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**EDUCATIONAL BULLETIN**



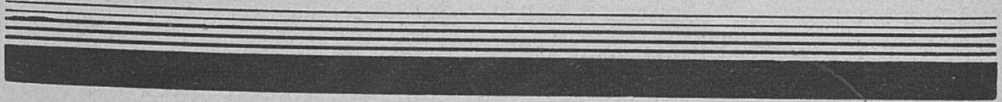
**THE IMPROVEMENT OF  
INSTRUCTION**

Questions for Teachers

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## FOREWORD

This bulletin has been prepared for the use of school administrators and teachers in connection with the state's program emphasizing the Improvement of Instruction in the schools of the Commonwealth. It is intended primarily for classroom teachers and should be of especial help to the rural school teachers of the state.

Kentucky school teachers as a group are sincere, loyal, conscientious, public servants and are devoted to their duties as they see them. They work in accordance with the ideals which they have developed. If a school teacher has a clean room, a convenient seating arrangement for the pupils, a varied program and a ready response from her pupils, it is because she has ideals calling for such a desirable classroom situation and the means of bringing it about.

If this be true the best part of school supervision is that of helping teachers arrive at a better understanding of their opportunities for service and to set ever higher yet readily attainable goals. Everything in the school is susceptible of great improvement and every pupil has almost unlimited possibilities. The good school teacher visualizes these possibilities and ever seeks to develop them into realities.

The best use of this bulletin will not consist of merely reading it through, but rather of thoughtful appraisal by teachers of their own school situation in relation to the entire field of school service in the community. As this bulletin is studied by teachers, it should suggest leads and an outline for a state-wide study of conditions and services and, furthermore, it should suggest topics or materials for faculty meetings and other forms of cooperative study and supervision.

This bulletin was prepared by Mr. L. N. Taylor, of the Division of School Supervision of this Department, and was studied carefully by other members of the Department. I commend this bulletin to the school teachers of Kentucky for careful use in connection with their respective classroom situations.

JOHN W. BROOKER  
*Superintendent of Public Instruction*



## OUR SCHOOL

(This page is to be filled in by the teacher)

1. Its name.....
2. Its address.....
3. Name of district.....
4. Name of superintendent.....
5. Name of principal.....
6. Number of teachers.....
7. Pupil membership.....
8. Grades in the school.....
9. Teacher reporting.....
10. Teacher's address.....
11. Grades taught by me.....
12. Membership in my room.....

## FUNCTION OF OUR SCHOOL

1. Is *life* a continuum of *Experience*, before birth and after, mental and physical, awake and asleep?.....
2. Is one's *education* the *change* caused in him by this continuing experience? .....
3. Should the *school* direct its pupils' lives into such experience of mind and body as will cause in them the changes then most desirable? .....
4. Is this the *main function* of the school?.....
5. Should the school serve persons other than its pupils?.....
6. If so, what other persons should *our* school serve?.....
7. What items of service for them should it provide?.....
8. Is service to persons other than our pupils the main function of the school?.....
9. If not, is it subordinate to its main function, or contributory to it, or both?.....
10. Should the school direct the lives of all its pupils into exactly the the same experiences of minds and bodies?.....
11. If not, why not?.....
12. If the curriculum must be varied or adjusted to the life needs of the different pupils, who should consider what adjustments to make? .....
13. Do my pupils come to school to get such life experience here as will help them to be happy and useful in life? And is it for that purpose that their parents send them to me?.....

## DEVELOPING QUALITIES

Am I as teacher consciously and successfully helping each pupil to be

\*

- ( ) 1. Happy.
- ( ) 2. Considerate of others.
- ( ) 3. Truthful.
- ( ) 4. Industrious.
- ( ) 5. Healthy.
- ( ) 6. Artistic in his work.
- ( ) 7. Appreciative
- ( ) \*\*8.
- ( ) 9.
- ( ) 10.
- ( ) 11.
- ( ) 12.
- ( ) 13.
- ( ) 14.
- ( ) 15.
- ( ) 16.
- ( ) 17.
- ( ) 18.
- ( ) 19.
- ( ) 20.

