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1955**

**RESOURCE IDEAS**  
**for**  
**PLANNING CLASSROOM**  
**PROGRAMS**

**Published by  
The State of Iowa  
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Issued by  
The Department of Public Instruction  
Des Moines, Iowa

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"The development of excellent classroom programs is of extreme importance and should be a matter of deep concern to all schools. We need to recognize more clearly that the daily or weekly program is, in many respects, a reflection of a school's philosophy, its curriculum, and its plan of action."

Jessie M. Parker, State Superintendent  
of Public Instruction (1938-54)

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## FOREWORD

For many years, one of the most persistent problems brought before the State Department of Public Instruction has been that of *classroom programming*. Of course, the problem has taken many forms and has been presented in numerous ways. Such questions as "How much time should we give to spelling in the second grade?" and "What is a good daily program for a rural school?" are typical of the variety of questions which our department receives.

The development of excellent classroom programs is of extreme importance and should be a matter of deep concern to all schools. We need to recognize more clearly that the daily or weekly program is, in many respects, a reflection of a school's philosophy, its curriculum, and its plan of action.

Because of my deep personal interest in providing helps for improving classroom programs throughout the state, I created a committee two years ago to make plans for bringing to other teachers some of the best *resource ideas* on program planning that the committee could discover or develop. I wanted to be sure that they went far beyond an earlier bulletin of the State Department that had been concerned only with the status of "time allotments." For, while it may be helpful to know the *status quo* related to the average time devoted to or recommended for the various curriculum areas, the adoption of such time allotments could be of little value in meeting the needs of local situations. In fact, to blindly apply such time allotments to local school systems might well prove harmful.

Early in its deliberations the committee decided to prepare a handbook that would be of the most practical use for schools of the state. Such a handbook, they felt, should propose important guideposts for program planning, yet at the same time present a broad range of resource ideas which would provide opportunities for teacher choice in the light of the local situation. It seemed evident that the committee wanted the State Department to serve as a source of helpful suggestions with the responsibility for actual program making to reside with each local school system. The committee fully expects that classroom schedules throughout the state will reflect the buoyancy and "healthy personality" which results when individual initiative and decision team

up with wise counseling. In this instance, the local school represents the individual—the State Department, the counselor.

Chapter I has been written to present the general point-of-view of the committee. In a sense, it reveals the frame-of-reference under which the committee worked.

In Chapter II we find the core of the committee's report. Here, nine illustrative programs are presented and interpreted. These programs, with some slight modifications, are some that were in actual operation in Iowa classrooms during the school year 1953-54. They have been selected as good ones of their type—but it will be noted that each one represents a different *emphasis*. In general the committee is inclined to favor the programs which give a reasonable balance to all curriculum areas and which provide for longer periods. In studying these programs, teachers may find it advantageous to choose ideas from several programs rather than to select any program *in toto* for local adoption.

Chapter III, as its title suggests, presents helpful guides for local program making. Teachers will do well to see if their own classroom programs meet the criteria of good scheduling as explained here.

In Chapter IV the committee has suggested ways in which teachers may most effectively go about the job of program planning. Helpful techniques are suggested. Emphasis is placed upon the cooperative nature of program planning—the need for tapping a number of local resources if the final program is to be best suited to the children's needs and if it is to have full community support.

A summary of the State Department's beliefs is presented in Chapter V. Here is found a gleaning of important ideas which thread through the handbook. The State Department has chosen these as ones which it considers as basic beliefs undergirding the making of classroom programs.

The Bibliography presents a highly selected list of professional books and curriculum guides which contribute practical and/or unique helps in program planning. A careful study of the annotations will reveal the particular contribution of each publication. It will also be noted from

the annotations that many of the items in the bibliography reinforce the ideas which are developed in this handbook.

The State Department of Public Instruction gratefully acknowledges the help of many people in the development of this handbook. It especially appreciates the many hours of personal time given so freely by members of the production committee. Without the willingness of local administrators to release members of the faculty for committee meetings, the development of this publication would have been impossible. The many teachers who offered suggestions to individual

committee members and proofread certain parts of the manuscript have indeed placed the mark of their professional experience and judgment upon this publication.

The success of any endeavor such as this, however, can never be measured in terms of the tangible product itself. While this handbook represents some of the best thinking and practices in the classrooms of the state, its real test will be found in the use that is made of it. Its final contribution can be measured only in terms of the way it affects the lives of the children whose cause this handbook is meant to serve.

Jessie M. Parker, State Superintendent  
of Public Instruction (1938-1954)

# CHAPTER I

## POINT OF VIEW

### Importance of Good Classroom Programs

Each year, over twenty-five million boys and girls spend six hours each week day in the elementary classrooms of America. More than one-half million of these children are in Iowa schools. Is their time well spent? In large measure, the answer depends on how well teachers are able to plan with them for a good school day. *It is the purpose of this publication to offer suggestions which will help Iowa teachers plan more effective and worthwhile daily programs.*

### Adaptation or Regimentation

There are no two schools in Iowa which are just alike. Nor are there two pupils who are identical. Miss Brooks, a fourth grade teacher in a large Iowa city, does not teach in exactly the same way as Mrs. Jones, a fourth grade teacher in a small town. Yet both of them are rated by their superintendent, associates, parents, and pupils as "excellent" teachers.

