

- ANNOUNCEMENT to sell Roxmo Hill Colored 2-17-1944  
LOT LAY ON Route 719 1/2 mile N of Roxmo Hill, VA

1955 LC High School

1959 LIVED in Alexandria

ADELAIDE Dale

(1939-

Elementary SUPERVISOR, BA

NURSE-

WESTERN Washington College

MA - George Washington U

Post-graduate Studies - STANFORD,

TEMPLE UNIVERSITY.

U of VA

COUNTY Rural SUPERVISOR

July 1944. "WORKSHOP COURSE"

Sponsored by May Washington College  
held at PURCELLVILLE, five weeks -  
six days a week under supervision of  
County Rural Supervisor

MISS HELEN HAERTZEL

52 COUNTY teachers participated

and received college CREDIT.

DR ALVEY AND DR GRAVES of  
May Washington College visit each  
week and supervise work -

FREDERICK POST, Frederick Md

pg 9 JULY 21, 1944.

col 1

PROBABLY HELEN MARIE HAERTZEL

(6/27/1909 - 11/29/1996 - FAIRFAX CITY

BEAN HAMBURG

X JULY, 1948 RETURNED FROM A YEAR IN SITKA, ALASKA  
POPULATION 2,500 & NOT AS GOOD AS LONDON.

FREDERICK POST, JULY 19, 1948, pg 4, col 3  
TITLE "LOVE77SVILLE."

Graduate of New Jersey College for Women  
Master in Education, U of Wisconsin Supervised  
Elementary school work in Va 12 years  
and lived in SITKA in 1947

SITKA SENTINEL & ARROWHEAD PRESS, SITKA. Aug 25  
CZ 5 GRADE School, this fall

Jan 3, 1948

BORN IN 27, 1909 Madison, WIS

#### ELEMENTARY OBJECTIVES 1941-42

1. To provide attractive and stimulating classrooms.
2. To develop a democratic school through the establishment of a dynamic philosophy of education consistent with a democracy in a changing world.
3. To encourage pupils to work harmoniously in groups.
4. To provide for the use of audio-visual materials in developing a well balanced program of instruction.
5. To discover and make use of effective techniques for continuous child evaluation under teacher guidance.
6. To promote friendship among parents, teachers and pupils by means of the press, programs and visitation.

## Progress Made Toward Realization of Objectives

### I. Procedures Used

#### A. Formation of Objectives

1. Discussion at group meeting of elementary teachers
2. Further discussion by committee of teachers
3. Placing record of conclusions of committee in the hands of all teachers.

#### B. Working Toward Objectives

1. Discussion at professional faculty meetings
2. Self-check list
3. Faculty-supervisor meetings in all schools, devoted to a discussion of yearly, topical and daily planning
4. Teacher reports on sections of the course of study and on professional books.
5. Work of library, objectives and music committees of the Loudoun Educational Association
6. Conferences with teachers on classroom procedures which will help in the realization of objectives
7. Intervisitation and demonstration lessons
8. Visits from state supervisors
9. Conferences with principals on school problems

### II. Evidences of Progress

#### A. Toward Professional Growth of Teachers

1. Marked improvement in the classroom procedures of 16 elementary teachers
2. Holding of 1200 professional faculty meetings in all schools
3. Reading of 155 professional books by teachers this session
4. Reports on 11 of these in faculty meetings
5. Membership of 14 teachers in the N.E. A.
6. Definite personal action to endorse Mr. Lancaster's appropriation request by 195 teachers and parents

#### B. Toward Cooperation Between School and Community

1. Frequent articles in local papers about 15 of our 21 schools
2. Formation of two new P.T.A.'s
3. Continuation of P.T.A. organizations in 14 schools
4. Invitations to board members to attend 11 schools
5. Frequent visitation by parents in 12 schools
6. Regular assistance with hot lunch programs by about 150 parents

713  
4.30

C. Toward Increased Emphasis on Health and Physical Fitness

1. Physical inspection of all children by teachers, uncovering 2,928 defects
2. Inspection of 787 and examination of 112 children by county health department
3. Correction of 334 defects
4. 30 minute Physical Education period in all schools
5. Conscientious and constructive carrying out of the state Physical Education program in about 75% of our schools
6. Classroom work on safety and health in all schools
7. Daily health inspection in most classrooms
8. Faculty meetings with Mr. Richardson in 3 schools
9. A. or B type lunch program in 13 schools

D. Toward Promotion of True Patriotism to the Extent that Pupils will Make Sacrifices to Aid in the War Effort

1. Stamp sales, salvage programs and Red Cross work in all schools
2. Emphasis on conservation in all classrooms
3. Emphasis on progress of the war and post-war planning in many upper-grade classrooms

E. Toward Practice of the Habits of Good Citizenship in the Classroom

1. Daily planning with children in about 20% of elementary classrooms
2. Assuming by children of all possible responsibilities in the operation of about 20% of our elementary classes
3. Having group work in which children are responsible for planning, carrying out and reporting on their work in about 20% of our elementary classes

F. Toward Enrichment of the Curriculum to More Nearly Meet the Needs of All Children

1. Adapting reading to each child's ability in about 60% of the elementary classrooms
2. Having music in about 75% of the rooms
3. Having drawing in about 75% of the rooms
4. Having creative writing and dramatics in about 40% of the rooms
5. Providing for individual differences in teaching subject matter skills in about 20% of the elementary classes

III. Problems Encountered

- A. Lack of space and athletic equipment for the Physical Education program
- B. Difficulty of finding employees in many communities to help with the hot lunch program
- C. Lack of a school dentist
- D. Lack of an eye clinic
- E. Transportation difficulties, preventing group meetings, county-wide S.C.A. meetings, etc.
- F. Unwillingness and inability of teachers with heavy home duties to spend time in planning
- G. Lack of talent and ability among our teaching personnel along special lines, such as music and Physical Education
- H. Low salaries of teachers which, among other things, account for small county membership in the N.E.A.
- I. Lack of self-confidence among many teachers, causing them to cling to traditional methods
- J. Unattractive school buildings, which fail to inspire teachers and children to keep classrooms attractive

Helen Haertel  
Loudoun County

I. June Report of Progress

A. Objectives

1. Better provision for exceptional children
2. Wise use of audio-visual aids
3. An improved reading program in the elementary grades
4. An improved reading program in the primary grades
5. Improved understanding of children through child study
6. A functional guidance program in the high school
7. A well-planned physical education and health program

B. Procedures used

- ✓ 1. Individual conferences between teachers, principals and supervisor last spring to decide which needs of our children and schools should be emphasized during the present session.
- ✓ 2. Letter and questionnaire to all teachers last July. This explained the plan to form study groups for this session, and called for selection of topics by individuals.
3. Organizing study groups on paper. Each teacher was assigned to the topic of his first or second choice. Following are the names of the groups:
  - a. Better provision for exceptional children
  - b. Wise use of audio-visual aids
  - c. An efficient reading program in the primary grades
  - d. An efficient reading program in the elementary grades
  - e. Improved understanding of children through child study
  - f. A well-planned physical education and health program
  - g. A functional guidance program in the high school

4. Selection of group leaders
5. Planning with these leaders for group meetings at the pre-school county meeting
6. Talk by Miss Henson at the meeting on how to conduct successful study groups
7. Short group meetings for the purpose of organization and planning. Mr. Pence and Miss Henson helped with this.
8. County meeting in October. Mr. Wake spoke on greatest needs in the field of education in Virginia. Study groups' activities were as follows:
  - a. Better provision for exceptional children- discussion of how to help mentally handicapped children, plans for reading and thinking before the next meeting.
  - b. Wise use of audio-visual aids- instruction in the use of projectors, showing of a sound film, illustrating desirable educational techniques.
  - c. An efficient reading program in the primary grades- explanation of a reading readiness test. Members of the group were given the test by the leader.
  - d. An efficient reading program in the elementary grades- the leader of the group asked those of her children who lived in town to come for a demonstration lesson, illustrating handling of ability groups on elementary levels. This lesson was discussed and criticized by the group.
  - e. Improved understanding of children through child study- Mr. Wake served as consultant in this group. Techniques of child study were discussed.
  - f. A functional guidance program in the high school- the guidance counselor of the Leesburg School explained her set-up, followed by discussion.



