

PRE-SCHOOL PLANNING WORKSHOP

Loudoun County Teachers

Douglass High School  
Leesburg, Virginia

August 30 - September 3, 1948

GENERAL THEME: "ORGANIZING OUR SCHOOLS FOR LIVING AND LEARNING"

O. L. Emerick  
Division Superintendent

Ruby Vaughan Kelly  
Elementary Supervisor

**"ORGANIZING OUR SCHOOLS FOR LIVING  
AND LEARNING"**

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## FOREWORD

This pre-school planning workshop was conducted because teachers, supervisors, and the administration felt the need for a planning period at the beginning of the school year.

At the April teachers' meeting when reports were made on the problem studied during the year, "Grouping and Promotion Policies," teachers pointed out that if they could arrive at conclusions earlier in the school year they would have opportunities to utilize them to far greater advantage. As a group they requested that such an opportunity be given at the beginning of the school year.

Plans were made for the workshop by supervisors, teachers, superintendent, and members of the State Department of Education working cooperatively.

Leesburg, Virginia  
May 12, 1948

Teachers:

As a result of your many requests a workshop is being planned for August 30 to September 3, the week prior to the opening of school.

After considering the various needs which you have expressed, we think that "PLANNING FOR THE ORGANIZATION OF OUR SCHOOLS FOR LIVING AND LEARNING", might be a good theme for this workshop. What do you think?

In order to plan an effective workshop, we request that you check the items you would like to have considered and number them in the order of preference. Also, there is space provided for additional suggestions.

It is important that you return this questionnaire to me not later than Wednesday, May 19.

Sincerely,

O. L. Emerick  
Division Superintendent

OLE: lc

I. Organizing A Class For Living and Learning.

1. Developing a functional philosophy of education.
2. Creating a stimulating classroom environment.
3. Planning for a balanced program.
4. Providing for effective pupil-teacher planning.
5. Studying children.
6. Grouping children.
7. Promotion policies.

List additional problems you might have.

(Continued on next page)

II. Guiding and Evaluating the Learning Experiences of Children.

\_\_\_1. Reading. (List definite problems.)

\_\_\_2. Social Studies. (List definite problems.)

\_\_\_3. Functional use of materials.

List any additional areas and problems you might have.

III. Providing For An Understanding Of and A Working Relationship  
Between the School and the Community.

\_\_\_1. Parent-teacher relationship.

\_\_\_2. Community agencies.

IV. Developing An Adequate Guidance Program.

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V. Principals' Group (Discussion of administrative problems)

\_\_\_1. Total school program.

\_\_\_2. Planned faculty meetings.

\_\_\_3. Visiting teacher-principal-teacher relationship.

\_\_\_4. Supervisor-principal-teacher relationship.

Name \_\_\_\_\_

WORKSHOP

Douglass High School  
Leesburg, Virginia

August 30 to September 3, 1948

General Theme: "Planning For the Organization of Our Schools For Living and Learning"

Monday, August 30

9:00 - 9:30

Registration  
Distribution of Materials

9:30 - 10:30

General Session Auditorium

Worship - Miss V. E. Arter

Music - Group

Introductory Remarks - Purpose of Workshop, Organization,  
etc. - Mrs. Ruby V. Kelly, Elementary  
Supervisor

Presentation of Problem - Mr. William H. Pitts, Principal  
Parker-Gray High School  
Alexandria, Virginia

"Improvement of School-Community Relationships"

10:30 - 10:40

Recess

10:40 - 12:00

Group Work on "Improvement of School-  
Community Relationships"

Group I - Room 3

Chairman: Miss R. B. Linnette

Recorder: Miss Geraline Johnson

Group II - Room 2

Chairman: Mr. Alfred Talbot, Jr.

Recorder: Mrs. M. B. Gray

Group III - Room 1

Chairman: Mrs. H. E. Gray

Recorder: Miss Nancy Claiborne

12:00 - 1:00

Luncheon

1:00 - 2:15

General Session Auditorium

Presiding Mr. O. L. Emerick, Division Superintendent

Introductory Remarks

Music - Miss Marion Brown - Mrs. Anna Stinger and Group

NOTE: Materials may be checked out for overnight use at 3:15. They should be checked in before 9 A. M. on the following morning.

