not mysterious problems, that cannot be solved, but problems that the child has already been helping to solve, and, therefore, has developed the attitudes and the skills and the habits which will insure his going on through life realizing and urging the importance of major problems and in a practical manner helping to solve them.

It is the humble belief of this writer that this kind of approach to education would not make dull and sporadic the processes of learning, but, on the contrary, would enliven and give new meaning to child growth and development, while at the same time the whole educational program would become the dynamic force it should be in shaping the course of events and in enriching life outside the walls of the school room.

Pupils and Plans of Action. What, then specifically can the rural elementary school do to create the desires and the habits on the part of pupils which will contribute to the conservation and proper utilization of our material resources?

Space in this bulletin does not permit an outline of specific directions and projects for teaching conservation. To those teachers who can conceive of education as something more than a dry academic program inside a school room and who want more concrete direction, abundant material can be found or devised. Splendid suggested outlines of projects in conservation of wild life, plant life, trees, and other renewable natural resources, from the first grade through the eighth grade, may be found in the August 1941 Bulletin of the State Department of Education, entitled—"Units of conservation of Wild Life and other Natural Resources."

The only thing that is hoped for here is to utter a plea and express a faith that rural education should, can, and will come to grips with this whole vital area of life.

Study of Soil Waste. Problems close at hand must be looked for. The teacher and pupils may decide to carry out a project in soil erosion control on a nearby farm, or even on the school ground. What a chance here for geography to take on real meaning through a study of natural water sheds, water run off, and how streams are formed, and the relationship of rainfall, temperature and soil to plant and animal life. This might lead to a wider survey to determine the typography, the products, the industries and the means of communication throughout the school community. In such a project reading is necessary to determine the best methods of controlling soil erosion and just how the job should be carried out. Science is brought in to indicate the specific types of plant life, habits of growth and adaptability to the task of holding the soil and to indicate the soil amendments needed, if any, to secure the growth of plant life. This last raises the need for the study of the mineral and physical makeup of the soils. Costs in time and materials, measurement and calculation of the size of the plot, and an estimate of the probable soil saved by the project, all call for practical arithmetic. To secure a better understanding of the job, its meaning and importance, some students may read and report on the efforts of our early leaders at controlling the erosion of their soil—What George Washington did on his farm at Mount Vernon, and what Patrick Henry said and did about controlling soil erosion. Others may bring in a report to the class in which they trace the history of the attempts of the Federal Government to aid in controlling the waste of soil, or, perhaps, the County Agricultural Agent, a

representative of the Soil Conservation Service, the U. S. Forest Service, or of the Farm Security Administration, may be called in for this information and for other facts pertaining to the project. As this problem is seen in perspective and its relation to previous events traced and defined, history is not only taught, but will take on new meaning. With the guidance of the County Health Nurse or Doctor, and the County Agricultural Agent, the students may pursue the relationship of the soil to the growth of food, and the importance of food to health. Themes describing the project, after it is completed, written as letters to county leaders, as well as letters to parents, explaining why soil erosion is wasteful and should be controlled, will afford abundant opportunity for teaching English, not as a dead language, but as a vital and necessary medium of human intercourse.

Soil and Food Production. This project may lead to a study of food resources of the community, how these depend upon the soil, and how food in turn affects the health of all the people. This may call for some reading and studying about diet and health, followed by a talk from the County Health Doctor on this subject. Then, if the food resources are found to be inadequate either in kind or quantity, the County Agricultural Agent and the Smith-Hughes Teacher in the County High School may be called in to discuss methods of improving the community's food resources through conserving and improving the soil resources. Also, these leaders may suggest the improvement of food resources through the improvement of the plant and animal life found in the community or through the introduction of new types of plant and animal life. The improvement of cattle through pure bred sires, and the increase of corn yields through hybrid seed corn are examples of the improvement of existing animal and plant strains which may be studied. The introduction of the milk goat and edible soybeans are examples of the introduction of new types of plant and animal life as a means of improving the community food resources.

Canning and storage of food, as well as its preparation and serving so as to preserve the natural food elements, minerals and vitamins, and the planning of meals to secure a balanced diet, are all subjects of the most vital importance to the life of pupils and of the entire community. At this stage, the school might decide to build a model storage cellar (see your County Agent for plans of inexpensive types) and invite the people in to see it. Canning demonstrations may be given to adults and children with the help of the high school home economics teachers, or the county home demonstration agent, using methods available or that could be made available in the community.