- g. A well-planned physical education and health program- the county health officer discussed with the group ways of cooperation between the health department and the schools.
9. County institute in November, led by Major Graves
10. County meeting in January. Mr. J. L. McCaskill of the National Education Association spoke on the choosing and administering and interpreting of tests. Study groups' activities were as follows:
- a. Better provision for exceptional children- discussion of improved provision for physically handicapped children. Miss Jane Stoddard served as consultant.
  - b. Wise use of audio-visual aids- discussion of darkening classrooms, and planning for wise use of films. Mr. Johnson served as consultant.
  - c. An efficient reading program in the primary grades- experience charts were discussed, examples were shown and explained by most members.
  - d. An efficient reading program in the elementary grades- individual case studies of children with reading problems were given and discussed.
  - e. Improved understanding of children through child study, and a functional guidance program in the high school- these two groups met together with Mr. Eagle as consultant . He discussed with the groups a case which illustrated the use of guidance techniques.
  - f. A well-planned physical education and health program- the group discussed the problems involved in carrying on a physical education program during the winter months.

11. Letter from chairmen to members of groups between meetings, suggesting reference reading and instructional procedures.
12. Classroom observations by supervisor, followed by individual conferences.
13. Evaluative questionnaire on objectives, sent to principals.
14. County meeting in March. Mr. Wilkerson spoke on the comprehensive high school program. Study groups met to evaluate this year's work.
15. Evaluative conferences between teachers, principals and supervisor.

#### C. Evidence of Progress

1. Toward better provision for exceptional children
  - a. Of 329 mentally retarded children, 301 are given reading lessons on their own ability levels. 270 are being provided with other types of work in which, with a reasonable amount of effort, they are able to succeed, and 255 are placed in groups in which they are not out of place socially.
  - b. Of 168 mentally superior children, 166 are provided with opportunity and incentive to work to full capacity, through extra assignments, wide reading, and creative work in art and writing.
  - c. Of 66 physically handicapped children, special provision for rest, food and physical exercises is made for 52.
2. Toward wise use of audio-visual aids
  - a. In 8 out of 17 schools, all the teachers know how to operate all the projectors which are available.
  - b. In 16 of the schools, films that are shown for the most part

correlate with some study being carried on in the classroom.

- c. In 16 of the schools, pupils have in mind definite things to find out from the film.
  - d. In 16 of the schools, some type of check-up is made after the film is shown, to find out whether the children have learned these things.
  - e. In 10 of the schools, teachers are using the projectors whenever their teaching can be improved by doing so.
3. Toward an efficient reading program in the primary grades
- a. Careful consideration given to a child's readiness to read before an attempt is made to teach him to read, in all 1st grade rooms.
  - b. Children work in groups small enough so that each one is reading on his own level in all rooms.
  - c. Experience charts used by all teachers as a means of teaching reading.
  - d. Comprehension rather than word-calling emphasized in all classrooms, by means of:
    1. Provision for a purpose in reading, such as reading to find out something definite
    2. A stimulation of interest before reading, through discussion
    3. Dramatization
    4. Silent reading and some check on comprehension before oral reading is done
  - e. About half the primary classrooms show that children have varied opportunities to read, including:
    1. Specific daily plan on the blackboard
    2. Charts
    3. Labels and labeled pictures

4. Toward an efficient reading program in the elementary grades
  - a. Children being taught reading skills grouped according to ability, in 31 out of the 46 classrooms
  - b. Emphasis on comprehension rather than word-calling by means of;
    1. A stimulation of interest before reading, through discussion of previous study along the same line, in 37 classrooms
    2. Provision for a purpose in reading, such as reading to find out definite things, or reading to get information about some topic which the child is writing or studying about, in 40 classrooms.
    3. Silent reading and some check on comprehension before oral reading is done, in 37 classrooms.
  - c. Opportunity for children to evaluate their own progress in speed, comprehension and ability to read orally in 24 classrooms.
5. Toward improved understanding of children through child study
  - a. An attitude on the part of teachers that "bad" behavior is a symptom of something wrong, that should be discovered and corrected if possible
  - b. Children being studied in the majority of classrooms, by means of case studies, tests, and home visits
6. Toward a well-planned physical education and health program
  - a. Physical education planned and supervised as conscientiously as other lessons by about half our teachers
  - b. Discovery of 4,002 defects
  - c. Correction of 720 of these

7. Toward a functional guidance program in the high schools
  - a. Definitely organized guidance program in 3 of the 4 high schools
  - b. Provision for studying the needs of children through the following methods, in all 4 high schools:
    1. Interviews
    2. Tests
    3. Case studies
    4. Interviews with parents

## II. Suggested Objectives for Next Session

A majority of our teachers have indicated a desire for a 4 day work-shop next session, rather than the Saturday meetings we had this session. A large majority of them suggested that at that workshop we work on an outline of work in all subjects for each grade, based on the State Course of Study, but made more specific in terms of the needs of the children and the textbooks and other materials in Loudoun County. The preparation of this outline is my suggestion for an objective for next session.

## III. Community Activities Engaged in During the Present Session

- A. Leader of a study group on county government for the League of Women Voters
- B. Substitute teaching in Sunday School
- C. Member of hospitality committee of Business and Professional Women's Club
- D. Member of Fine Arts Committee of Loudoun County Women's Club
- E. Bridge parties, teas and other social gatherings

## Descriptive Report-June

Note: Roman numeral I of this report is almost the same as parts A and B of my January report, except that I have revised and expanded ~~on~~ it.

### I. Summary of Progress

#### A. Procedures used

1. Formation of objectives
  - a. Discussion at group meeting of elementary teachers
  - b. Further discussion by committee of teachers  
Placing record of conclusions of committee in the hands of all teachers
2. Working toward objectives
  - a. Discussion at professional faculty meetings
  - b. Self-check list
  - c. Faculty-supervisor meetings in all schools, devoted to a discussion of yearly, topical and daily planning
  - d. Teacher reports on sections of the course of study and on professional books
  - e. Work of library, objectives and music committees of the Loudoun Educational Association
  - f. Conferences with teachers on classroom procedures which will help in the realization of objectives
  - g. Intervisitation and demonstration lessons
  - h. Visits from state ~~conferences~~ *supervisors*
  - i. Conferences with principals on school problems
  - j. Faculty-supervisor meetings at end of year, evaluating progress made toward objectives

#### B. Evidences of progress

1. Toward professional growth of teachers
  - a. Marked improvement in the classroom procedures of 18 elementary teachers
  - b. Holding of 220 professional faculty meetings in all schools
  - c. Reading of 314 professional books by teachers this session
  - d. Reports on 21 of these in faculty meetings
  - e. Membership of 14 teachers in the N.E.A.
  - f. Definite personal action to endorse Mr. Lancaster's appropriation request by 195 teachers and parents
  - g. Conscientious reading and thinking about pupil reports on the part of teacher committee
2. Toward Cooperation between school and community
  - a. Frequent articles in local papers about 16 of our 21 schools
  - b. Formation of 2 new P. T. A. organizations
  - c. Continuation of P. T. A. organizations in 14 schools
  - d. Invitations to board members to attend 13 schools
  - e. Frequent visitation by parents in 12 schools
  - f. Regular assistance with hot lunch program by about 160 parents
3. Toward increased emphasis on health and physical

fitness

- a. Physical inspection of all children by teachers, discovering **3649** defects
  - b. Inspection of **1,333** and examination of **176** children by county health department
  - c. Correction of **606** defects
  - d. 30 minute Physical Education period in all schools
  - e. Conscientious and constructive carrying out of the state Physical Ed program in about 75% of our schools
  - f. Classroom work on safety and health in all schools
  - g. Daily health inspection in most classrooms
  - h. Faculty meetings with Mr. Richardson in 3 schools
  - i. A or B type lunch program in 13 schools
  - j. One dish hot lunch program in 2 schools, using funds donated by county tuberculosis association
4. Toward promotion of true patriotism, to the extent that pupils will make sacrifices to aid in the war effort
- a. Stamp sales, salvage programs and Red Cross work in all schools
  - b. Emphasis on conservation in all classrooms
  - c. Emphasis on progress of the war and post-war planning in many upper-grade classrooms
5. Toward practice of the habits of good citizenship in the classroom
- a. Daily planning with children in about 25 % of elementary classrooms
  - b. Assuning by children of all possible responsibilities in the operation of about 25% of our elementary classes
  - c. Having group work in which children are responsible for planning and carrying out and reporting on their work in about 25% of our elementary classes
6. Toward enrichment of the curriculum to more nearly meet the needs of all children
- a. Adapting reading to each child's ability in about 65% of the elementary classrooms
  - b. Having music in about 75% of the rooms
  - c. Having drawing in about 75% of the rooms
  - d. Having creative writing and dramatics in about 50% of the rooms
  - e. Providing for individual differences in teaching subject matter skills in about 20% of the elementary classes