Certainly no one would suggest that all teachers must dress alike or all drive the same model car! What does this mean? Just this. We want *no unreasonable regimentation* in our Iowa schools! The committee which has worked on this bulletin clearly recognizes that a teacher needs to adjust her planning to the particular children she teaches and develop a program that is consistent with the pupils' needs and that teacher's experience. There is no one method or procedure that will yield the same results for each teacher.

However, the committee recognizes and wishes to emphasize the value of systematic routine. For reasonable routine is an *economy of time* measure. It saves time and energy for both teacher and pupils. It gives system to the day's work. It provides a kind of social discipline that develops in the pupils a respect for orderliness. It assures the doing of all the various aspects of our jobs and protects us from going off on distracting tangents. Systematic routine is clearly an aid to efficient classroom management.

But there is a marked difference between dull, inflexible routine and that type of routine which, although orderly, can be molded to local situations and current needs. Someone has said, "God must love variety because he made all people different." In like fashion, it should be expected

that our daily programs should have variety. They should be determined largely by answer to the question, "What organization of the day's work will help these particular boys and girls learn best and profit most?"

This handbook offers only suggestions, not prescriptions for planning the classroom program. It offers "helps," not "law." It urges only that each teacher give thoughtful attention to the working out of a program that will most nearly make the school day a truly good one for each child in the room.

### The Cooperative Nature of Program Planning

As all experienced teachers know, the building of a daily program is by no means a one-person job. True it is, the classroom teacher will need to have the wisdom and the will to make the final plan. But while she may be the main architect, the final structure, if it is to be sound and workable, will reflect the thoughts of many minds and be the result of many interrelated factors.

As illustrative of the complexities as well as the cooperative nature of program planning, the following "somewhat exaggerated" incident is related.

Once upon a time a beginning elementary school teacher started to plan her daily program. It was a pleasant fall evening and she blithely planned to produce a finished product before "Lindy Loves Me" came on the TV screen. A log of the events follows:

- 7:30 Took out paper and pencil.
- 7:32 Thought about content she would teach. Started outlining the schedule.
- 8:00 Called the physical education teacher to determine at what time her group might have the physical education class. Physical education teacher was out of town.
- 8:02 "Lindy Loves Me" just 28 minutes away. Progress slow. H-m-m! What next?
- 8:04 Remembered that the superintendent had stated that there would be an art teacher for her group this year.
- 8:06 Called the art teacher and learned that she had not yet thought about programming.
- 8:10 Got a drink. Wondered where the bicarbonate of soda was kept.
- 8:20 Suddenly recalled the principal's mention-

ing that Miss Smith, the music teacher, could teach her group on Mondays, Wednesdays, and Fridays.

- 8:22 Called Miss Smith, who stated that she could teach the class only in the mornings because of conflicts with the high school music program. "I'll have to check with the high school principal to find out for sure."
- 8:30 Found soda and with some irritation substituted it for "Lindy Loves Me."
- 8:40 Telephone rings. The superintendent is calling to suggest that more time be allotted to teaching spelling.
- 8:55 Recalls that Mrs. Smith wants more time devoted to the teaching of reading. Her Mary is having trouble reading *Paradise Lost*.
- 9:00 Realizes that the "Lindy Loves Me" program has just been completed but feels no remorse. She sighs and says, "Well, anyway I have done some thinking about my school daily program and now I know a little more about what planning needs to be done."

Which all goes to prove that *one* person cannot plan a program. Program making must consider the needs, services, contributions and talents of a large group of individuals, and to do this, it is by its very nature a cooperative enterprise.

But planning the daily program depends upon many more factors than the necessity of cooperating with other people, as explained above. For example, such a factor as alternating periods of quiet and more active work is important. Also to be considered are the recess schedule for the school, the various areas of learning that are to be taught, the range and depth of certain skills or knowledges that are presented, and the mental and physical level of boys and girls in the class. These and other factors are discussed more fully in Chapter III.

### Program Making and Public Relations

Teachers and administrators have a responsibility for keeping the public abreast of the educational program of the school. If parents and community members are convinced that the school staff is trying to provide the best possible education for their boys and girls, they are likely to give strong support to changes and innovations. Their support is doubly assured when their advice has been sought as evidence of need for program changes.

Few communities in Iowa would, and none

should, accept radical changes that are based on fad or fancy. They will, however, accept changes which are based on evidence secured from research and experience.

Parents can play a useful part in planning the daily program. Frequently they recognize needs that have not been thought of by the teacher. In a number of instances their judgment may suggest points of emphasis. When a program is developed in which parents have had an opportunity to express their views, it is more likely to be understood and accepted by the community.

Some schools in Iowa are moving in the desirable direction of inviting parents and community members to state their ideas concerning educational policies and practices. When the people feel that school administrators and the teachers of their children will listen to their suggestions and give them thoughtful consideration, a good public relations program probably exists.

An increasing number of Iowa teachers are inviting parents to visit their rooms to see the type of program in which their children participate. Usually these meetings are held in the evening and the children and teacher demonstrate various parts of the day's work while the parents observe. Follow-up discussions provide a valuable interchange of ideas.

One especially popular demonstration has been "the directed reading activity." The teacher talks to the parents concerning methods of teaching reading after one of these demonstrations. Thus the parents develop insight into the "inner workings" of the daily schedule. They especially want to know that the 3 R's are not being neglected.