Workshop Theme      Mr. Richard C. Haydon, Assistant  
                                 Superintendent of Public Instruction  
                                 State of Virginia

"Planning For the Organization of Our Schools For  
Living and Learning"

2:15 - 2:30

Recess

2:30 - 3:30

Group Organization and methods of working  
"Organizing Our Schools for Living and Learning"  
a. Creating a stimulating classroom environment  
b. Planning for a balanced program  
c. Providing for effective pupil-teacher planning  
d. Grouping Children  
e. Promotion policies

Group I                      Teachers of Grades 1 and 2      Room 3  
Chairman                      Miss Emma Olds  
Recorder                      Mrs. M. B. Gray

Group II                      Teachers of grades 3 and 4      Room 2  
Chairman                      Mrs. Janie S. Redwood  
Recorder                      Miss Geraline Johnson

Group III                      Teachers of Grades 5,6,7      Room 1  
Chairman                      Mrs. Flossie S. Furr  
Recorder                      Miss Nancy Claiborne

Group IV                      Teachers of Grade 8 and High School  
                                                                                         Rear of Auditorium  
Chairman                      Mr. U. L. Oliver  
Recorder                      Miss H. Doris Graham

Tuesday, August 31

9:00 - 9:15

General Session - Auditorium  
Announcements

9:15 - 10:20

Group work continued

10:20 - 10:30

Recess

10:30 - 12:00

Group work continued

12:00 - 1:00

Lunch

1:00 - 3:30

Group work continued





12:00 - 1:00	Lunch
1:00 - 2:30	General Session - Auditorium Group Reports Evaluation of workshop experiences Plans for follow-up
	Tea
3:30	Adjournment

WORKSHOP COMMITTEES

Steering Committee

Mr. A. L. Lacey  
Mr. Alfred Talbot, Jr.  
Mrs. H. E. Gray  
Mrs. Janie S. Redwood  
Miss Emma Olds  
Mr. U. L. Oliver  
Miss R. B. Linnette

Recreation and Hospitality Committee

Mrs. H. B. Daniel  
Mrs. Elyse Tate  
Mrs. Lola Jackson  
Miss Hortence Jenkins  
Miss Helen L. Lee  
Mr. A. L. Lacey  
Mrs. Ruth Craven

Materials and Library Committee

Miss H. Doris Graham  
Miss Lillian Holmes  
Miss Dixie Johnson  
Mr. Bruce Daniel  
Mrs. Oliver  
Miss V. E. Arter  
Mrs. Rosalie McWashington

Luncheon Committee

Mrs. H. E. Gray  
Mrs. Lola Jackson  
Mrs. Ruth Craven

Registration Committee

Miss H. Doris Graham  
Mrs. Elyse Tate  
Miss Hortence Jenkins  
Mrs. H. B. Daniel

Teachers' Planning Committee

(To Continue Throughout School year)

Mr. A. L. Lacey - Chairman  
Mr. Curtis Ewing  
Mr. Alfred Talbot, Jr.  
Mrs. H. E. Gray  
Miss R. B. Linnette  
Mr. U. L. Oliver  
Mrs. Elyse Tate  
Mrs. J. S. Redwood  
Mrs. Hannah B. Daniel  
Miss Hortence Jenkins  
Miss Irene Olds

GROUP ORGANIZATION FOR WORK ON "IMPROVEMENT OF SCHOOL-COMMUNITY RELATIONSHIPS"

Group I

Miss R. B. Linnette, Chairman

Miss Geraline Johnson, Recorder

Miss Norma Godsey  
Miss Lillian Holmes  
Mr. Bruce Daniels  
Mr. C. W. Ewing

Mr. U. L. Oliver  
Mrs. Elyse Tate  
Miss Dixie Johnson  
Miss V. E. Arter

Group II

Mr. Alfred Talbot, Jr., Chairman	Mrs. M. B. Gray, Recorder
Miss Rosa Carter	Mr. I. J. Daniel
Miss Beatrice Scipio	Mrs. Ruth Craven
Miss Helen L. Lee	Mrs. Rosalie McWashington
Mrs. Anna Gaskins	Miss Nanie C. Coles
Mrs. Oliver	Miss Geraldine Dashiell