## HABITS OF ACTING AND THINKING

Am I successfully helping each of my pupils to develop the following indicated attitudes of mind and habits of conduct?

- ( ) 1. Doing right rather than wrong.
- ( ) 2. Cooperating happily with others in play and in work.
- ( ) 3. Self control, emotional stability.
- ( ) 4. Cleanliness of person.
- ( ) 5. Orderliness of work and materials.
- ( ) 6. Being cheerful.
- ( ) 7. Being always friendly.
- ( ) 8. Doing his work well.
- ( ) 9. Thinking honestly.

\* Note.—Appraisals are to be entered in each parenthesis as follows:  
0 for unsatisfactory.  
1 for fairly satisfactory.  
2 for highly satisfactory.  
X for any item that does not apply to my school or to my work.

\*\* Each teacher is invited to develop these subjects with further questions.



- ( ) 10. Disregarding differences in religion, race, riches, and raiment.
- ( ) 11.
- ( ) 12.
- ( ) 13.
- ( ) 14.
- ( ) 15.

### THE TEACHER'S BACKGROUND

1. Does not the foregoing indicate fairly well wherein I have the resources of a good teacher?.....
  2. Am I capable of being a better teacher than I have been before? .....
  3. May I not be helped by observing my strong points and my weak ones?.....
- ( ) 1. Do I keep myself as well as I can?
  - ( ) 2. Do I have the services of dentist, oculist and other specialists when they are needed?
  - ( ) 3. Do I avoid hurrying and worrying?
  - ( ) 4. Do I love all of my pupils?
  - ( ) 5. Am I uniformly cheerful with them and considerate of them?
  - ( ) 6. Do I keep my temper well?
  - ( ) 7. Do I control my voice well?
  - ( ) 8. Do I appreciate my environment of people and things?
  - ( ) 9. Am I friendly and sincere with all my acquaintances?
  - ( ) 10. Am I free from selfishness and sarcasm?
  - ( ) 11. Am I refined in my speech and conduct?
  - ( ) 12. Do I dress with good taste?
  - ( ) 13. Do I look good?
  - ( ) 14. Do I plan in advance and in detail each lesson assignment and each recitation?
  - ( ) 15. Are these plans made in order to develop the pupils rather than to cover the pages?
  - ( ) 16. Do I make the assignments interesting to the pupils?
  - ( ) 17. Do I recognize individual differences in the class and avoid discouraging the slow learners?
  - ( ) 18. Do all my pupils like to come to school?
  - ( ) 19. Do I encourage them to do their work really well?
  - ( ) 20. Do I take a good part in the school yard play?

- ( ) 21. Am I rated professionally well with the teachers of our county?
- ( ) 22. Do I attend college from time to time?
- ( ) 23. Do I read liberally?
- ( ) 24. Do I travel when I can?
- ( ) 25. Am I versatile in my interests?
- ( ) 26. Am I acquainted with social and economic life of my people and with the geography, geology, flora and fauna of the area that I serve?
- ( ) 27.
- ( ) 28.
- ( ) 29.
- ( ) 30.

### THE PUPIL BACKGROUND

1. Should I have more than a superficial knowledge of each of my pupils? .....
  2. Does one's everyday experience affect his conduct and character, or do only certain rare experiences?.....
  3. Should I know something of the home life of each?.....
  4. If so, why?.....
  5. How should in-school experience connect with out-of-school experience? .....
  6. How shall I get the desired knowledge of each pupil's home life? .....
  7. Should I make record of it?.....
  8. If so, why?.....
  9. Should I take note of each pupil's reactions at school, in doors and out?.....
- 
- ( ) 1. Do I study each pupil, as to his strengths and weaknesses?
  - ( ) 2. Do I learn as much about him from his conversation and conduct as from his school work?
  - ( ) 3. Do I visit in the home of each?
  - ( ) 4. Am I aided by record made by a former teacher?
  - ( ) 5. Do I know the chief interests of each pupil?
  - ( ) 6. Do I know what states of mind he has?
  - ( ) 7. Do I seek to know whether he is happy, and to make him so?
  - ( ) 8. Do I know his health and physical weaknesses?
  - ( ) 9. Do I know as to the adequacy of his food?