Some teachers have several of these *Parents Nights* each year and are able to give the parents considerable insight into the educational program of the school. Parents are willing and eager to learn what the school is doing for their children. Teachers are cautioned to have these meetings well organized, to respect parents' opinions, and to limit meetings to about two hours.

Any teacher and her classroom parents might well have for their slogan: "We will work together as a team to do those reasonable things that will help our boys and girls receive the best possible well-rounded education."

### In Summary

The suggestions on planning a daily program which are offered herein represent the thinking of many successful Iowa teachers. The committee

has earnestly endeavored to seek the advice of teachers and administrators representing many types of positions, and to discover their practices. This has resulted in a handbook which is based upon successful current practices.

This handbook does not attempt to "prescribe" or "dictate"; rather it offers to help teachers with one of the most important jobs that confronts them. No two teachers will use or profit from it in exactly the same way. *Differences in teacher personalities are precious and need to be preserved.* Consequently, this handbook is designed to help teachers plan a daily program that is consistent with their personalities; that fits their particular group of children; and that is in agreement with the conditions under which they work.

The necessity of cooperation in planning a daily program is recognized. All teachers need to "give and take" in this staff responsibility in order to make a daily program that is effective for the largest number of children. Administrators, classroom teachers, supervisors, and special area teachers need to work together to plan a program that is reasonable, effective, and functional. Besides cooperation, there are factors such as length of the school day, variety of educational experiences offered, and the physical and mental char-

acteristics of the children which will determine the daily program.

Changes in daily programs that are radical in nature will probably be resented by the patrons of the school. No parent group would endorse "fads" in education but all parent groups will lend their assistance to changes which they are convinced will benefit the children. The staff must keep the public informed of the need for constructive changes and must be able to show that such program changes are sound and based on evidence secured from research and experience. Parental advice in planning a daily program will help that program to be accepted and understood by the community. Teachers should give parent opinion the respect it deserves, for oftentimes it makes a genuine contribution to improved programming.

In the final analysis, *mere changes in a daily program do not guarantee that it will be improved.* What teachers and pupils *do* during the school day determines the learning that will take place—not the time allotted to the various areas *per se*. The committee believes that this handbook will help a teacher plan the school day so that it will be more worthwhile and important for *each* pupil in her room.

## CHAPTER II

### SOME PROGRAM PATTERNS

The construction of a program of school activities at any grade level requires the making of many decisions and the consideration of many complex problems. Teachers and administrators frequently refer to the State Department of Public Instruction questions about programming on which a decision is needed.

How much time is to be allotted to reading in the fifth grade? At what grade level should instruction in writing be discontinued? What is the best time of day to have arithmetic in the third grade? Will you send us a recommended program for second grade? These are representative of the questions which are asked.

The State Department of Public Instruction committee responsible for the preparation of this handbook studied the above and similar requests as clues to the type of information which would be of most value for inclusion in this handbook. Part of the information which the committee feels is of value to those concerned with program making is presented in this chapter in the form of "Illustrative Programs" and a "Chart of Preferred Time Allotments."

The illustrative programs are used as a base for the discussion of some aspects of program making. Because of space limitations, only a few of the many types of programs used in the schools of Iowa are presented. The programs presented are, however, sufficient to illustrate the major problems encountered in planning a program of activities for most elementary schools. *It should be noted that these are illustrative and not recommended programs.* Each program is a reasonably accurate reproduction of one that was used in 1954. It should be remembered, however, that these programs have been designed for particular schools and based on administrative policies in effect in those schools.

It should be noted also that the chart of preferred time allotments is *not a recommended* time allotment guide. It is, as indicated by its title, an *average* of the time preferred by a selected group of Iowa superintendents.

#### Suggestions for Interpreting the Programs

As was indicated in the preceding paragraphs, the illustrative programs are presented for the purpose of supplying a base for the presentation of some aspects of program making. There was

then no intention to present all types of programs. Not even all the grades were represented. The nine programs included here were chosen because each presents some aspect or aspects of the problem not presented in the others. For example, Program 1 gives a large amount of time to reading, and schedules no time for social studies and science; Program 2 provides a "before school period"; and Program 3 schedules a number of curricular areas only one, two, or three times a week. The presentation of such distinctly different features of programs indicates not only that a variety of ways of scheduling or programming is possible, but also that the committee feels such variations are desirable.

It should be recognized that these variations are due to differences in administrative and supervisory practices, to tradition in the school systems represented, to differences in teacher philosophy and education, and to many other factors. The committee does not consider that discussion of such differences is within the province of this handbook.

An important conclusion to be reached from the preceding remarks is the fact that the illustrative programs are placed in this handbook to facilitate study and not to present ready-made programs for teachers or school systems to copy and follow.

The programs as presented in this handbook may appear to be a little different from actual programs as used in classrooms. For example, the several divisions of the school day are numbered. This numbering is merely to facilitate reference and is not an essential part of the program. Other modifications of the programs were made to fit page space and other publication requirements.

In interpreting the programs it will be noted that there is a strong emphasis (eight of the nine programs presented) on the subject-type curriculum, as compared with the core or common-learning type. That does not necessarily mean that the committee favors the subject curriculum. It is merely a reflection of the fact that most programs are based on the subject type of curriculum.