## Summary of Progress- June, 1945

## I. Summary of Progress

## A. Procedures used

1. In formulating objectives
  - a. Discussion of needs of Loudoun County children by committee of teachers and supervisor
  - b. Decision that the weakest part of our program is the Physical Education and Health program
  - c. Formulation of the objectives, a copy of which I attached to my report of September
2. In working toward objectives
  - a. Series of four faculty meetings
    1. Distribution of mimeographed copies of objectives
    2. Group discussion and adoption
  - b. Professional meetings in schools, to make plans for carrying out objectives
  - c. Emphasis on importance of the Physical Education period by superintendent, principals and supervisor
  - d. Audiometer survey of 1,789 children, 3d grade through h.s.
  - e. Visit to 7 schools and suggestions to teachers, superintendent and supervisor by Mr. Richardson
  - f. Later visit to 3 schools by Mr. Richardson
  - g. Series of 3 faculty meetings in April, during which reports on the Physical Education program, lunch program, and program of classroom instruction in health in various schools were made and evaluated. Plans were made to try to correct weak spots between then and the end of the session
  - h. Chest clinic

## B. Evidences of progress

1. In the Physical Education program
  - a. Physical Education period of at least 30 minutes in all schools
  - b. Supervision of children during this period by all teachers except 4
  - c. Careful planning of this period by teachers and children in about 3/4 of our classes
  - d. Emphasis on character training by means of fair competition, cooperative planning, and constant stress on friendliness and good sportmanship in about 3/4 of our classes
  - e. Provision of time for regular practice in skills, organized games, and calisthenics in all the elementary classes except 4
  - f. Check on Physical Education cards by principals of 18 of our 19 schools
  - g. Keeping of these cards up to date in 16 of these schools
  - h. Health Day in May in 11 schools



2. In the lunch program
  - a. Lunch program in 14 schools
  - b. Serving of Hemo to underweight children in 11 schools
  - c. Use of federal aid by 12 schools
  - d. Regular help in lunchroom by about 65 parents
  - e. Large share of responsibility by children in operation of the lunchrooms, through helping to plan menus, preparing and serving food, and setting up standards of behavior
  - f. Provision of training in table etiquette and in conservation by avoiding waste in all lunch rooms
  - g. Transformation of basement rooms into attractive dining rooms in 3 schools
3. In classroom instruction
  - a. Encouragement of good health habits through interesting reading, discussion and activities in most classrooms
  - b. Physical inspection of all children
  - c. Reports to parents of all children who had defects in 18 schools
  - d. Follow-up by teachers to see that defects are being treated in 18 schools
  - e. Discovery of 2,413 defects
  - f. Correction of 671 of these
  - g. Active S.C.A. Health committee in 12 schools
  - h. Daily rest period in about  $\frac{1}{2}$  of the elementary classrooms
  - i. Daily rest period lying down in 2 classrooms
  - j. Discovery of hearing loss of 175 children in the audiometer survey
  - k. Follow-up of these through notes to parents and special consideration in the classroom
  - i. Medical treatment of 20 of these ( This low number is partly due to the fact that tonsil operations, etc., have been postponed until summer. Then, too, because of illness, I did not retest in several schools and teachers were sure that some of these were not cases of hearing loss, and needed no follow-up.

## II. Plans for Summer Work

- A. Study of all new text books
- B. Participation in the guidance work program in Detroit, if my application is accepted
- C. Study of articles and books on audio-visual aids to teaching

### III. Plans for Next School Session

I hope that we can continue to emphasize and improve our Physical Education and Health program.

Much professional study and discussion will be necessary in order that we may make the most of the material which will be purchased through the state appropriation.

At our spring meetings, all teachers expressed a desire to lay particular emphasis on our reading and speech program.

This year I had hoped that teachers would spend more time in planning with children and in personal preparation. I have failed in this, and think perhaps it was a mistake to emphasize planning as an end, instead of as a means. Perhaps next session, as we work toward an improved reading and speech program, the importance of pupil-teacher and teacher planning can be emphasized.

I hope that next session I can arrange more opportunities for my teachers to observe in other classes.

I believe that our children would benefit from a systematic testing program. Perhaps we can work toward that next session.

1. Should we have a county-wide policy on promotions, or should each school carry out the opinion of its faculty members?
2. Is retention in a grade a serious matter to a child and his parents?
3. Do teachers expect the teacher of the previous grade to send her children who have attained a definite scholastic standard? Should they?
4. What are the advantages of retaining all children until they attain a definite scholastic standard? What are the disadvantages of such a policy?
5. Should high schools issue various types of certificates, such as vocational and academic?
6. How can the teacher help to make retention helpful to the child?
7. What criteria should we set up in determining whether a child should be retained or not?

SCHOOL	PROMOTION	RETAINED	Per Cent of RETENTIONS
Aldie	199	21	10
Ashburn	157	32	17
Arcola	97	1	1
Bluemont	75	7	8
Hamilton	104	5	5
Hillsboro	103	16	13
Leesburg	465	103	18
Mountain Gap	23	7	23
Lincoln Grade	114	5	4
Lincoln High	181	29	14
Lovettsville	275	37	12
Lucketts	80	20	20
Middleburg	107	12	10
Purcellville	205	7	3
Round Hill	98	16	14
Sterling	64	5	7
Waterford	72	6	8

GRADE	PROMOTED	RETAINED	Per Cent of RETENTIONS
1	292	68	13
2	299	35	10
3	299	37	11
4	283	31	10
5	287	25	8
6	246	30	11
7	228	22	9
8	186	41	18
9	140	21	13
10	115	21	15
11	<u>107</u>	<u>4</u>	<u>4</u>
TOTAL	2482	335	12

December 4, 1945

LOUDOUN COUNTY SCHOOL BOARD

Leesburg, Virginia  
November 10, 1945

Dear Coworker:

Most of us decided, at the faculty meetings which were held recently in all schools for the purpose of discussing the report of the objectives committee, that we would make a special study of one child, that through this study we might gain a better understanding of all children and develop greater skill in studying them. "Studying children doesn't mean classifying and pigeon-holding them; it means looking at them scientifically and accumulating enough facts to help us understand why they are as they are and what should be done about it." /.

Outlines for study, suggested by teachers, varied in different schools, but in general went something like this:

- I. A brief description of the child, including his age, physical condition, mental ability, and previous school experience.
  - II. A description of his home background.
  - III. A summary of the significant items taken from the record which should be kept from day to day, or at least from week to week, of things which the child has said or done.
  - IV. A description of his needs.
  - V. An explanation of what has been done to meet these needs.
- Please call on me to send or bring you the books listed in the attached bibliography on child study. One of these and one of the reading books listed on the report of the objectives committee should be read by all of us, and discussed at faculty meetings.

Mr. Pence, high school counselor for Northern Virginia, will be at the Purcellville School at 3:30 on Tuesday, December 4, to discuss child study with us. If you can come, I believe you'll find him most helpful. High schools will close at 2:45, and grade schools at 3:00 on that day.