Group III

Mrs. H. E. Gray, Chairman	Miss Nancy Claiborne, Recorder
Mr. A. L. Lacey	Mr. Jennings
Miss Hortence Jenkins	Mrs. Hannah B. Janiel
Miss H. Doris Graham	Miss Emma Olds
Mrs. Flossie Furr	Mrs. Agnes Morse
Mrs. Lola Jackson	

GROUP ORGANIZATION  
FOR OTHER PROBLEMS

Group I Teachers of Grades 1 and 2

Mrs. Lola Jackson	Miss Nanie C. Coles
Miss Rosa Carter	Miss Helen L. Lee
Miss Lillian Holmes	Miss Dixie Johnson
Mrs. M. B. Gray	Miss Beatrice Scipio
Miss Geraldine Dashiell	Mrs. Elyse Tate
	Miss Emma Olds

Group II Teachers of Grades 3 and 4

Miss Norma Godsey	Mrs. Janie S. Redwood
Mr. Bruce Daniels	Miss V. E. Arter
Miss Geraldine Johnson	Mrs. Rosalie McWashington
	Mrs. H. B. Daniel

Group III Teachers of Grades 5, 6, 7

Mr. A. L. Lacey	Mr. Curtis Ewing
Miss Nancy Claiborne	Mrs. Flossie Furr
Mrs. H. E. Gray	Mrs. Agnes Morse
Miss Hortence Jenkins	Mrs. Anna Gaskins
	Mr. Alfred Talbot, Jr.

Group IV Teachers of Grade 8 and High School

Mr. U. L. Oliver	Mr. I. J. Daniel
Mrs. Oliver	Mr. Jennings
Miss R. B. Linnette	Mrs. Ruth Craven
Miss H. Doris Graham	

THE IMPROVEMENT OF SCHOOL - COMMUNITY RELATIONSHIPS

HOW TO IMPROVE COMMUNITY RELATIONSHIPS  
(Notes from Mr. Pitts' Presentation)

- I. Suggestions For Better Relationship Between School and Community
  - A. Teacher must study and learn the child
  - B. Teacher should learn the parents
  - C. State Department must raise its standard of certification for teachers
  - D. Teachers colleges must screen students who express the desire to teach
  - E. Teachers must visit students' homes
  - F. Local school boards must cease hiring so many unqualified teachers
  - G. Teachers must not allow parents to get the impression that they are of the high-brow type
  - H. Teachers must not seek revenge but be loyal to one another
  - I. Teachers must sell the school and its program to the community
  - J. Teachers must become a part of the community
  - K. New schools will do much to improve relationship
  - L. Teachers must make parents know that they are interested in them and their children

IMPROVEMENT OF SCHOOL-COMMUNITY RELATIONSHIPS

GROUP I

Recommendations

- I. How may teachers and parents know and understand each other?
  - A. Make more community contacts
    1. Make friends in more than one section of the community
    2. Participate in community clubs
    3. Attend churches more often
    4. Respect local customs
    5. Solicit sponsorship of activities on part of parents
  - B. Plan more wholesome recreation for children
    1. Limit card-playing as a recreational activity in the school
  
- II. How can we develop more favorable attitudes between teacher and pupils?
  - A. Provide for after school activities for children by teachers

IMPROVEMENT OF SCHOOL--COMMUNITY RELATIONSHIPS

GROUP II

Recommendations

- I. To set up a rather strong program to tie up the church, the home and the school.
- II. To take complete inventory of the community in an effort to discover what the laymen can do to help with school activities.
  - A. To employ the technique of home visitation.
- III. That laymen be used in a capacity as advisors or consultants and only be called into the school program as needed.
  - A. Exercise a great deal of diplomacy in selecting the laymen to help plan school activities.
  - B. Plan with these laymen and incorporate their ideas whenever possible.
  - C. That laymen provide needed information that will assist in acquainting the teacher with the social and emotional needs of the children.
- IV. That teachers should participate in community activities so far as is humanly possible to do; when time and teaching responsibilities permit.

IMPROVEMENT OF SCHOOL COMMUNITY RELATIONSHIPS

GROUP III

Improving the relationship between the school and community is of great importance because parents do not fully understand the school program. Close cooperation of the parents and teachers helps them to understand what the school is doing and brings them up to date on some of the procedures.

The problem of Health is one which confronts both the parents and teachers.