In South Carolina, 165 rural high schools have established canning centers in the schools, to which the people of the community bring their food products and can them under school supervision. This may or may not be a possible service which a rural elementary school can render. The school lunch, which is certainly possible even in a one-room rural school, is a most worthwhile project, not only for the immediate effects the food served may have on the pupils, but also because of the almost infinite possiblities it offers, if properly used, to mold the food habits and desires of children so that they will want better food, know better how to prepare and balance food, and also as a means of motivating students to explore again the soil, plant and animal resources of the community as a basis for practical plans to produce more and better food.

All these proposed activities for the enrichment of community life are not necessarily additions to, or substitutes for, the formal subjects, but through these activities, around them, and by means of them, these subjects may be more effectively taught, for the simple reason that they are thereby taken out of their academic and unrealistic setting and given content, meaning, interest and purpose. In similar manner, many of the other problems of conservation may be met and wrestled with by the rural elementary school to the increased effectiveness of the whole school program, including the tool subjects, as well as to the future glory of our country, because man may thereby have learned to live more fully and more wisely.

Conservation Habits and Attitudes. While the facts regarding all our natural resources and the need for their conservation should be taught, the teacher should keep in mind that she is primarily concerned, not with an array of information and facts, but with the development of attitudes, habits and skills on the part of the pupils, which now and in later years will create a whole social disposition toward conservation, and that these attitudes, habits and skills can most effectively be developed by guiding the child's experiences and emotional development through the use of first hand materials and problems.

Saving Personal Resources. Saving, or better, perhaps, wise using or spending of one's own private resources involves a whole complex of habits and attitudes with which the school must be concerned. Pupils who earn something during the year, either from farm projects or from wages, might be encouraged to make a budget for the year. A project may be carried out in which the class together works out a budget for a typical rural family in which income is apportioned and its expenditure planned to provide food, clothing,

shelter, education, and recreation, as well as some saving for sickness and for future education of children. The importance of saving through reserves of property, life insurance, or savings accounts in banks, should be studied and discussed, also the relationship of saving to success in business, and the difference between saving and hoarding. In this connection, the budgeting and wise use of one's own time, the importance of a plan for the use of school time as a means of making more effective the work and the learning of pupils should be taught by letting pupils participate in the planning of school work and by calling their attention to the fact that either work or play progresses less satisfactorily when there is no plan or when planning is poorly done. Why not then plan a victory garden, a school lunch, a year's farm program? Why not plan for the winter, even a life work?

Saving the School Property. One of the most immediate of the community resources is the school building itself. Anyone who visits schools in rural areas and small towns is continually shocked at the appalling waste and ugliness due to heedless vandalism practiced on so many school buildings. Surely no wide awake teacher can ignore the opportunity and the responsibility of the school program for this problem, especially when it is recognized:

1. That education should deal with life, and that the most immediate material aspects of the child's life is the school building and other school property;

2. That the vandalism committed on school buildings is either committed by the pupils themselves or by persons who in the past were or should have been under the influence of the school;

3. That nine times out of ten the patrons of the school, while law-abiding citizens, are relatively unconcerned about the destruction of public school buildings;

4. That during this war-period materials for repair may be difficult or impossible to obtain, and buildings burned or otherwise destroyed can only with the greatest difficulty, if at all, be replaced.

Cooperative Conservation Must Be a Part of the Whole Purpose. For teachers to admonish students at the beginning of the school not to multilate school property will do little if any good. It must be realized that here, as in all other fields, learning is a slow process, and that the building of attitudes, habits, and desires which will make respect for, protection of, and pride in school or other public property, requires the constant, patient and planned use of all the teaching techniques needed for teaching reading or the use of the mother tongue. In schools where such an effort has been made for an

extended time, results have not only been seen in the improved appearance of the school plant, but in a new sense of the power of education and a wholesome pride on the part of the teachers and students in the school building as a place in which to live and work.

Yes, skills, habits, attitudes, desires, dispositions, ways of looking at life—these in the growing child and in the man or women he or she is to be—are the raw materials, the explosive forces with which the teacher must work. If school buildings are to be kept clean and free from vandalism, if economic income is to be wisely expended, if community life is to be enriched, and if our material resources are to be conserved and properly and wisely used to protect and defend our American Way of Life, then the rural elementary school must lead the pupils and, through them, the adults into avenues of vital and meaningful experience with these particular problems, and, above all and through all must run the chord of love for America, love for school, and love for rural life.

I am a farmer singing at the plow
And as I take my time to plow along
A steep Kentucky Hill, I sing my song—
A one-horse farmer singing at the plow!

I do not sing the songs you love to hear;
My basket songs are woven from the words
Of corn and crickets, trees and men and birds.
I sing the strains I know and love to sing.

And I can sing my lays like singing corn,
And flute them like a fluting gray corn-bird;
And I can pipe them like a hunter's horn—
All of my life these are the songs I've heard.

—By Jesse Stuart