Bibliography on Child Study

1. Children from Seed to Saplings, by Reynolds  
This book will, I believe, help you more than any we have. It describes children of various age levels, and contains a chapter called "Techniques for Studying Children," that should be read carefully by everyone.
- An Introduction to Child Study, by Ruth Strang  
This book has three purposes. First, it tells us the kind of behavior that can be expected from children of a given age. Second, it shows us how to study children scientifically. Third, it explains how children acquire their ways of acting, thinking, and feeling, and so helps us to guide them.
- The Child: His Nature and His Needs, by O'Shea  
This is a series of articles on child psychology and methods of promoting mental, emotional and physical welfare.
- The Child from One to Twelve, by Arlitt  
Although this is written from the Parents' angle, it is very valuable in the help it gives in understanding and dealing with children.
- Emotion and the Educative Process, by Prescott  
This is rather heavy going, but the chapter on "Personality Needs and Frustrations" is well worth the effort involved in digesting it.
- Parents Look at Modern Education, by Bain  
This explains modern elementary school procedure, and describes characteristics of child growth.
- Virginia Course of Study  
The findings about children which are listed under grade materials should be restudied.

Helen M. Haertel  
Elementary Supervisor

December 6, 1945

Dear Coworker,

I am glad that so many of you were able to hear Mr. Pence on Tuesday. Perhaps you'd like to have a brief outline of his remarks about child study. The following is my idea of the most important points he made:

I. Why We Study Children

- A. All children have adjustments to make. We must understand them in order to help them make these adjustments.
- B. We study them in order to improve their health.
- C. We study them in order to individualize instruction.
- D. We study high school children in order to guide them in their choice of subjects, college and vocation.
- E. In general, we study children because the best teacher is the one who knows her children best.

II. Where We Secure Information

- A. From observation, recorded in the form of an anecdotal record. This should give actual incidents, rather than the opinion or interpretation of the teacher.
- B. Home visitation is most important. We should know the family situation, the cultural resources of the home, and the duties of the child.
- C. Records
- D. Tests

III. Why We Begin With One Case Study

- A. In studying one child, we become more aware of the needs and personalities of all children.
- B. Making one case study is the simplest way of learning techniques used in studying children.

During December and January, I should like to have faculty conferences in which we can discuss your case study as far as you have gone.

Referring to my letter of November 10th, please have a record of items I and II of that outline complete, and on scrap paper have a few descriptions of things which the child has said or done - number III on the outline. I will call principals and arrange a time which will be convenient for you.

Cordially,

Helen M. Haertel  
Elementary Supervisor

HMH:LC

Progress Report- January, 1946

Helen Haertel

Loudoun County

I. Procedures Used

A. In setting up objectives

1. County teachers' meeting last spring, at which teachers expressed the opinion that our main objective for this session should be an improvement of our reading and speech program
2. Preliminary conference with Miss Ware
3. Conference with Miss Ware and other members of the objectives committee of teachers
4. Formulation of attached list of objectives at county teachers' meeting in September, under the guidance of members of the objectives committee.

B. In working toward objectives

1. Faculty-supervisor meetings in all schools, at which mimeographed copies of the year's objectives were distributed and discussed
2. Individual teacher-supervisor conferences following observation of reading classes, at which progress toward attainment of objectives was evaluated
3. Initiation of a child-study program in all schools. Teachers are making an intensive study of 1 child
4. County teachers' meeting, at which Mr. Pence gave us suggestions for studying children
5. Faculty-supervisor conferences in all schools to discuss and evaluate the child-study program

6. Conferences between visiting teacher and teachers about the child study program
7. Conferences between Miss Stoddard and the teachers in 5 schools on speech problems, following Miss Stoddard's work with children
8. A testing program in grades 3-7 in most schools. Of course, the 3d and 6th grade state tests have been given in all schools

## II. Evidences of Progress

Studies of individual children by almost all of our teachers, leading to the following:

1. An increased number of home visits
  2. An attitude of trying to understand and treat causes rather than symptoms
- B. Grouping of children for reading in most classrooms
  - C. Individual work with children having speech defects in most classrooms
  - D. Use of test results to diagnose needs and weaknesses of individuals and classes
  - E. Greater emphasis on phonics, in connection with reading in the second and third grades. 1st grade teachers plan to begin some phonics instruction as soon as they feel their children are ready to profit from it. Upper grade teachers are trying to give individual instruction in phonics where it is needed
  - F. Greater emphasis on reading for comprehension before oral reading is done in all grades

- G. Increased ability of children in the upper grades to conduct and take part in discussions and make oral reports
- H. Presentation of several programs which have increased poise and speaking ability of children, and have won a favorable response from the public
- I. Increased enjoyment of recreational reading by children in several classrooms
- J. Improvement in ability of children to use reference books in several classrooms

### III. Problems Encountered

- A. Uncertainty as to just how to use anecdotal records made by the teachers in studying children. Help in this problem was received at the last meeting of the Northern Virginia Supervisors.
- B. Attempting to instruct beginners in reading before they are ready. Mrs. Williams said readiness tests from the state department might be available to all divisions who request them next fall. I believe that studying these tests, administering them and attempting to make good use of the results will help us to improve our understanding of reading readiness- what it means and how it can be developed



## January Description of Progress Report

Helen Haertel

Loudoun County

### I. Procedures Used

- A. Individual conferences between teachers, principals and supervisor last spring to decide which needs of our children and schools should be emphasized during the present session.
- B. Letter and questionnaire to all teachers last July. This explained the plan to form study groups for this session and called for selection of topics by individuals.
- C. Organizing study groups on paper. Each teacher was assigned to the topic of his first or second choice. Following are the names of the groups:
  1. Better provision for exceptional children
  2. Wise use of audio-visual aids
  3. An efficient reading program in the primary grades
  4. An efficient reading program in the elementary grades
  5. Improved understanding of children through child study
  6. A well-planned physical education and health program
  7. A functional guidance program in the high school
- D. Selection of group leaders.
- E. Planning with these leaders for group meeting at the pre-school county meeting.
- F. Talk by Miss Henson at the meeting on how to conduct successful study groups.
- G. Short group meetings for the purpose of organization and planning. Mr. Pence and Miss Henson helped with this.
- H. County meeting in October. Mr. Wake spoke on greatest needs in the field of education in Virginia. Study groups' activities were as follows:
  1. Better provision for exceptional children - discussion of how to help mentally handicapped children, plans for reading and thinking before the next meeting.
  2. Wise use of audio-visual aid - instruction in use of projectors, showing of a sound film, illustrating desirable educational techniques.
  3. An efficient reading program in the primary grades - explanation of a reading readiness test. Members of the group were given the test by the leader.
  4. An efficient reading program in the elementary grades - the leader of the group asked those of her children who lived in town to come for a demonstration lesson, illustrating handling of ability groups on elementary levels. This lesson was discussed and criticized by the group.

5. Improved understanding of children through child study. Mr. Wake served as consultant in this group. Techniques of child study were discussed.
6. A functional guidance program in the high school - the guidance counselor of the Leesburg School explained her set-up, followed by discussion.
7. A well-planned physical education and health program - the county health officer discussed with the group ways of cooperation between the health department and the schools.

I. County institute in November, led by Major Graves.

J. County meeting in January. Mr. J. L. McCaskill of the National Education Association spoke on the choosing, administering and interpreting of tests. Study groups' activities were as follows:

1. Better provision for exceptional children - discussion of improved provision for physically handicapped children. Miss Jane Stoddard served as consultant.
2. Wise use of audio-visual aids - discussion of darkening classrooms, and planning for wise use of films. Mr. Johnson served as consultant.
3. An efficient reading program in the primary grades - experience charts were discussed, examples were shown and explained by most members.
4. An efficient reading program in the elementary grades, individual case studies of children with reading problems were given and discussed.
5. Improved understanding of children through child study and a functional guidance program in the high school - these two groups met together with Mr. Eagle as consultant. He discussed with the groups a case which illustrated the use of guidance techniques.
6. A well-planned physical education and health program - the group discussed the problems involved in carrying out a physical education program during the winter months.

K. Letter from chairmen to members of groups between meetings, suggesting reference reading and instructional procedures.

L. Classroom observation by supervisor, followed by individual conference.

M. Evaluative questionnaire on objectives sent to principals.

## II. Evidence of Progress

A. Toward better provision for exceptional children.

1. Of 329 mentally retarded children, 296 are given reading lessons on their own ability levels, 267 are being provided with other types of work in which, with a reasonable amount of effort, they are able to succeed, and 255 are placed in groups in which they are not out of place socially.
2. Of 168 mentally superior children, 166 are provided with opportunity and incentive to work to full capacity, through

extra assignments, wide reading, and creative work in art and writing.