The explanatory notes that follow some of the programs are an essential part of the program and should be studied carefully. An additional reason for submitting some programs with ex-

planatory notes is the belief on the part of the committee that this is a technique of program making that is helpful to teachers, administrators, supervisors, and school patrons.

The committee recognized that the presentation of illustrated programs would tend to emphasize the rigidity or fixed nature of programs once they have been set down in print. This, obviously, is undesirable from the point of view of best instructional practices. Flexibility in programs is a principle which the committee highly recommends but finds difficult to present in any illustrative programs. Special attention is called to Illustrative Program 4, which is an account of what happened in one third grade which followed a program that appears fixed but in actual practice permitted flexibility.

### ILLUSTRATIVE PROGRAM 1

#### A FIRST GRADE PROGRAM EMPHASIZING READING (SECOND SEMESTER)

- \*1. Time: 8:45- 9:00 **Beginning the Day**  
The daily routine (roll call, announcements, etc.), plans for the day, health inspection, and the like are engaged in.
2. Time: 9:00- 9:20 **Reading**  
Assignments in the form of workbooks, directed study exercises on the board, and the like are presented and explained to two of the three reading groups. Then the teacher works with the other group.
3. Time: 9:20- 9:40 **Health and Morning Milk**
4. Time: 9:40-10:20 **Reading**  
The groups that did independent work in Period 2 work with the teacher.
5. Time: 10:20-10:40 **Directed Play and Recess**
6. Time: 10:40-11:00 **Arithmetic**
7. Time: 11:00-11:15 **Writing**
8. Time: 11:15-12:50 **Lunch Period**
9. Time: 12:50- 1:00 **Between Bells**  
Taking off wraps and overshoes, using toilet rooms and fountain, talking with teacher, looking at library books, and the like.
10. Time: 1:00- 1:15 **Music**
11. Time: 1:15- 2:00 **Reading** (usually two groups)
12. Time: 2:00- 2:20 **Directed Play and Recess**
13. Time: 2:20- 2:45 **Reading** (usually one group)
14. Time: 2:45- 3:30 **Language, Literature, and Art**

\* Entries in all the programs are numbered to facilitate reference.

### Some Points to Note in Program 1

The program presented is for one day only but the program for other days of the week is essentially the same as this one. On those days when special supervisors of art or music come to the room relatively more time is allotted to those special areas.

In Item 14, it should be understood that many art activities grow out of or are related to literature. Language activities often are related to other curricular areas or to stories read and dramatized in literature period.

Attention is called to the fact that in this sample program the instructional week consists of only 1500 minutes with 650 minutes of that time devoted to reading instruction alone. Scheduled periods for social studies, spelling, or science, are not included.

### ILLUSTRATIVE PROGRAM 2

#### A SECOND GRADE PROGRAM EMPHASIZING IMMEDIATE PUPIL NEEDS

1. Time: 8:30- 9:00 **Arrival of Children in the Room**  
As children enter, they are greeted (recognized). A special effort is made to put at ease any who are upset, to encourage others, and to share joys and troubles. Pupils visit with pupils and with teacher. This is a period prior to the ringing of the tardy bell.
2. Time: 9:00- 9:30 **Sharing and Planning**  
Pupils share experiences, telling about interesting happenings, show things (toy, gadget, etc.), and report events of interest. The latter part of this period is used to plan the day's work. This planning of the day's work includes the work in the regular subject fields as well as any special work.
3. Time: 9:30-10:20 **Reading**  
In general, the pupils are grouped in reading according to ability. While the teacher works with one group, the pupils in the other groups have been assigned individual work involving reading. When children are concerned with reading for general interest or appreciation, there may be only one group or several groups but the *grouping will not necessarily be the same as for the regular work-type reading.*
4. Time: 10:20-10:30 **Rest and Lavatory**  
Pupils go to bathroom, wash hands, get a

### ILLUSTRATIVE PROGRAM 3

#### A SECOND GRADE PROGRAM EMPHASIZING A WEEKLY PLAN

1.	8:50- 9:00	Between Bells. Time for reading, for doing specific assignments, for examining and using material on tables, and the like.				
2.	9:00- 9:10	Continuation of above, plus check of attendance, salute to flag, announcements, special plans.				
3.	9:10-10:10	Reading (60) _____ ◆				
4.	10:10-10:30	Music (20) _____ ◆				
5.	10:30-10:50	Physical Education (20) _____ ◆				
6.	10:50-11:00	Milk, Rest & Lavatory (10) _____ ◆				
7.	11:00-11:20	Spelling (20)	Word Study (20)	Spelling (20)	Word Study (20)	Spelling (20)
8.	11:20-12:00	Science (40)	Science (40)	Art (40)	Activity Period (40)	Art (40)
9.	12:00-12:50	Noon Hour				
10.	12:50- 1:00	Between Bells. Similar to morning period except for flag salute.				
11.	1:00- 1:40	Social Studies (40) _____ ◆				
12.	1:40- 2:05	Literature (25)	Writing (25)	Literature (25)	Literature (25)	Writing (25)
13.	2:05- 2:35	Recess & Rest (30) _____ ◆				
14.	2:35- 3:10	Arithmetic (35)	Free Reading, Library, Audience Reading (55)	Arithmetic (35)	Individual Aid (35)	Arithmetic (35)
15.	3:10- 3:30	Sharing and News (20)		Writing (20)	Sharing and News (20)	Planning for Next week & Evaluation

drink, and are free to move quietly about the room.