- ( ) 10. Do I know how each pupil spends his Sundays?
- ( ) 11. Do I know of his ability or inability to buy needed school supplies?
- ( ) 12. Am I really in full sympathy with each pupil?
- ( ) 13. Do I know church ties and other group relations affecting the pupil?
- ( ) 14. Do I know the parents' plans for the pupil's future?
- ( ) 15. Do I know each pupil's age, weight and height?
- ( ) 16. Do I know of each pupil whether he has defects of vision or of hearing?
- ( ) 17. Do I take steps to have physical defects corrected?
- ( ) 18. Do we have dental inspection at school?
- ( ) 19. Does our school cooperate with the health authorities?
- ( ) 20. Do I know of each pupil's home reading habits?
- ( ) 21. Do I know what pupils are too timid?
- ( ) 22. Do I know what pupils are wanting in self-confidence in arithmetic?
- ( ) 23. Do I know what pupils are wanting in self-confidence in reading?
- ( ) 24.
- ( ) 25.
- ( ) 26.
- ( ) 27.
- ( ) 28.
- ( ) 29.
- ( ) 30.

### THE COMMUNITY BACKGROUND

1. What is the community that this school serves? (Is it the region included in this school administrative unit, the region from which the pupil membership comes, or the region in which the pupils will probably live? Is the community an area? Does it have fixed boundaries?).....
  2. Are there educational resources (opportunities for desirable experiences) available in the community?.....
  3. May their use promote pupils' interest in their home life and integrate school life with out-of-school life?.....
- ( ) 1. Have we made a list of community educational resources?
  - ( ) 2. Does our list include persons, organizations, natural conditions, animal life, plant life, and human industries?

- ( ) 3. Is our school assembling a community museum of rocks, leaves, woods, insects, or other things, with proper classification, description, or history of each?
- ( ) 4. Have we made proper provision for artistic mounting and safe keeping of these exhibits?
- ( ) 5. Do we have lessons and pupil reports on products of the neighborhood, such as corn, cotton, tomatoes, wheat, coal, apples, and wool?
- ( ) 6. Are my pupils interested in their plant neighbors and their animal neighbors?
- ( ) 7. Can they identify ten common trees by their leaves, by their bark, and by their wood?
- ( ) 8. Have we had a farm wagon or other implement at school for study?
- ( ) 9. Have we made at school any study of any home industry?
- ( ) 10. Have we had any adult citizen in school to relate any experience of work, war, or travel?
- ( ) 11. Have we used any art, music, or entertainment resources of the neighbors?
- ( ) 12. Have we had any farm animal at school for study, including comparative anatomy?
- ( ) 13. Do we ever take a trip after proper planning as to just what is to be observed?
- ( ) 14. Do we have any report of community news?
- ( ) 15. Do we contact every organization, such as churches, Y.M.C.A., Y.W.C.A., W.C.T.U., D.A.R., and P.-T.A.?
- ( ) 16. Have we made a roster of names in the community, and studied their origin?
- ( ) 17. Have we written a history of the school?
- ( ) 18. Have we listed the farms, the places of business and enterprises of our neighborhood, with some data as to the extent of each?
- ( ) 19. Have we listed the chief animals of our area?
- ( ) 20. Are we studying the products of our area?
- ( ) 21. Have we listed the games and other amusements of our people?
- ( ) 22.
- ( ) 23.
- ( ) 24.
- ( ) 25.
- ( ) 26.
- ( ) 27.



## THE ACADEMIC SUBJECTS

Are the regular subjects of study taught purposefully to make the desired changes in the pupils?.....

Consider what are the results desired from these courses subject by subject.

### a. *Reading.*

(a) Is it essential that each pupil learn how to read?.....

If so, what things do I do to teach them to read?

- ( ) 1.
- ( ) 2.
- ( ) 3.
- ( ) 4.
- ( ) 5.
- ( ) 6.
- ( ) 7.
- ( ) 8.