How can we acquaint the parents with different problems concerning the school and their children? Usually the parents who need help are the ones who stay home. One remedy is to find a way of getting them to come out.

A. Recommendations:

1. Parent-Study Group
2. P. T. A. (Note: The child is the center of interest between the parent and teacher.)
3. Cooperation of sympathetic parents. (Note: Sympathetic parents should go out into the community and help the other parents.)
4. Reach parent through the child. (Note: In the classroom always make the child feel wanted even if he is handicapped and in turn he will persuade his parents to correct defects or such.)
5. Teacher must not act stiff. (Note: Instead of sending a note to parents, accompany the remarks in person.)

"THINGS WE WILL DO"

Mr. Pitts enlightened the group by bringing to our minds some of the important things we neglect, such as, visiting. Today there is poor visitation among the teachers. Much can be learned about the child by going into the home.



I. Recommendations:

1. Visiting parents
2. Records are to be kept confidential
3. Place more emphasis on personality needs of parents, children and teachers
4. Active participation in community enterprises; ex. church
5. Joint participation between parents and children in P.T.A. (Note: Let Junior League meet with parents and discuss deficiencies. Children should express themselves as to what needs to be done and what is being done.)

II. Check List for Parents:

1. Do I seek to get facts about school situations before jumping to conclusions?
2. Do I show interest in our children by attending school activities?
3. Are we fair and reasonable in appraising the teacher's conduct?
4. Do I try to be friendly with the teacher?
5. Am I doing my part in preparing my child for school?
6. Am I a contributing factor to some of the unpleasant attitudes developed toward a teacher?

III. Check List for Teachers:

1. Do I measure success in terms of myself rather than in my pupils?
2. Do I make my daily associates my intimate friends?
3. Have I been untactful in dealing with my pupils and their parents?
4. Am I cheerful and hearty in my greetings?
5. Do I just tell people things I hear about them knowing that it will hurt them?
6. Do I encourage anyone?

IMPROVEMENT OF SCHOOL-COMMUNITY RELATIONSHIPS

Public Meeting - Night Session  
September 2, 1948

PROGRAM

Miss Rozeal B. Linnette,  
Presiding

- 1. Music                                  Audience
- 2. Invocation                            Rev. W. H. Polk
- 3. Music                                  Choral Group, Mrs. Anna Stinger
- 4. Introduction of Problem-Mrs. Ruby Kelly, Elementary Supervisor
- 5. Panel Discussion:

Mrs. Mary Lee	Parent
Mrs. Annie Ferrell	Parent
Mrs. Amanda Coe	Parent
Miss Ellen Jordan	Junior, Virginia State College Graduate, Douglass High School
Mr. Alfred Talbot	Principal, Carver School
Mrs. H. E. Gray	Principal, Douglass Elementary School
Mr. W. H. Pitts	Consultant Principal, Parker-Gray High School Alexandria, Virginia

6. Open Discussion

7. Benediction                          Rev. James Kelly, Jr.

8. Social Hour

Introduction of Teachers by Supervisor

Refreshments

IMPROVEMENT OF SCHOOL-COMMUNITY RELATIONSHIPS  
(Notes From Discussion)

Mrs. Lee: Parents should cooperate with teachers more than they do. Parents and Teachers should get together and study young people to find out what they need. Teacher takes up where the parents leave off. Teacher should have lofty personal qualities. Her voice should have confidence. Teachers should be capable of overlooking faults.

Mrs. Ferrell: Teachers are our broadcasters. Parents and children are the audience. To prepare ourselves for our radio, we must listen. Parents must visit their teachers and cooperate with them concerning their children. Only successful way to get along with teachers is to "Do unto others as you would have them do unto you." Home, school, and church should be on harmonious terms.

Mrs. Coe: Teachers should visit the parent and find out the home situations as well as the parents should visit the school. Teachers should be more courteous to parents when meeting them on the street.

Miss Jordan: Students do not receive all subjects they need at Douglass High. Two things offered at Douglass that prove valuable: 1. Cooperation and patience, and  
2. Scholarships for further education.  
Students should ask themselves - Am I taking full advantage of the offerings at Douglass High?

Mr. Pitts reemphasized points brought out in address to teachers. Commended teachers, parents and administration for conducting this type of planning and evaluative meeting. He urged group to continue working together for the improvement of school programs in the county.