5. Time: 10:30-11:00 **Arithmetic**

Home and school situations are used to help pupils acquire number concepts. Experimentation, comparison, and measurement are frequently employed.

6. Time: 11:00-12:00 **Social Studies and Science**

Major activities in social studies are concerned with social living in school and a study of interdependence within the community. Science grows out of child's inherent curiosity about his surroundings. The work of this period is largely organized around *learning units*.

7. Time: 12:00- 1:00 **Noon Recess**

First few minutes of period are used to prepare for lunch. On specified weeks the teacher acts as hostess during the lunch period. Children also have a turn at being the host or hostess.

8. Time: 1:00- 2:00 **Language Arts and Library**

Part of the period is devoted to getting acquainted with and enjoying books. Children share ideas about books and other topics and in so doing learn to organize and express thoughts. They find needs for recording ideas and thus learn to write. This writing in turn calls for spelling. The spelling work consists of words pupils will need to spell.

9. Time: 2:00- 2:30 **Physical Education and Lavatory**

Physical activities are engaged in under teacher supervision. The period provides a rich experience in getting along with others.

10. Time: 2:30- 3:00 **Poetry, Music, and Art**

Poetry is read to the children. This often leads to a desire on the part of the pupils to memorize some choice bits. Choral reading is sometimes engaged in. Pupils sing, pick out melodies on the piano, tumblers, and the like. These activities represent major types of musical experiences. They paint, draw, and illustrate. There is an art appreciation corner.

11. Time: 3:00- 3:10 **Housekeeping**

Children put away and arrange the furniture and articles of instruction in the room.

12. Time: 3:10- 3:30 **"Talk Over" Time**

This period is devoted to a summary and evaluation of the day's work. The children's thinking on important learnings is clarified and checked. They note the important things learned during the day. This makes it much

more possible for them to inform parents about worthwhile achievements.

13. Time: 3:30- 4:00 **Teacher's Evaluation Period**

This is the time to take a few minutes to face the empty seats and think about the occupants of each. With notebook at hand, jot down the special problems that some of the children need to solve on the morrow.

### Some Points to Note in Program 2

The brief descriptive statement following each entry on the program gives an impression of an informal cooperative type procedure in operation. Another point of special interest regarding this program is the fact that pupils are permitted to enter the room thirty minutes before systematic instruction time begins. This item calls attention to the dependence of programs on administrative policy. If administrative policy does not sanction pupil entrance to classrooms thirty minutes before instructional time, no such period as the first one on this program can be scheduled.

The relationship between curriculum policy and the program is illustrated by items number 5 and 8. A look at these items reveals that the instructional materials used in arithmetic and spelling are to grow out of the children's experiences.

Program 2 is based on an instructional day of 330 minutes, or 1650 minutes a week. While some slight variations in the program may occur on other days, the program remains essentially as presented.

### Some Points to Note in Program 3

The *between bells* periods on the program are those times between the bell which is the signal for pupils to go to their classroom and the tardy bell. In this second grade it is established policy that when a pupil enters the room, he finds something acceptable to do. To help those who have no plans, a "Things To Do" section on the board lists activities. Here is a representative list: (1) Read a Library Book (2) Sharpen Pencils (3) Paint at Easel (4) Do Worksheets on Free Period Table (5) Play Games at Game Table (If there is a vacant place at the table).

The pupils in this class are grouped for reading. Each day one group has a free period in lieu of seatwork. They are then free to go to the game table or library table, to read, to draw, and so on as long as they do not disturb others. The word

## ILLUSTRATIVE PROGRAM 4

### A THIRD GRADE PROGRAM EMPHASIZING FLEXIBILITY

(A specific plan for Friday, January 8, plus a list of a few items from regular plans of other days, and some variations from the regular plan)

	Time	Class	Plan for Today	Other Days	Variations
1.	8:30	Ten-Minute Period	Finish number worksheets. Explain a new social studies game.	Look at bulletin boards. Write news. Finish assignments. Study spelling. Read library books. Sharpen pencils. Play table games.	Read to children as they come in. Sharing time—as right after a holiday when all have things to show.
2.	8:40	Social Studies	Discussion of readings. Read through questions to see if we have answered all of them.	Study of Pioneers all year. Problem raising, asking questions, reading or listening to answer questions, discussion, summarization, constructive activities.	Science was scheduled for a week during this period when we wanted a science unit to be completed by a certain time. Two social studies periods were spent almost entirely on cooking and preparing pioneer foods.
3.	9:35	Music	Familiar songs, followed by introduction of a new one. Use books.	Singing, theory, history, listening, and rhythm work.	Little change since this is taught by a special teacher.
4.	9:55	Recess and Milk			Sometimes scheduled at another time.
5.	10:15	Reading	Entire group had discussion and lesson on index. Page 153 in <i>People and Places</i> (index lesson). Teacher worked with individuals. Pupils read to her from new book as a means of informal testing.	Three groups in 3 different reading series. Worksheets are used. Audience reading by one group. All work together on some word analysis, index, or dictionary skills.	Reading in social studies books. Movie about something one group has read. Example: Film on Norway for unit <i>If I Were Going</i> . This film also related to the science unit on "Astronomy."
6.	11:25	Arithmetic	Page 103 in text. Ditto worksheet dealing with addition of dollars and cents.	Use text for grade three, work with actual objects and pictures in developing and proving processes. Oral arithmetic.	Occasionally exchange with another area like social studies so that we can have a long unbroken period.
7.	11:45	Noon Hour			