(b) Is it essential that each pupil love to read?.....

If so, what things do I do to develop that love?

- ( ) 1. Dramatic reading lessons?
- ( ) 2. Provide other reading for each pupil suited to interest him?
- ( ) 3. Make use of books from the homes of the pupils?
- ( ) 4.
- ( ) 5.

(c) Is it essential that the pupils have only right reading habits?  
.....

If so, what things do I do to get right habits?

- ( ) 1. Do I train them in oral reading to read each sentence smoothly and effectively before undertaking the next? This means reading sometimes by sentence units instead of paragraphs.
- ( ) 2. Do I watch to see that they understand the meanings in their oral reading?
- ( ) 3. Do I see that they do not read silently with their lips or fingers?
- ( ) 4.
- ( ) 5.

(d) Is it essential that they learn to increase their vocabulary in reading?.....

If so, do I help them to do these things?

- ( ) 1. To get meanings from the context and verify them with the dictionary?
- ( ) 2. To know the meanings of common prefixes and endings and to discover them in their reading?
- ( ) 3. To develop the dictionary practice, do I have them "make a dictionary" by arranging the words of a paragraph alphabetically?
- ( ) 4. Do I have them paraphrase sentences and paragraphs?
- ( ) 5. Do I teach them to discover (or recognize) the figures of speech in their reading?

b. *Speech and Writing.*

- 1. Is it essential to each pupil that he develop the *habit* of correct speech and correct writing?.....
- 2. Is one's *form* of speech governed by habit?.....
- 3. Is one's *form* of written expression of thought governed by habit? .....
- 4. Is one's line of thought a matter of habit, or of conscious thinking? .....
- 5. If the form of expression, written or spoken, belongs in the realm of habit, how is the habit formed?.....
- 6. Are all habits formed by practice?.....
- 7. Where right habits of expression are not formed, will wrong habits prevail?.....
- 8. Is the habit of *observing* right forms necessary in order to develop the habit of *using* right forms?.....
- 9. If so, is the use of *copying*, then of reproducing from *dictation*, desirable as introductory to *composition* in written work? .....
- 10. What is the unit of expression of thought, the elementary sound (letter), the word, the sentence, the paragraph, or the discourse?.....
- 11. If the sentence is the unit of thought and of its expression, should chief attention be given to correct writing of sentences? .....
- 12. Can I with two sentences each day assigned from the pupil's reading and other lessons for copying or dictation (having him understand the reason for each punctuation mark and capital letter) teach him to observe correct forms when he



reads, to understand the principles of punctuation and capitalization, and to build the habit of writing his sentences correctly?.....

13. If a pupil is required or permitted to write much each day that I do not see, is he likely to be building wrong habit? .....
14. When I see all that he writes, and require him to rewrite correctly whatever is wrong, is he building right habit? .....
15. Is the habit of correct form in written work more apt to be formed when the pupil writes but a few sentences each day, and must do them quite right or do them over correctly, or when he writes many sentences each day with some mistakes uncorrected?.....
16. Just how much written work is it desirable to require or permit? .....

To the end that right habits be formed by each pupil in the use of language (written or spoken), do I do these things?

- ( ) 1. Encourage each pupil to take pride in the correct writing of sentences?
- ( ) 2. Test them in writing two or three sentences each day, sentences selected and assigned in their lessons for this purpose? (Copying in the primary classes, dictation after they learn to copy correctly, still training in observing as they read, and involving constructions, principles of punctuation, and expanding vocabulary as desired in higher grades.)
- ( ) 3. Teach the grammar of the sentence as intelligence basis of correct composition of sentences?
- ( ) 4. Encourage pride in the use of agreeable, complimentary speech, and in the use of a pleasant tone of voice?
- ( ) 5. Encourage pride in correct details and beauty of handwriting and of pronunciation of words?
- ( ) 6. Encourage pupils to free play of imagination in composition, and the use of original figures of speech?
- ( ) 7. Am I unwilling for my pupils to stop with knowledge of correct form (pronunciation, spelling, capitalizing, handwriting, sentence structure), and do I give them training to carry on into the habit of writing their sentences correctly?