REPORT OF GROUP I  
Teachers of Grades 1 and 2  
ORGANIZING OUR SCHOOLS FOR LIVING AND LEARNING

I. Creating A Stimulating Classroom Environment

- A. Making class room attractive
- B. Showing a teacher pupil interest
- C. Plan around the environment of the child
- D. Plan for various interesting corners such as
  - 1. Science Corners
  - 2. Health Corners
  - 3. Reading Corners
  - 4. Play Corners
  - 5. Art Corners
  - 6. Home Corners
- E. Correct light and ventilation
- F. Labeling the objects around the room
- G. Materials needed in primary rooms
  - 1. Attractive pictures
  - 2. Bulletin Board
  - 3. Magazines
  - 4. Flowers
  - 5. Plants
  - 6. Aquariums
  - 7. Electrical maps

II. Planning A Balanced Program

Reading Readiness

- 1. Teach Nursery Rhymes
  - (a) Good Manners
  - (b) Punctuality
  - (c) Truth
  - (d) Begin Music Appreciation
  - (e) Begin Art Appreciation
- 2. Set up a nutrition and health program to meet the needs of the child.

III. Providing for Effective Pupil-Teacher Planning

- A. Plan with the children for the week
- B. Plan activities such as room duties with the children

- C. Have a question box
- D. Make your plans so as to guide the pupils
- E. Plan your work for the individual needs of the pupils
- F. Set up a nutrition program to meet the needs of the program
- G. Post the plans made by the teacher and pupil

#### IV. Promotion Policies

- A. Give at least three tests during the year
  - 1. Intelligence Test in the fall
  - 2. Achievement Test in the middle of the year
  - 3. Achievement Test at end of the year
- B. Put the standards up higher
- C. Promote according to ability and not according to personality
- D. Put the grades standard down a little lower, not too many A's
- E. Use a unified system of grading
- F. Pupil should fail if absent a certain number of days (unless the child is able to make up the work.)
- G. After a child has been in the same grade two years he should automatically pass.

#### V. Grouping

- A. How to group
  - 1. According to ability
  - 2. According to age, height, weight
  - 3. According to physical defects
  - 4. According to interests
- B. Why group
  - 1. Difference in ability
  - 2. Differences in interests
  - 3. To enable each individual to move along at his own rate of speed
  - 4. Don't tell children in primary grades that they are grouped
- C. What to do after you group
  - 1. Analyze individual
  - 2. Find out their needs and problems
  - 3. Administer to the needs

## VI. Reading

### A. Things involved in Reading Readiness

1. Talks of experience
2. Playing of games getting used to his surroundings
3. Classroom should be home-like
4. Social adjustment

## VII. Recommendation

- A. See that child is physically fit
- B. Making room attractive
- C. Labeling objects in room
- D. Have materials at hand
- E. For reading instruction group the children in a semi-circle in small groups at the blackboard
- F. Making experience charts with short sentences
- G. Comic Books are educational and are useful in the school room
- H. For lip reading give rapid reading exercise to increase eye span (phrases or short sentences)

## VIII. Points for the teacher to keep in mind

- A. At first groups should work under the direct supervision of the teacher and not during between recitation period. This gives her the opportunity to check both social habits and the work done in reading.
- B. Groups should form gradually as children gain the power of self control.
- C. Before groups work independently, standards of what constitutes good order should be discussed and rules of conduct tentatively formulated.
- D. Reading groups should not be formed until standards in reading have been developed and partially fixed.
- E. The work to be accomplished should be carefully understood by all members of the groups.
- F. The groups should have common needs as determined by classroom analysis of the pupil's ability.
- G. Grouping should be flexible.
- H. Small group work should begin gradually.