### ILLUSTRATIVE PROGRAM 4 (continued)

8.	12:45	Ten-Minute Period	Finish reading work. Play games.	Same as morning.	See 8:30 period above.
9.	12:55	Student Council	New officers take over. Discuss and act on playground problems. Appoint room helpers.	Discuss problems in the rooms and halls. Plan for special events.	
10.	1:10	Physical Education	Supervised play.	Various games of "low" organization.	Short hikes along nature trail.
11.	1:30	Science	Read the questions we raised about fire on Wednesday. Add any additional ones that arise. Children read to answer. Last point of plan was not used because one child brought a book with information on subject. Teacher read part of it and discussion followed.	The problem method (same as in social studies) is used. Units deal with animals and plants, our bodies, food, fire, magnets.	An astronomy unit was added as an experiment in cooperation with an educational study being made.
12.	2:30	Interest Activity	Continue work on hobbies and activities brought from home. Included today were stamps, textile painting, weaving, soap carving, spool knitting, embroidery, puppet making and drawing.	Other activities sometimes are knitting, beadwork, arranging collections. Children may tell about their activity and show their results.	At Christmas time most of the group worked together on bulletin boards and room decorations. Pioneer activities are occasionally carried on in this period.
13.	3:10	Dismissal			

Note: Since this plan was for one day only, not all curricular areas (e.g., spelling and literature) are included. Likewise some of the areas listed (e.g., Student Council and Interest Activity) do not occur on any other days of the week, and some other areas such as arithmetic and science may occur on only one or two days a week.

study period is essentially a reading period with emphasis on phonics and word building. The Tuesday 2:35-3:30 p.m. period is also essentially reading.

The problem method of study is used in social studies and science. This method emphasizes children's questions and the use of many sources, especially books and resource people. It also stresses such activities as reporting, preparing records, writing notes, summaries, and letters (such as invitations to visit and requests for permission to interview). Thus, many opportunities for reading work and language experiences are afforded the children. Other language experiences are an integral part of the sharing periods, the planning periods, and the library period. No formal work in language is scheduled, although the writing period often deals directly with systematic work in composition form and other types of language work.

The spelling period, being less than that usually allotted to spelling, is devoted entirely to the spelling words in the spelling list (no time is given to writing stories or telling stories using the words). It is recognized that other areas of the program, especially reading and word study, contribute to learning in spelling, and therefore the time given to systematic study of spelling words is rigidly limited. Thus, time is saved for use in other areas of the program.

A relatively large amount of time is given to *social studies* because the social studies program, as indicated above, is the base of the language program and provides many opportunities for reading in functional situations.

This program (especially time limits) is not followed when special plans or events indicate that time can be more profitably spent. For example, on a day when the children went on an excursion during social studies, the literature, recess and arithmetic periods were omitted. The *sharing and news period* that day was used in discussing and recording the observations made during the excursion.

## ILLUSTRATIVE PROGRAM 5

### A FIRST AND SECOND GRADE CLASS EMPHASIZING COMBINATION OF CLASSES

#### 1. Time: 9:00-9:15 **Planning Work That Needs To Be Done**

Plans for the whole group for the day and for individual pupils were made. The latter

is especially important in preparation for a choice of time period.

This planning period occurs each day unless special events such as an educational radio program, a fire drill or an assembly program occur at the time.

#### 2. Time: 9:15- 9:30 **Science-Health**

Weather conditions are observed and the proper entries (e.g., a. Day—it is cold. b. Sky—it is overcast. c. Wind direction—N.W. d. Temperature—23°) made in the Weather Chart. The effect of weather conditions on human activity is noted.

While science (weather unit) is scheduled daily, other factors such as weather predictions and experiments with thermometers are included.

#### 3. Time: 9:30-10:30 **Reading**

There are three groups, two first-grade and one second-grade group. Each group reads a section in the basic textbook. While one group reads the other two groups will have either a worksheet or a choice of activities.

This period is the same each day with the exception that on some days the second-grade group may use their seatwork period to work on spelling.

#### 4. Time: 10:30-10:45 **Playtime**

Games are played either on the playground or in the gymnasium. The weather determines the place.

#### 5. Time: 10:45-11:05 **Radio Program, Art for Everyone**

This program is for only one day. On other days language activities or arithmetic are scheduled at this time.

#### 6. Time: 11:05-11:40 **Arithmetic**

The first graders deal with analysis of groups, for example "six." The second graders work on the easy addition and subtraction combinations.

#### 7. Time: 11:40-11:50 **Story**

#### 8. Time: 11:50- 1:00 **Lunch**

#### 9. Time: 1:00- 1:20 **Music**

The music period began with the singing of familiar songs. During the latter part of this singing, individual help was given on tone matching. A new song was introduced.