3. Of 66 physically handicapped children, special provision for rest, food and physical exercises is made for 50.

B. Toward wise use of audio-visual aids

1. In 7 out of 17 schools, all the teachers know how to operate all the projectors which are available.

2. In 16 of the schools, films that are shown for the most part correlate with some study being carried on in the classroom.

3. In 16 of the schools, pupils have in mind definite things to find out from the film.

4. In 16 of the schools, some type of check-up is made after the film is shown, to find out whether the children have learned these things.

5. In 10 of the schools, teachers are using the projectors whenever their teaching can be improved by doing so.

C. Toward an efficient reading program in the primary grades

1. Careful consideration given to a child's readiness to read before an attempt is made to teach him to read, in all 1st grade rooms.

2. Children work in groups small enough so that each one is reading on his own ability level in all rooms.

3. Experience charts used by all teachers as a means of teaching reading.

4. Comprehension rather than word calling emphasized in all classrooms, by means of:

a. Provision for a purpose in reading, such as reading to find out something definite.

b. A stimulation of interest before reading, through discussion

c. Dramatization

d. Silent reading and some check on comprehension, before oral reading is done.

5. About half the primary classrooms show that children have varied opportunities to read, including:

a. Specific daily plan on the blackboard

b. Charts

c. Labels and labeled pictures

D. Toward an efficient reading program in the elementary grades

1. Children being taught reading skills, grouped according to ability, in 29 out of the 46 classrooms.

2. Emphasis on comprehension rather than word-calling by means of:

a. A stimulation of interest before reading, through discussion of previous study along the same line, in 36 classrooms.

b. Provision for a purpose in reading, such as reading to find out definite things, or reading to get information about some topic which the child is writing or studying about, in 39 classrooms.

c. Silent reading and some check on comprehension

oral reading is done, in 37 classrooms.  
3. Opportunity for children to evaluate their own progress in speed, comprehension and ability to read orally in 23 classrooms.

E. Toward improved understanding of children through child study.

1. An attitude on the part of teachers that "bad" behavior is a symptom of something wrong, that should be discovered and corrected if possible.
2. Children being studied in the majority of classrooms, by means of case studies, tests, and home visits.

F. Toward a well-planned physical education and health program

1. Physical education planned and supervised as conscientiously as other lessons by about half our teachers.
2. Discovery of 2, 689 defects
3. Correction of 341 of these

G. Toward a functional guidance program in the high schools

1. Definitely organized guidance programs in 3 of the 4 high schools
2. Provision for studying the needs of children through the following methods, in all 4 high schools:
  - a. Interviews
  - b. Tests
  - c. Case studies
  - d. Interviews with parents

### III. Problems Encountered

- A. Difficulty of darkening classrooms for the showing of films
- B. Difficulty of arranging a time for teachers to preview films.
- C. Lack of equipment, space and teaching personnell sufficient to offer a wide variety of subjects to provide for the needs of exceptional children.
- D. Lack of sufficient planning on the part of teachers, because of home duties and the necessity in many cases of riding the school bus.
- E. Difficulty of some of our adopted texts for country children.
- F. Difficulty of helping parents understand why reading should be deferred for some children.
- G. Difficulty of working with high school children on their ability levels, because of lack of reading materials, shortness of period, and the fear of being different which is characteristic of adolescents.

## QUESTIONS AND ANSWERS ON PROMOTIONAL POLICY

1. Should we have/<sup>a</sup>county-wide policy on promotions, or should each school carry out the opinion of its faculty members?

Some county-wide policy should be set up so that there will be some uniformity of procedure. In the final analysis, however, each child constitutes an individual case and no rule can be used to determine whether being retained in a grade will be to his advantage or not.

It was the uniform opinion of the group that some failing grades should be given to a child whose promotion is in doubt.

2. Is retention in a grade a serious matter to a child and his parents?

Yes, it is, and deserves our most serious consideration.

3. Do teachers expect the teacher of the previous grade to send them children who have attained a definite scholastic standard? Should they?

There are certain skills set up in the Course of Study and in the textbooks which teachers expect the average and superior child to have mastered. Of course, there are in most classes retarded children for whom special provision must be made and who cannot be expected to have attained any set academic standard.

4. What are the advantages of retaining all children until they attain a definite scholastic standard? What are the disadvantages of such a policy?

The only possible advantage of such a policy would be that to some extent children would be uniform in their academic achievement and could all be taught in one group. This advantage would be far outweighed by the fact that the lower grades would be populated with over-age children who would in many cases be seriously maladjusted socially. These children would develop inferiority feelings which would act as barriers to their growth and development. In many cases, because of their social maladjustment, they would have a detrimental influence on other children.

5. Should high schools issue various types of certificates, such as vocational and academic?

The high school principals felt that this would be a good idea if we had enough courses other than academic to justify such certificates. It was felt that our schools fail to offer what they should to any children except those that are able to succeed in academic courses.

6. How can the teacher help to make retention helpful to the child?

It is important that the cooperation of the parents be secured if possible. The child should be helped to see that retention in a grade does not mean failure, but an opportunity to strengthen his foundation for future grades. If the teacher varies the curriculum

to suit the needs of individuals, there will be less danger of the child's becoming bored by repetition of lessons which he has already attempted.

7. What criteria should we set up in determining whether a child will be retained or not?

The one criterion to consider is whether or not the individual child will benefit by retention. In making this decision, these things should be considered:

1. Social Adjustment
2. Age
3. Academic Achievement
4. Attendance
5. Effort
6. Opinion of the Parent
7. Opinion of the child, and his sensitivity to discouragement
8. Opinion of the teacher who would probably teach him the next session and of high school principal or guidance director in case of children who would go to the high school or 8th grade at high school.

E:H:C

Leesburg, Virginia  
September 6, 1946

Dear First Grade Teacher:

Since my short but lively experience as a first grade teacher the summer before last, I have been filled with admiration and respect for you, and often wish I could do more to help you in your very important work.

Right now, you are thinking and planning about "reading readiness". The study group in primary reading has planned to try to reach a decision at their next meeting as to how we can tell when a child is ready to read. At this time of the year, we know at least that we are not ready to start teaching reading, until we have exposed all children to readiness activities.

One of our first grade teachers suggested that I read the list of suggestions for classes in reading readiness given in a test published by the Houghton Mifflin Company, written by Marion Monroe. Many of them were new to me, and perhaps some of them will be new to you, too. They are as follows:

I. Suggestions for developing visual abilities:

1. Place several small familiar objects on a table, covered by a cloth or paper. Remove cover, exposing objects for a few seconds. Replace cover and ask children to name as many objects as they can recall. Gradually increase the number of objects exposed.
2. Place several objects under the cover of the table. Expose for a few seconds. Have children close eyes while one object is removed. Rearrange the remaining objects. Expose again while the children try to recall which object is gone.
3. Expose a simple pattern for a few seconds. Remove and have children draw from memory.
4. Expose a picture containing a number of items. Remove and have children tell as many things as they remember seeing.
5. Describe some object and have children guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes." etc. Have children try to visualize while object is being described. Describe the clothes and appearance of some child until children can guess who is being described.
6. Have children match objects, colors, numbers, words, etc.
7. Put together simple jig-saw puzzles.
8. Have children count or name rows of objects from left to right.

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2. Place several objects under the cover of the table. Expose for a few seconds. Have children close eyes while one object is removed. Rearrange the remaining objects. Expose again while the children try to recall which object is gone.
3. Expose a simple pattern for a few seconds. Remove and have children draw from memory.
4. Expose a picture containing a number of items. Remove and have children tell as many things as they remember seeing.
5. Describe some object and have children guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes." etc. Have children try to visualize while object is being described. Describe the clothes and appearance of some child until children can guess who is being described.
6. Have children match objects, colors, numbers, words, etc.
7. Put together simple jig-saw puzzles.
8. Have children count or name rows of objects from left to right. Count with the finger; then count with the eyes alone.
9. Have children learn to recognize and copy their own names.