I. Each group should be in charge of a pupil who ordinarily is a member of the group.

J. Small group work demands care in planning the assignments

IX. Procedures for Basic skills

A. The teacher is familiar with the individual differences of her pupils.

B. The teacher has specific objectives for each child or each group of children in her class.

C. There is a definite plan for observation of pupil's growth in voluntary reading habits.

D. The teacher knows the books that are available to the children.

E. There is adequate provision for differences in the reading abilities of the pupils.

F. The teacher has definite plans for motivation/<sup>of</sup>reading.

G. There is full attention to growth in vocabulary.

H. Oral reading instruction is made effective by maintaining interest.

I. The instruction in silent reading is characterized by insight into many problems and needs.

J. There is training in oral and written recall.

K. There is definite instruction for improvement of study skills.

X. Points to be kept in Mind

A. In preparing incidental reading material

1. There should be a central idea in each blackboard or chart unit (Influence on thinking and language.)

2. There should be a good opening and ending sentence.

3. Correct sequence of sentences should be observed.

4. The sentences should be short and fairly uniform in length.

5. The vocabulary should consist largely of that used in the first part of the basal primer.

6. Words and phrases should be frequently repeated, but in different situations.

XI. Activities for First Days of School

A. An acquaintance Hour

(1) Introduce self to class

(2) Vacation talk

(3) Ask shy children direct questions

- B. Singing songs
- C. Playing games, nursery rhymes, stories
- D. Decorating room
- E. Pictures for coloring
- F. Physical inspection

## XII. Activities for Reading Readiness

Note: Reading Readiness period lasts from 4 to 6 weeks, if ready before or after that adjustment will be made.

- A. Reading, learning and singing nursery rhymes
- B. Reading, telling and dramatizing stories
- C. Coloring, cutting and pasting pictures
- D. Making stories from pictures orally
- E. Creating and learning poems
- F. Listening to records
- G. Singing and playing games
- H. Label objects in the room
- I. Collect objects and specimens to be placed on table
- J. Listen for words beginning with the same sound. Children try to suggest other words beginning with that sound.
- K. Making charts (color, number reading, etc.)
- L. Using jig saw puzzles
- M. Showing movie films
- N. Guessing riddles and completing sentences

## XIII. Possible Summer Activities for Primary Grades

- A. Parents, Teachers and Pupils plan activities to continue reading during the summer vacation.
  - 1. A list of books to read including stories of adventure, fairy and folk tales, hero tales, animal stories, etc.



2. Excursions to be taken
3. Collections to be made such as stones, sea shells, butterflies, old nests, leaves, seeds.
4. Things to make such as wagon, scooter, dolls' clothes and furniture, etc.
5. Gardens to make and care for birds to study

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REPORT OF GROUP II  
Teachers of Grades 3 and 4

ORGANIZING OUR SCHOOLS FOR LIVING AND LEARNING

I. How can we create a stimulating classroom environment?

A. Making the classroom more attractive

1. Audio Visual Aids

- a. posters
- b. Maps
- c. Charts
- d. booklets
- e. pictures
- f. bulletin boards
- g. black boards

B. Pupil participation

1. Pupil planning

- a. Collecting material
- b. class discussion
- c. organization of work and materials

C. Classroom Instruction

1. Using all available audio-visual aids
2. Variety of books
3. Science, library, art, museum corners

II. How can we plan for a balanced program?

A. Definition of a balanced program

A balanced program is one that gives time to all of the activities of the school.

B. To plan a balanced program, we plan the work to include varied activities that will develop well-rounded boys and girls. We can do this by:

1. Making long range programs
2. Checking ourselves to see if we are giving too much time to one thing and not enough to another.
3. Planning routine activities
4. Planning socials or parties
5. Teaching art, music, science, tool subjects, etc.

III. How can we provide effective pupil teacher planning?

A. Planning together with teachers, guidance

1. Pupils can be responsible for routine activities
2. Helping teacher to set up classroom standards
3. Plan committees
4. Plan for their own discipline
5. Solve their own problems

IV. How should children be grouped?

- A. Group according to needs of a particular situation
- B. Should grouping exist, the child should be allowed to move out of his group on the basis of achievement.

V. On what basis should children be promoted?

- A. Several factors should be considered in promotion policies; such as
  1. Mastery of minimum skill as determined by
    - a. Teacher-made tests given throughout year
    - b. Results of standard tests
    - c. Participation in school activities
  2. Social and emotional growth and development as determined by
    - a. Observation of contact with fellow students and playmates
  3. Physical Development

READING

I. Of what value is a reading readiness period in every grade?

- A. Reading is a continuous process; therefore, we recommend continuing the process of reading by preparing readiness from one grade to the other. This may be done by

1. Review experiences
2. Easy materials

II. How can pupils be best grouped for reading instruction?

- A. Grouping them according to varied difficulties. Such difficulties are:
  1. lip reading
  2. slow reading
  3. word reading
  4. eye defects
  5. accurate eye sweeps
  6. comprehension

- B. Grouping in reading should not be permanent.