On other days simple instruments are played by children as accompaniment for review songs, records are played, and often the final song is a familiar favorite.

#### 10. Time: 1:20- 1:30 **Art Activity**

A simple illustrative sketch, for example, a

## ILLUSTRATIVE PROGRAM 6

### A RURAL SCHOOL PROGRAM FOR ALL GRADES EMPHASIZING WORK ASSIGNMENTS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00- 9:15	Story	Music	Story	Music	Story
9:15-10:00	Reading—Lower grades *(Upper grades - assignment)	Reading—Upper Grades (Lower grades-assignment)	Reading—Lower Grades (Upper grades-assignment)	Reading—Upper Grades (Lower grades-assignment)	Reading—Lower Grades (Upper grades-assignment)
10:00-10:30	Spelling Upper Grades	Handwriting Manuscript	Spelling Upper Grades	Handwriting Cursive	Spelling Upper Grades
10:30-10:45	Recess	Recess	Recess	Recess	Recess
10:45-12:00	Social Studies Upper Grades (Lower Grades-assignment)	Social Studies Lower Grades (Upper Grades-assignment)	Social Studies Upper Grades (Lower Grades-assignment)	Social Studies Lower Grades (Upper Grades-assignment)	Art
12:00- 1:00	Lunch and Supervised Play				
1:00- 2:00	Arithmetic	Science & Health	Arithmetic	Science & Health	Arithmetic
2:00- 2:30	Music	Ind. Help in Arithmetic	Free Reading	Ind. Help in Reading	Room Council
2:30- 2:45	Physical Educ.	Physical Educ.	Physical Educ.	Physical Educ.	Physical Educ.
2:45- 3:10	Language	Language	Language	Language	Language
3:10- 3:30	Spelling Lower Grades	Free Reading	Spelling Lower Grades	Club Activities	Spelling Lower Grades
3:30- 4:00	Literature	Literature	Literature	Literature	Current Events

\* When the teacher meets with one group of pupils, the first part of that period is spent in giving directions to the pupils who are not meeting as a class. In many instances, the specific assignments will be work-type reading. At the 9:15 period on Monday, for instance, the upper grades (4-8), of this particular rural school, do assigned work while the lower grades (1-3) are having their reading lesson. They may on occasions do free-choice work such as recreational reading or art activities.

In the schedule above, this pattern of directed activities and work assignments is followed generally throughout the day even though the schedule itself does not indicate assignments for the afternoon sessions. For instance, in the arithmetic periods much of the work will be individualized with the children proceeding at their own rate. Frequently, however, small groups which have made similar progress will meet with the teacher for the presentation of new processes and for needed explanations of the already studied processes. Throughout the afternoon the teacher capitalizes on the principle of grouping and seeing to it that children who are not working directly with her are engaged in carrying out purposeful, clearly-understood assignments. In some of the classes, as in music, the children will usually meet as a total group.

sketch for the Skaters Waltz, is planned and executed. Other subjects are familiar characters and scenes from well-known literature selections.

11. Time: 1:30- 2:30 **Reading Activities**

The same grouping as for morning reading. Concerned with extending skills and abilities outlined in Basic Guidebooks. Some oral reading in small groups.

This period is essentially the same each day.

12. Time: 2:30- 2:45 **Playtime**

If weather is good there is outdoor play; otherwise games are played in the classroom.

13. Time: 2:45- 3:15 **Social Studies**

Wool cloth examined and individual fibers viewed under magnifying glass. Steps in process of making Pelle's new suit discussed (shearing sheep, washing and carding the wool, etc).

Time is given daily to this clothing unit.

14. Time: 3:15- 3:30 **Rhythmic Activities**

Records played as pupils give creative responses in expressive body movement. The story of music (the record) is told and dramatized.

On other days pupils engage in rhythm band activities, dramatizations of scenes from children's music and related activities.

15. Time: 3:30- 3:40 **Evaluation Period**

Attention is called to the fact that in this combination room pupils of both grades work as a unit most of the time. Only in reading, arithmetic, and spelling are there specific differentiated assignments. It is to be recognized, of course, that in many of the various curricular areas, where the two classes are combined, the higher grade pupils work at more advanced phases of the subject.

**Some Points to Note in Program 6**

1. It is recommended that the kindergarten pupils be kept only a half day. However, when that does not seem feasible, there should be a long rest period after lunch. By this we mean an hour to an hour and a half on cots or rugs. In good weather, the kindergarten goes outside to play from 11:30-12:00 A.M., and from 3:30-4:00 P.M. They play where the teacher can observe them from a window, or under the supervision of one of the older pupils.

2. Combined classes are encouraged, as indicated in the program. Many other opportunities for

combining groups or the whole school will present themselves to the alert teacher.

3. While there is only one scheduled art period, pupils are encouraged to perform other creative art experiences in connection with the various subjects (Illustrating a poem, or story; making a picture in connection with social studies, language, or science, etc.)

4. All pupils are encouraged to do wide reading both for informational and recreational purposes. It is necessary to supplement the school library by making use of the library in the office of the county superintendent, or public library.

5. The rural school program can be adapted easily to meet the varying needs of the pupils. For example, a fifth grade pupil may read with the second grade if his reading achievement is about at this level.