- ( ) 8. Do I really help each pupil to form the habit of correct sentence writing?
- ( ) 9. Do I approach the written composition of sentences thru (1st) copying and (2nd) dictation?
- ( ) 10. Is the copying continued until it is done about perfectly, indicating the habit of seeing all the points (punctuation, spelling, capitalizing, etc.) as the pupil reads the sentences?
- ( ) 11. Are these points brought to his attention when the sentences are assigned, and the reason for each point considered?
- ( ) 12. Are the sentences generally selected in the day's lesson in reading, geography, language, or some other book?
- ( ) 13. Are the sentences selected each day with the points in mind, so as to build systematically his understanding of capitalization, the various uses of commas and other marks, and the grammatical constructions determining the punctuation?
- ( ) 14. Do I daily in connection with all textbook lessons have pupils spell orally some of the book terms (words, phrases, etc.) in the lesson as a further means of developing the habit of seeing the spelling as they read, and thus keeping the spelling vocabulary about even with the reading vocabulary? (It should be fully up with the writing vocabulary.)
- ( ) 15.
- ( ) 16.
- ( ) 17.
- ( ) 18.
- ( ) 19.
- ( ) 20.

c. *Mathematics.*

Is it important that all pupils *think* correctly in numbers?.....

Is it important that they compute readily with figures in the four fundamental processes?.....

Must they understand the uses of arithmetic in the things of everyday life, in common business transactions, and in the usual employments of the community?.....

- ( ) 1. Do I teach them to think thru the simple operations with numbers as well as to know the simple number facts?



- ( ) 2. Do I draw problems for daily use from things in the school and in the home?
- ( ) 3. Do I teach them to see the number element in the things about them?
- ( ) 4. Do they learn to judge as to the approximate answer to their examples as a test of the correctness of the answers as they compute them?
- ( ) 5. Do all my pupils develop confidence in their ability in mathematics?
- ( ) 6. Do they develop logical thinking, artistic solutions, and speed?
- ( ) 7.
- ( ) 8.
- ( ) 9.
- ( ) 10.
- ( ) 11.
- ( ) 12.

d. *Science.*

Is it essential to the purpose of teaching science that each pupil be interested to understand and appreciate the common things about him?.....

- ( ) 1. Are my pupils being interested at school in the trees and how they grow?
- ( ) 2. Are they being interested in potatoes, tomatoes, corn, and other food plants, and how they grow?
- ( ) 3. Are they being interested in the home life of our animal neighbors?
- ( ) 4. Are they instructed and interested in the forces of nature as they operate on the land and about us?
- ( ) 5. Are they taught to make experiments as a means of learning more of the things about them?
- ( ) 6. Are they taught the facts of our dependence upon environment?
- ( ) 7. Are they taught what we owe to heredity?
- ( ) 8. Do they know the great part that water plays in all life?
- ( ) 9. Do they know how animal life depends upon plant life?
- ( ) 10. Do they understand how plant life depends upon the sun?
- ( ) 11. Do they know about the variation of all life, the change of forms, and that plants are related, as potatoes and tomatoes?

- ( ) 12. Do they understand that sex operates in plant life, that there are the male and the female in most plants?
- ( ) 13.
- ( ) 14.
- ( ) 15.
- ( ) 16.

e. *Health.*

Is health of an organism or organization the condition in which all its members or elements cooperate fully for the good of the whole? .....

Is the health of a person the condition in which his mind and his body with all of its parts work together for his good?.....