III. How can we properly evaluate progress in reading growth?

A. Through testing, such as:

- |                       |                     |
|-----------------------|---------------------|
| 1. Teacher-made tests | 3. Text bookd tests |
| 2. Standard tests     | 4. Observation      |

IV. Does the Comic Book have an effect on the reading program?

A. The Comic Book does not have any definite effect on the reading program - We recommend:

1. Guidance in the selection of Comic Books.
2. If Comic Books are read, they should be read during recreation periods.
3. We recommend Comics to stimulate an interest in child literature.

V. What are some factors that hinder a child's reading ability?

A. Factors that hinder a child's reading ability

- |                       |                        |
|-----------------------|------------------------|
| 1. Lack of experience | 3. Emotional Condition |
| 2. Physical defects   | 4. Environment         |

B. Recommendations

1. Regular physical check-ups
2. Study the child
3. Broaden child's experiences which may be done through
  - a. trips
  - b. story tellers
  - c. dramatization
  - d. conversation, etc.

REPORT OF GROUP III  
Teachers of Grades 5, 6, 7

ORGANIZING OUR SCHOOLS FOR LIVING AND LEARNING

I. Grouping Children

A. Why group children?

1. Individual differences
2. Small groups easily handled
3. To teach the basic skills (homogenously)
4. Content subjects (hetergenourly)

II. Promoting Children

A. When should a child fail to be promoted?

1. Poor attendance (unless he came up to standard)
2. When he does not reach the standards.  
Note: (This type of child frequently does not have the ability. In case he is passed on, warn the person who is receiving him. This also calls for the type of teacher who is interested enough to work independently with each child.)
3. Those who have not applied themselves.  
Note: (The environment may not have been conducive, health conditions or home conditions. This type should be studied and given sympathetic understanding.)

III. How may we help children overcome promotion difficulties?

- A. Give frequent tests on the order of standard tests.  
Note: (Acquaint the child with the different types of tests to be used during the school year so there may not be confusion and the child may feel secure.
- B. Do not rely wholly on tests' results in our evaluation of children.
- C. Make your grading system more objective than subjective.
- D. Establish a balance between the objective evaluation and the subjective evaluation of children.  
Note: (Objective being determined by the pupils achievement, subjective teacher's judgment.)
- E. Each teacher work to bring her children up to the standards that were set for Loudoun County in 1946.
- F. Creating a Stimulating Classroom Environment.

IV. Recommendations:

A. There should not be merely attractiveness in the classroom but things that are useful and meaningful to the children.

1. Utilize the creative abilities of the children under the guidance of the teacher.

V. Planning for a Balanced Program

A. Recommendations:

1. That our program be flexible enough to take care of the needs at hand.
2. That our program be so planned that different types of activities be scheduled for alternate periods.
3. That the teacher plan and teach the theory then give the activity along with taking an active part in the physical education program.

VI. Recommendations:

A. Let the children plan along with the teacher under the teacher's guidance.

B. Pupil teacher planning should go as far as the situation permits.

C. Check to see if the carry over of material has been worthwhile in high school.

1. Should we plan with our pupils?

The teacher should think through the matter thoroughly, what should be done, then discuss with the children the plan. The teacher should lose the teacher role and become a group member, getting complete respect and recognition to the ideas of the other members. Time for planning should be according to the need, as it arises.

VII. Reading

A. The teaching of reading should have priority in the school. Reading should be done on a comprehensive basis, instead of merely word calling.

VIII. Recommendations:

A. That teachers follow the information on Reading that was set up by Loudoun County Teachers in 1946.

B. That the books of the First and Second Grades remain at school.

C. That provisions be made for a kindergarten in which a readiness period be developed for First Graders.

D. Do's

1. Do promote favorable conditions in the classroom.
2. Do build readiness for the reading of a selection or a unit.
3. Do take time to stimulate interest.
4. Do teach reading skills by use.
5. Do build a background of experience in vocabulary.
6. Do train for sensory purposes.
7. Do train for good oral reading.
8. Do guard against misinterpretations.