II. Suggestions for developing auditory abilities:

1. Listen to jingles and nursery rhymes, especially those which emphasize a particular sound, as Bye-Baby-Bunting, Hickory-Dickory-Dock, etc. Choral speaking of rhymes and poems is helpful.
2. Listen for words beginning with the same sound. Children try to suggest other words beginning with that sound. Give a number of words beginning with the same sound and then give one beginning with a different sound, as: man, money, mother, milk, many, sled. Children try to raise hands as soon as the "different" word is pronounced. Do the same with rhyming words.
3. Make a chart containing pictures of objects beginning with the same sound. Children point to each picture, naming it and listening for the beginning sound.
4. Give oral directions involving two commissions, then three, then four or five. "Put a pencil on the table, hop around the room, and then stand by the desk." Children watch to see if the child succeeds in doing all the commissions; if he forgets one, another child tries until one child succeeds.



4. Have a record of current events, a "news" period.
5. Encourage children to bring toys, pets, etc., to school and talk about them. Encourage children to talk about their interests.
6. Make a game for adverbs. Walk quickly, slowly, sadly, quietly, noisily, happily, etc.
7. Make a game for prepositions. Put an object in, on, under, beside, below, above, behind, the box.
8. Make a game for adjectives. Find a number of different balls, etc. Have the children bring the blue, red, big, little, striped, smooth, hard, or soft, ball, etc. Pretend you are big, little, brave, happy, unhappy, kind, old, young, etc. Describe objects, each other, clothes, etc.
9. Make a game for verbs. Walk, run, hop, work, play, etc. Question the children; what can a boy do, a girl, a mother, a father, a dog, a tiger, etc.

We have ordered for each first grader a reading readiness test and an intelligence test which should be available before time to introduce the pre-primer. These will be mailed to you as soon as they arrive.

With very best wishes for a happy and successful year with Mac and Muff and Bob and Nancy, I am

Most sincerely yours,

*Helen M. Haertel*  
Helen M. Haertel  
Director of Instruction

HMH:lc

**COUNTY SCHOOL BOARD**  
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MISS RUTH M. EMERICK, CLERK

August 28th, 1946

Dear Co-Worker:

On August 12 a letter was mailed to you asking for your 1st, 2nd and 3rd choice of topics for study during the coming school session. Several answers were received unsigned. Perhaps yours was one of those. In any case, I did not have your choice. Would you send it at your earliest convenience? Thanks a lot.

Here is the list, again.

1. Planning and carrying out an effective H. S. guidance program
2. Helping exceptional children
3. Physical and Health Education
4. The reading program in the primary grades
5. Studying children
6. The reading program in the elementary grades
7. Audio-Visual education
8. The school and the community
9. Libraries and other H. S. reading problems

Sincerely yours,

*Helen M. Haertel*  
Helen M. Haertel

Director of Instruction

HMH:lc

Leesburg, Virginia

September 17, 1946

Dear Teacher and Principal:

Because of a conflict with the District H meeting, the date of our first meeting has been changed to Saturday, September 28th, at the Leesburg School, from 9:30 until 12:00. Mr. Orville Wake, Director of Elementary Education, will speak to us and then serve as consultant in the meeting of study groups which will follow.

The November meeting will be held in two sections. Mr. Howard Richardson, Assistant Supervisor of Physical Education, will meet with the faculties of the Bluemont, Round Hill, Hillsboro, Lovettsville, Purcellville, Lincoln Grade, Lincoln High and Hamilton Schools at Purcellville from 9:30 to 12:00 on Saturday, November 9. He will meet with faculties from the Leesburg, Waterford, Middleburg, Ashburn, Sterling, Aldie and Mountain Gap Schools at Leesburg from 9:30 to 12:00 on Saturday, November 16.

The third meeting will be held at Purcellville on the 25th of January and the fourth at Leesburg on the 22nd of March. All of these dates except the first are tentative and further notices will be sent out about them.

Reading material in connection with your study group topic is available at the office and from your group chairman.

Sincerely yours,

*Helen M. Haertel*  
Helen M. Haertel

Director of Instruction

HMH:lc

## Progress Made Toward Realization of Objectives

### I. Procedures Used

- A. In formulating objectives
  - 1. Discussion of needs of Loudoun County children by committee of teachers and supervisor
  - 2. Decision that the weakest part of our program is the Physical Education and Health program
  - 3. Formulation of the attached list of objectives
- B. In working toward objectives
  - 1. Series of 4 faculty meetings
    - a. Distribution of mimeographed copies of objectives
    - b. Group discussion and adoption
  - 2. Professional meetings in schools, to make plans for carrying out objectives
  - 3. Emphasis on importance of Physical Education period by principals and supervisor
  - 4. Audiometer survey of all children, 3d grade through h. s., to be followed up by notes to parents of children with defective hearing, and a clinic for those unable to pay a specialist
  - 5. Visit to 7 schools and suggestion to teachers, superintendent and supervisor by Mr. Richardson

### II. Evidences of Progress

- A. In Physical Education Program
  - 1. Physical Education period of at least 30 minutes in all schools
  - 2. Supervision of children during this period by all teachers except 4
  - 3. Careful planning of this period by teachers and children in about 2/3 of our classes
  - 4. Emphasis on character training by means of fair competition, cooperative planning and constant stress on friendliness and good sportmanship in about 2/3 of our classes
  - 5. Provision of time for regular practice in skills, organized games, and calisthenics in all the elementary classes except 4
  - 6. Check on Physical Education cards by principals of 11 of our 19 schools
- B. In the Lunch Program
  - 1. Lunch program in 14 schools
  - 2. Serving of Hemo to underweight children in 11 schools
  - 3. Use of Federal Aid by 12 schools
  - 4. Regular help in lunchrooms by about 60 parents
  - 5. Large share of responsibility by children in operation of the lunchrooms, through helping to plan menus, preparing and serving food, and setting up standards of behavior
  - 6. Provision of training in table etiquette, and in conservation by avoiding waste, in all lunch rooms

- C. In classroom instruction
1. Encouragement of good health habits through interesting reading, discussion and activities in most classrooms
  2. Physical inspection of all children
  3. Reports to parents of all children who had defects in 13 schools
  4. Follow-up by teachers to see that defects are being treated in 12 schools
  5. Discovery of 2,365 defects
  6. Correction of 393 of these
  7. Active S. C. A. health committee in 10 schools
  8. Daily rest period in about  $\frac{1}{2}$  of the elementary classrooms
  9. Daily rest period lying down in two rooms

### III. Problems Encountered

- A. Difficulty of securing helpers for school lunch program in 1 community
- B. Lack of space and equipment for school lunch program in 2 schools
- C. Unwillingness and inability of many teachers to spend time outside of school making plans, checking physical cards etc.
- D. Lack of adequate athletic equipment in many schools
- E. Unwillingness of many parents to have children go outdoors in winter weather
- F. Lack of training and ability of teachers and supervisor in the field of Physical Education
- G. Lack of space in which children can lie down to rest
- H. Difficulty of securing dental care for under-privileged children

Progress Report for June, 1946

Helen Haertel

Loudoun County

I. Summary of Progress

A. Procedures used

1. In setting up objectives

- a. County teachers' meeting last spring, at which teachers expressed the opinion that our main objective for this session should be an improvement of our reading and speech program
- b. Preliminary conference with Miss Ware
- c. Conference with Miss Ware and other members of the objectives committee of teachers
- d. Formulation of objectives ( copy attached to January report) at county teachers' meeting in September, under the guidance of members of the objectives committee

2. In working toward objectives

- a. Faculty-supervisor meetings in all schools, at which mimeographed copies of the year's objectives were distributed and discussed
- b. Individual teacher-supervisor conferences following observation of reading classes, at which progress toward attainment of objectives was evaluated
- c. Initiation of a child-study program in all schools. Teachers made an intensive study of one child
- d. County teachers' meeting, at which Mr. Pence gave us suggestions for studying children
- e. Faculty-supervisor conferences in all schools to discuss and evaluate the child study program

- f. Conferences between visiting teacher and teachers about the child study program
  - g. Conferences between Miss Stoddard and the teachers in 5 schools on speech problems, following Miss Stoddard's work with children
  - h. A testing program in grades 3-7 in most schools. Of course, the 3d and 6th grade state tests have been given in all schools
  - i. Conferences with teachers on how to use test results in understanding and helping children
  - j. Use of choral reading in Music Festivals
  - k. Teacher-supervisor conferences in the spring, to evaluate progress made toward attainment of the year's objectives
- B. Evidences of Progress
1. Studies of individual children by almost all of our teachers, leading to the following:
    - a. An increased number of home visits
    - b. An attitude of trying to understand and treat causes rather than symptoms
    - c. An understanding of some principles of growth and their importance in working with children
  2. Grouping of children for reading in most classrooms
  3. Individual work with children having speech defects in most classrooms
  4. Use of test results to diagnose needs and weaknesses of individuals and classes
  5. Greater emphasis on reading for comprehension before oral reading is done in all grades
  6. Greater emphasis on phonics, in connection with reading in the 2nd and 3d grades. First grade teachers began phonics

instruction as soon as they felt their children were ready to profit from it. Upper grade teachers tried to give individual instruction in phonics where it was needed.