- ( ) 1. Are my pupils taught that health is their chief asset?
- ( ) 2. Do they understand that disease lurks in filth?
- ( ) 3. Are they taught to keep filth removed from their teeth, from their hands, and from the exterior and interior of their bodies?
- ( ) 4. Is this teaching being put into practice so as to form health habits?
- ( ) 5. Do my pupils know that personal health applies to mind as well as to body, and that filthy thinking undermines it?
- ( ) 6. Are my pupils taught safety—safety on the highway, in the school, in seating posture, in use of eyes, in avoidance of common diseases, in avoidance of evil habits?
- ( ) 7. Do we develop pride in good health?  
In what ways:  
(1)  
(2)  
(3)  
(4)  
(5)
- ( ) 8.
- ( ) 9.
- ( ) 10.
- ( ) 11.
- ( ) 12.



f. *Social Studies.*

1. Is the chief reason for geography in our curriculum to give the pupils place knowledge, or to help them to understand their environment so they may appreciate it better, enjoy it more, and contribute to its improvement?.....
  2. Is the chief reason for history in our curriculum that we may know the facts of record, or that we may understand the the peoples of the world and their contributions to our well being as a basis of appreciation and good will?.....
  3. Are these subjects taught with knowledge as the end, or with human understanding and functioning character as the end? .....
- 
- ( ) 1. Do I use geography to intensify the pupil's interest in the immediate locality and knowledge of it and then to extend that interest and knowledge to more remote people and places?
  - ( ) 2. Do my pupils know how the topography of the school ground and nearby areas has been brought about and what forces are operating on it now?
  - ( ) 3. Do my pupils know to what peoples they are indebted for the various items of the food that they eat and of the clothes that they wear?
  - ( ) 4. Do my pupils know that their common food plants were domesticated from "wild" or natural life, and what peoples domesticated them?
  - ( ) 5. Do my pupils understand that our domestic animals are descended from undomesticated ancestors, and the significance of domestication of plants and of animals?
  - ( ) 6. Are my pupils taught geography and history with main attention to contributions made by the various peoples to our ways and means of life?
  - ( ) 7. Do my pupils understand that wars were not conflicts between the good people on one side and the bad people on the other side, but that the wars came from conflicting ideas and the interests around those ideas? (Think of our early Indian wars as conflicts of the natural rights of people to their homes vs. the divine right of Christian kings to charter away the lands of mere heathen. Think of the 1940 World War as a conflict

between two ideas, the natural rights of people to rule themselves vs. the right of power to enslave or destroy them.)

( ) 8. Do I use the materials and personal resources of the locality in teaching geography and history?

( ) 9.

( ) 10.

( ) 11.

( ) 12.

( ) 13.

( ) 14.

( ) 15.

g. *The School Premises.*

1. Should not the pupil's school experience contribute interest, appreciation and happiness to his life?

2. May not the school premises afford valuable materials of interest? There are the school room, its furnishings, its windows and doors, its walls to be decorated, its floor, the wood with its beautiful grain and irregularities, the aristocratic trees and more humble plants contributing so much to so many creatures outside the building, maybe a busy stream on the ground, and probably an outcrop of the earth's hard interior. Then there are the good people in the school. Here is nature's million dollar laboratory.

( ) 1. Do we use these resources to teach the love of in-door beauty and art in furnishing and decoration?

( ) 2. Do we use the out-door resources to enrich life with the appreciation of common things (artistic taste) and the understanding of common things (science).

( ) 3. Do we use school room housekeeping to make for good homekeeping and happy home life?

( ) 4. Do we use the wealth of human association in the school to make for happy human relations in life?

( ) 5. Do we use even the foibles of the weak as a means to their strengthening, and as a means of developing tolerance on the part of the strong?

( ) 6.

( ) 7.

( ) 8.

( ) 9.



## LIBRARY SERVICE

1. Is it important that our school have library service?.....
  2. Is it very important?.....
  3. Should this service reach the primary grades?.....
- ( ) 1. Do we have library service in our school?
- ( ) 2. If a rural school, does our county provide circulating libraries?
- ( ) 3. Do we have a library corner with books, table and chairs?
- ( ) 4. Do we have shelves for our library books?
- ( ) 5. Are our library books suited to the interests and abilities of our pupils?
- ( ) 6. Do most of the pupils read several books through this term?
- ( ) 7. Do we keep record of these readings?
- ( ) 8. Do we have a device for stimulating reading?
- ( ) 9.
- ( ) 10.
- ( ) 11.
- ( ) 12.
- ( ) 13.