REPORT OF GROUP IV  
High School Teachers  
ORGANIZING OUR SCHOOL FOR LIVING AND LEARNING

I. Problems Facing Us This Year

A. Additional space is needed

B. Lunch room

1. Prevents space for storage of Home Economics materials
2. Prevents Home Economics teacher from carrying out her class work as desired
3. Places extra load on teacher who keeps records regarding it

- a. menus
- b. cost of food
- c. money taken in at end of lunch
- d. money paid out

C. Space for students' wraps

D. Physical Education

E. Placement of retarded eighth graders

1. Special teacher who is qualified to teach them at their grade level is needed.

II. Planning A Balanced Program

A. Teaching of practical arts and vocational subjects

B. Development of the whole child

1. Physical fitness
2. Mental alertness
3. Emotional stability
4. Social development

C. Insertion of practical and everyday experiences into our teaching

D. Correlation of subjects throughout entire school

E. Provision for individual differences

F. Attempt to plan our program on the basis of the pupil needs and the needs of the community

G. Guidance program for the entire school

H. Take before the superintendent a list of equipment needed for stated program

III. Providing Effective Pupil Teacher Planning

A. Motivation

1. Allow pupils to list things they wish to learn from the course under proper guidance of the teacher.

B. Use of audio-visual aids more frequently

IV. Creating A Stimulating Classroom Environment

A. Well rounded personality on the part of each teacher

1. honesty
2. tact
3. sympathy
4. ethical qualities

B. Attractive Classrooms

1. Cleanliness
2. Changing of bulletin boards more frequently
3. Placement of materials which will catch the eye on our bulletin boards

C. Correct physical qualities

1. lighting
2. heating
3. ventilation

V. Grouping children

A. Group them according to the individual situation

B. Stress their worth and allow their participation with entire group

C. Group incoming eighth graders at random rather than alphabetically

VI. Discussion of Promotion Policies

A. Don't hold the child back when he has done the best that he can.

B. Teacher should use his own discretion in regard to the numerical value of a grade.

VII. Schedule of The Program of Studies For the School Year 1948 - 49

A. A schedule for the high school was made out by Dr. A. G. Richardson and the high school teachers

VIII. The Guidance Program

A. Duties of the home room teacher

1. Study the child
2. Give information about the child to the guidance counselor



B. Characteristics of the guidance program

1. No one plan can be used
2. Program should be simple, flexible, functional and continuous
3. Must not be burden of any one teacher, class or period
4. Should be projected in all activities

a. in school

1. cafeteria
2. library
3. school clubs
4. field trips

b. out of school

1. playground
2. home
3. community

C. For the 8th Grade Guidance Program

1. Special and intensive study of the child

- a. cumulative records
- b. tests
- c. observation records of his behavior
- d. schedule of his daily activities
- e. visitation of his home
- f. health habits
- g. employment opportunities
- h. hobbies
- i. vocational choices

D. Courses for the 8th grade

1. Type

a. The courses for this grade should be short and exploratory

1. shop
2. art
3. music
4. agriculture
5. home economics
6. general languages

IX. The School's Philosophy

A. Definition

1. A philosophy is the way in which one looks at something

B. What should a philosophy be?

1. It should be a set of values which may be criticized by both parents and teachers.

C. What should be a school's philosophy?

1. Beliefs

- a. about the place of the school in learning and society
- b. about what learning is and how it takes place
- c. about how children grow and develop
- d. concerning what you believe about the individual and his relationship to his environment

D. Long termed aims and objectives

1. General understanding we wish children to develop
  - a. certain appreciations
  - b. certain abilities
  - c. Knowledges we want them to gain
  - d. skill we want them to gain

X. Reading

A. How may a teacher direct the pupil's reading so that it may become a permanent interest?

1. Usage of a variety of reading material on his level
2. Have student to express the idea which he received from the material read
3. Insert into the assignment the usage of books which are related to it and yet he reads for enjoyment

PRINCIPALS' GROUP

REPORT

Time scheduled for principals' group work was used for the most part in conference with superintendent and bus drivers.

The principals agreed that work on the problems outlined could best be done with the teachers in their respective schools. After considering them with the teachers in an initial meeting, mutual problems could be ironed out in the subsequent principals' meeting scheduled for each month.