7. Increased ability of children in the upper grades to conduct and take part in discussions and make oral reports
8. Presentation of several programs which have increased poise and speaking ability of children, and have won favorable response from the public
9. Increased enjoyment of recreational reading by children in most classrooms
10. Improvement in ability of children to use reference books in most classrooms
11. Improvement in reading ability of most children
12. Increased attractiveness of most classrooms, because of exhibits, library corners, etc.
13. Increased ability of children to attack new words independently
14. Increased number of unsolicited book reports of various types

## II. Plans for Summer Work

- A. Cataloguing and arranging film strips for high school libraries
- B. Planning for study groups to be held next session
- C. Reading, mainly devoted to child study, audio-visual aids, and reading instruction
- D. Attendance for two days at work shop at Fredericksburg
- E. Teaching in Arlington County Summer School



### III. Plans for Next School Session

I hope that we will carry on several study groups next year, which will help us to better understand and help our children. In conferences this spring, teachers have suggested such subjects as audio-visual aids, reading readiness, physical education, music and art; child study. We plan to organize these groups at our preschool meeting. The subjects, references, and suggested questions in the Handbook for Study in the Development of a Virginia Elementary School Manual should be used a lot in these groups.

Leesburg, Virginia  
November 6, 1946

Dear

A meeting of first-grade teachers will be held at the Hillsboro School at 4:00 o'clock on Tuesday, November 19th. You are invited, not requested, to attend. The purpose of the meeting will be to discuss the following problems:

What should be done with the child who is not yet ready to read?

How far along in their reading should superior, average and slow groups be?

How much progress should be made in number work by the end of the first semester, and what are the best ways of achieving this?

At this meeting, intelligence tests for first-graders will be distributed and explained.

I should like to know how many of you could attend the meeting. Would you fill in and return to me by November 12 the following form?

Cordially,

*Helen M. Haertel*

Helen M. Haertel  
Director of Instruction

HMH:lc

-----  
Your Name:

Do you plan to attend the meeting?

If your answer is no, would you come if transportation could be arranged for you?

Please state any problems, besides the ones listed above, that you would like to discuss.

**COUNTY SCHOOL BOARD**  
**OF LOUDOUN COUNTY**  
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MISS RUTH M. EMERICK, CLERK

January 2, 1946

Dear Principal:

The time has come for my semi-annual supervisory report to the State Department of Education. There are probably several reasons why this report is required but I believe the most important one is that making it out will require self-evaluation. In the same way, the help that I need from you should, incidentally, serve as an instrument of self-evaluation for you and your teachers. I hope that you will use my questions in that way and that you will plan to give increased emphasis during the rest of the session to the areas in which you find your school to be weakest.

The objectives which I reported to the State Department in September are based on the subjects of our county study groups. Would you answer the questions on the enclosed sheet and return it to me by the end of this month?

Sincerely yours,  
*Helen Haertel*  
Helen Haertel  
Director of Instruction

HMH:lc

Enc.

Supervisory Objectives 1946-47

- I. Better Provision for Exceptional Children
- A. How many mentally retarded children are in your school?
  - B. How many of these are given reading lessons on their own ability levels?
  - C. How many are being provided with other types of work in which, with a reasonable amount of effort, they are able to succeed?
  - D. How many are part of a group in which they are not out of place socially, due to physical and emotional maturity beyond their mental level?
  - E. How many mentally superior children are in your school?
  - F. How many of them are provided with opportunity and incentive to work to full capacity, through extra assignments, wide reading, and creative work in art and writing?
  - G. How many physically handicapped children are in your school?
  - H. For how many of these is special provision made for rest, food and physical exercises?
  - I. Please list any children you know of that are unable to attend school because of physical handicaps.
- II. Wise Use of Audio-Visual Aids (These questions were included in a letter from Mr. Myers, dated November 16th.)
- A. Do all teachers in the school know how to operate the projectors that are available?
  - B. Do the films that are shown correlate with some study being carried on in the classroom?
  - C. Do pupils have in mind definite things to find out from the film?
  - D. Is a check-up made after the film is shown, to find out whether the children have learned these things?
  - E. Are teachers using the projectors whenever their teaching can be improved by doing so?
- III. An Efficient Reading Program in the Primary Grades
- A. Is careful consideration given to a child's readiness before an attempt is made to teach him to read?
  - B. Do children work in small enough groups so that each one is reading on his own ability level?
  - C. Are experience charts used by primary teachers as a means of teaching reading?
  - D. Is comprehension rather than word-calling emphasized by means of:
    - 1. A stimulation of interest before reading, through discussion?
    - 2. Provision for a purpose in reading, such as reading to find out something definite?
    - 3. Dramatization?
    - 4. Silent reading and some check on comprehension, before oral reading is done?
  - E. Do primary classrooms show that children have varied opportunities to read, such as,
    - 1. Specific daily plan on the blackboard
    - 2. Charts
    - 3. Labels and labeled pictures

- IV. An Efficient Reading Program in the Elementary Grades
  - A. In how many classrooms are children being taught reading skills, grouped according to ability?
  - B. In how many classrooms is comprehension rather than word-calling emphasized by means of:
    - 1. A stimulation of interest before reading, through discussion or previous study along the same line?
    - 2. Provision for a purpose in reading, such as reading to find out definite things or reading to get information about some topic which the child is writing or studying about?
    - 3. Silent reading and some check on comprehension before oral reading is done?
  - C. In how many classrooms are plans made for children to evaluate their own progress in speed, comprehension and ability to read orally?
  
- V. Improved Understanding of Children through Child Study
  - A. How many teachers see "bad" behavior as a symptom of something wrong, that should be discovered and corrected if possible?
  - B. How many teachers are using the following means of studying children:
    - 1. Case studies
    - 2. Tests
    - 3. Home visits
  
- VI. A Well-Planned Physical Education and Health Program
  - A. How many teachers plan and supervise Physical Education periods as conscientiously as other lessons?
  - B. How many physical defects were discovered in your fall inspection?
  - C. How many corrections have been made?
  
- VII. A Functional Guidance Program in the High School
  - A. Is there a definitely organized guidance program in your school?
  - B. Does one teacher have some free time for counseling?
  - C. Are the needs of children studied through the following methods:
    - 1. Interviews with children
    - 2. Tests
    - 3. Case studies
    - 4. Interviews with parents
  
- VIII. Handbook for Study
  - A. Is your faculty making a study of one topic in the "Handbook for Study in the Development of a Virginia Elementary School Manual?"
  - B. What topic have you chosen?

**COUNTY SCHOOL BOARD**  
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**LEESBURG, VIRGINIA**

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January 10, 1947

Dear Teacher and Principal:

As announced in a letter mailed in September, our next county teachers' meeting will be held at the Purcellville School from 9:30 until 12:00 on Saturday, January 25th. Mr. J. L. McCaskill of the National Education Association will speak at the general meeting and study groups will meet.

Instead of being held at the Arcola School, the association meeting on January 16th will be held at the Methodist Church, on route 50 beyond Arcola at Pleasant Valley.