## VARIED SCHOOL ACTIVITIES

1. If the school curriculum includes all pupil experiences enjoyed under direction of the school, may the result be more liberal education if a liberal variety of experience is provided for the pupils? .....
  2. Should the extra-academic experience (activities) be selected with discretion and planned with such care that they will include all the pupils for whom they are designed and be of value to them? .....
  3. Should they be interesting?.....
  4. Should they carefully avoid waste of time?.....
  5. Should each activity either extend pupil interests or develop pupil capacities?.....
- ( ) 1. Do we salute the flag?
- ( ) 2. Do we sing?
- ( ) 3. Do we have other music?
- ( ) 4. Do we have general news reports?

- ( ) 5. Do we have any clubs and club work?
- ( ) 6. Do we plan our games?
- ( ) 7. Do we plan and carry out special programs so the pupils may learn to entertain the public?
- ( ) 8. Do we have committees with assigned duties so pupils may learn to cooperate and be resourceful in assuming responsibilities?
- ( ) 9.
- ( ) 10.
- ( ) 11.
- ( ) 12.
- ( ) 13.
- ( ) 14.
- ( ) 15.

### SCHOOL HOUSE AND YARD

- 1. Is not a good school life of importance next to a good home life?  
.....
- 2. For pupils whose home life is not good, is the importance of good school life the greater?.....
- 3. In addition to being healthful and comfortable, should the school be attractive and life in it pleasant?.....
- 4. Is a healthy and happy school life important to the making of good citizens?.....
- ( ) 1. Is our school house healthfully situated?
- ( ) 2. Is its approaches safe for the pupils?
- ( ) 3. If not, do we take precautions for their safety?
- ( ) 4. Is the water supply adequate?
- ( ) 5. Is it tested each year for bacterial content?
- ( ) 6. Do we take precautions to prevent contamination?
- ( ) 7. Are the toilets kept in good condition?
- ( ) 8. Are other outbuildings kept clean?
- ( ) 9. Is the approach to the front door kept free of mud?
- ( ) 10. Do we have some items of playground equipment?
- ( ) 11. Is this equipment kept in good condition?
- ( ) 12. Have we clusters of flowers, of shrubs, and of trees?
- ( ) 13. Is the yard large enough?
- ( ) 14. Is the yard laid off into recognized play areas?
- ( ) 15. Is each area kept in good condition?
- ( ) 16. Have we made walks from the school house door?



- ( ) 17. Do the pupils cooperate in keeping the premises clean?
- ( ) 18. Is the house roof good?
- ( ) 19. Are the doors and windows secure against intruders?
- ( ) 20. Is the flue safe?
- ( ) 21. Is the stove or furnace safe?
- ( ) 22. Is the building painted outside and in?
- ( ) 23. Are the windows screened?
- ( ) 24. Have we screened inclosure for lunches?
- ( ) 25. Are the steps and porch safe and in good condition?
- ( ) 26. Are we undertaking to correct any defects in regard to any of these items?
- ( ) 27. Is the lighting adequate on all pupils' desks?
- ( ) 28. Are all pupils seated not to face a source of light?
- ( ) 29. Are the shades kept open all the way up when the sun is not shining in?
- ( ) 30. Do I use means of keeping the room heat right?
- ( ) 31. Do we use window ventilators to avoid draft on the pupils?
- ( ) 32. Are the seats arranged in the best way that I can arrange them?
- ( ) 33. Is my own seat in close proximity to the pupils?
- ( ) 34. Do we keep the floor clean and avoid frequent sweeping?
- ( ) 35. Do we use floor oil and floor brush?
- ( ) 36. Do we have an inclosure for janitor materials?
- ( ) 37. Do we have drinking fountain or water service that does not wet the floor?
- ( ) 38. Does each pupil keep his desk and its contents in order?
- ( ) 39. Do we have inspection of desks?
- ( ) 40. Are our blackboards and chalk troughs kept clean?
- ( ) 41. Do we have a bulletin board and use it well?
- ( ) 42. Have we made our school room walls attractive?
- ( ) 43.
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Miss Elizabeth Hanson

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