Sincerely yours,

*Helen M. Haertel*  
Helen M. Haertel

Director of Instruction

HMH:lc

A Good Elementary School Offers a Balanced Program of  
Educational Experiences to its Children

Since Mr. Wake's letter of February 21st asked for descriptions of concrete, practical illustrations of a characteristic of a good elementary school, I shall attempt to describe progress that has been made toward offering a balanced program of educational experiences to the children of our school at Hillsboro. This is by no means an ideal situation, and we are far from satisfied with what we have accomplished. Our offerings in some of the areas of a balanced program are very meager, especially in the first, work around social problems. It is a temptation to theorize in this report about what we should do and would like to do, but I know that a description of what we actually are doing is desired.

Hillsboro is a four room school in a rural community. The building is comfortable and adequate. Through the interest and energy of the teachers, pupils and patrons in has been made attractive. There are four classrooms, indoor lavatories, an auditorium, a basement room which has been fixed up to serve as a lunch room, and a cubby-hole which has been adapted for use as an attractive little reception room. The building is of stone, and is surrounded by gently rolling hills.

Most of the people of the community are farmers, and very few of them have as much as a high school education. On the other hand, there are only about 5 of the 70 families who lack a sufficiency of the necessities of life.

It happens that all four teachers have certificates and consider teaching as their profession, although one is over-burdened with home duties, and is inclined to be neurotic.

In the following outline, I will attempt to describe what this school offers to its children in the 6 areas of a balanced educational program, as set up in the Course of Study.

#### I. Work Around Social Problems

First and second grade children have worked toward a solution of all the problems listed on pages 34-44 and 50-60 in the Course of Study, carrying out many of the activities suggested there.

The children of grade 3 have worked on the following problems:

How do the Eskimos obtain homes, and how are these different from ours?

How do they obtain food?

How do they obtain clothing?

What are their chief occupations, and why?

What types of recreation do they have?

The same problems were studied in connection with the Indians, the Chinese and the Mexicans.

Activities were planning questions to be answered, text and reference reading, reports, drawing pictures, friezes and movies, discussions, and check-up tests.

The fourth and fifth grades worked on a comparison between pioneer means of travel and ours today, and on a comparison of the pioneers' ways of obtaining food and clothes and ours today.

The sixth grade has worked on the problems of American history covered by Kelty's "Growth of the American People and Nation," correlating the geography of the United States with the history.



The 7th grade has studied the contributions of ancient peoples to our civilization and the effect of their inventions and discoveries on our present day living.

## II. Solution of Personal Problems of Boys and Girls

### A. Discovery of personal problems

Two members of the school staff are members of the community, and know most of the children as individuals, outside of the classroom. The other two take part in community affairs, and also are personally acquainted with the home background of their children. This advantage, plus the fact that all teachers have a deep personal interest in their children, assures an awareness of their personal problems.

These teachers, too, have made detailed studies of individual children, which involved reading, careful study of available records, and faculty discussions.

The tests given by the state have been used as a means of studying children, as well as reading and intelligence tests which were purchased by the school, and intelligence and reading readiness tests purchased by the county.

### B. Solution of personal problems

To an unusual extent, three of these teachers are on such terms with their children that through personal counseling they can do much to help them solve their personal problems. These teachers, too, through conferences with parents, can help the latter to improve conditions which might cause problems. All four teachers are aware of the necessity of providing academic experiences on the ability level of children, so that they are doing work in which they are able

succeed. There is close cooperation between the school and other agencies, such as the welfare and health departments. Provision is made for social experience, such as games, group work in the classroom, and lunch periods, in which teachers are conscious of the social problems of certain individuals and plan experiences which help to solve them.

### III. Creative and Cultural Activities

#### A. Music

None of these teachers is talented in music, but the P. T. A. pays for a music teacher who comes to the school weekly. She supervises a tonette band, a rhythm band, choral singing of all children, and frequent programs. The teachers work very closely with her, and are able to carry out suggestions for the week's work which she gives them.

#### B. Art

In the primary grades, children are given instruction in coloring, drawing, finger-painting, modeling, flower arrangements, arrangement of bulletin boards and furniture.

In the elementary grades, much of this work is carried on in connection with the Social Studies program, and friezes and movies and construction of such articles as covered wagons and spinning wheels are used as a part of group reports.

#### C. Creative Writing

Beginning with experience stories dictated to the teachers in the first grade, all children write original stories and poetry.

### IV. Health and Physical Education

Physical inspection of all children is made in the fall. Notices

of defects are sent to parents, and when it is necessary, these are followed up by visits of nurses or teachers.

The supervised Physical Education period in the primary grades consists of games, dances and story-plays. In the upper grades, instruction in throwing, catching, running, baseball, football, volley ball and other games is given, besides a daily calisthenics period.

The lunch program provides each child with at least one well-balanced meal daily, as much as he wants. Training is given in planning menus, cleanliness in eating and serving, and table manners.

Text books in health are used from the 4th through the 7th grades. Daily health inspection and discussion of health habits are part of the routine in all grades.

#### V. Development and Maintenance of Skills

The skills chart in the Course of Study is followed closely by teachers, in working with all children who are capable of mastering the subject matter prescribed for each grade. Textbooks are followed, perhaps too closely, because there is a scarcity of reference books.

In the primary grades, the main emphasis is on reading. Our basic readers are the Winston Series. During the first month of school, the Stevens Reading Readiness Test was given to all beginners. During the readiness period, activities such as those in the attached mimeographed letter were used. The children were divided into four reading groups, according to their scores on the

readiness tests and the observation of the teacher. The first group began to read in October, the slowest in December, and 5 individuals were continues in readiness activities all year. The teachers in the first 3 grades both grouped their children and in their teaching procedures they follow the suggestions in the manual. Experience charts are used, in which children dictate to the teachers stories about actual experiences.

Number work in the first months is based chidfly on real-life situations- counting the children present, learning to read page numbers, counting lunch money, telling time, reading calendars etc. During the last half of the first grade and the second grade, number work books are used, published by Ginn. These are used only by the children who have enough ability to succeed in them.

Story-telling, dramatizing, discussion of health and behavior problems in the home, school and community, planning for and evaluation of excursions, creative art and music, games and dancing, and in the 3d grade, reading , discussion and a ctivities concerning problems of men and animals in providing homes, obtaining food, and social customs in other envirnments, complete the curriculum.

In the elementary grades, adopted texts are the backbone of the curriculum, rather than problems based on needs of school and community. However, through reading groups in which the material is adapted to the children's ability, and through group work in Social Studies units based on the texts, individuals are provided with activities in which they can succeed. Through cooperative teacher-

pupil planning, both long range and daily, they are led to understand the purposes involved in their work.

Creative activities such as friezes, movies, soap-carving, modeling in clay, and stories and plays, are a part of the Social Studies program.

Oral and written language are adapted to the needs of the children, through emphasis on the correction of mistakes and weaknesses revealed in conversation, and oral and written classroom work.

Arithmetic is taught chiefly as suggested in the manuals for the textbooks we use.

#### VI. Routine Activities

These are made learning experiences for children through pupil responsibility for the order and cleanliness of the room and the school, distribution of materials and self-service in the lunch room. Pupil patrols are responsible for orderly use of stairs, lavatories and drinking fountains. Planning for individual responsibilities and evaluation are done cooperatively.

Liesburg, Virginia  
May 12, 1947

Dear

At last I know where my beautiful new suitcase will be going next fall. It will proceed to Sitka, Alaska, followed closely by its anxious owner. I won't be easy when it is out of my sight, because it is one of my very favorite possessions.

The party last Tuesday was lovely and seemed to me a perfect climax for four very happy years. Ever since I came to Loudoun, a green-horn in supervision, you teachers and principals have been so patient with my shortcomings and so appreciative of any help I've been able to give you, that each day's work has been an inspiration and a challenge. Thank you so much for everything.

I'll see all of you again before school closes. When I do, please don't tell me good-bye. I'm counting on coming back in some capacity or other when my wanderlust has been satisfied.

With very best wishes for a pleasant vacation and a happy

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ing on coming back in some capacity  
or other when my wanderlust  
has been satisfied.

With very best wishes for a  
pleasant vacation and a happy  
year in 1947-1948, I am

Most sincerely yours,  
Helen Haertel