6. When classes such as arithmetic are scheduled three times a week, there is no reason why those classes should not be held three consecutive days a week if the teacher finds that the children learn better in that situation. The teacher is the person who will have to decide which procedure works best with her group.

7. Attention is called to the fact that the teacher schedules, where possible, one curricular area for all grades at the same time.

**ILLUSTRATIVE PROGRAM 7**

**A FIFTH GRADE PROGRAM EMPHASIZING A "CORE UNIT"**

**Schedule**

9:00-10:30	Core Unit	
10:30-10:50	Recess	
10:50-12:00	Core Unit	
1:00- 1:20	Spelling	Room Council, Friday 1:00-1:30
1:20- 2:10	Science	Library, Friday, 1:30- 2:10
2:10- 2:40	P.E.	
2:40- 3:30	Arithmetic	

**Initial Work on the Unit**

The core unit of study, "The Manufacturing Northeast States," had been introduced a week before by using a bulletin board display. This display consisted of a map of the U. S. surrounded by pictures of manufacturing plants and products indicating location in the small northeastern part of the nation. A discussion of the display by the class had raised many pupil questions concerning

living in this section of the country. The questions included:

- (1) Why are there so many more factories there than in other parts of the nation?
- (2) What do these factories produce and where do they get their raw materials?
- (3) Do they have farms there? What do they raise?
- (4) Did the early settlers in this area live by manufacturing?
- (5) What was early life in this region like?

The formation and organization of these and similar questions had taken two days. The next three had been spent in intensive map work and reference reading to discover the geographical factors accounting for the reliance upon industry for the source of wealth of the Northeast. This was preceded by a review lesson on reading several types of maps. Early in the week the teacher had introduced several leisure-time reading books about pioneer life by reading the first chapter or a small excerpt from them aloud. With this geographical information as a background, the pupils expressed a desire to turn to the study of life of the early settlers of the region.

9:00-10:30 **Core Unit**

The teacher opened the period by reviewing briefly what they had found to be true of life in the Northeast today. Then she asked if the pupils thought early life was much different from this. The pupils gave several reasons, such as lack of power and transportation facilities, for believing life then to be much different. Several pupils read aloud from the books they had been reading to show that small-scale manufacturing such as spinning, weaving, and candlemaking was done in the homes and that a living was earned by fishing, fur trading, shipbuilding, and farming. The recreational activities of the times were also mentioned. It was particularly emphasized that almost everything used then was made by hand. This was contrasted with today's machine-manufacturing methods.

Several pupils said that they had found in their reading exactly how many of these items were made. The last half hour of the period was spent in checking material and preparing it to be read to the class. Some of the topics to be presented were: candlemaking, soapmaking, papermaking, spinning and weaving, and preserving food. Other children volunteered to find information about the relations of colonists with the Indians, famous men of this early time, the Pilgrims and the Puritans, songs about pioneers, and poems written

about early places, events, or people of the Northeast. The teacher helped the children select and interpret material when necessary.

10:30-10:50

**Recess**

10:50-12:00

**Core Unit**

Each of three pupils gave a ten-minute report about how the early settlers of the Northeast made things to use in the home. The reports covered the making of soap, candles, and paper. They outlined the materials used and the necessary processes. The teacher suggested that the class might choose one of the processes and do it as a class activity for the unit. Soapmaking was the choice. The pupil who had reported to the class before reviewed what materials were needed and arrangements to procure these were made. The steps to be followed were recorded on the blackboard for future reference.

The teacher then said: "We have talked a little about both early life in the Northeast and life there today. We have seen that there are many differences between the two. Could we show these contrasts or differences by means of pictures just as well as we can tell about them?" The pupils thought they could. The class was divided into several groups, each group to portray by drawings the old and new life. It was also planned to write a brief description below each set of pictures. The last 25 minutes of the period were devoted to planning and constructing these pictures.

1:00-1:20

**Spelling**

The new words for the week were dictated by the teacher and written by the pupils. The words were checked by the pupils as the teacher read the correct spellings. Each pupil studied the words he had missed.

1:20-2:10

**Science**

The group had been studying a unit on simple chemistry. Today's topic was, "Elements, Compounds, and Mixtures." The teacher began the lesson by putting on the board a familiar chemical formula,  $H_2O$ , and asking the pupils if they knew what it meant. Some did. Other symbols, such as O, C, H, and Ca, were discussed. The pupils were asked if these elements could be put together. It was brought out that they could and that the first formula,  $H_2O$ , was really a combination of two elements, or a *compound*. The pupils were asked if the elements, if made into a compound, could be separated again. They didn't know. Three experiments were done to illustrate the separation of elements from compounds: the

gases of oxygen, hydrogen, and carbon dioxide were liberated from compounds. The properties of gases were discussed.

**2:10-2:40 Physical Education**

The class was divided into two squads and played a lead-up game to softball. This game had been introduced and learned a few weeks ago, so the period was essentially one of review.

**2:40-3:30 Arithmetic**

The class had reached the end of a unit on fractions. A teacher-made test was administered. It included work with adding and subtracting fractions, interpreting diagrams, and written problems. All pupils were finished in one-half hour. The test was checked and the areas in which the class as a whole did poorly were noted. Individual pupils recorded which types of problems they had done incorrectly and made provisions for practice in those areas.

**Other Days**

**Core Unit:** Finish the reports on famous men, amusements, etc. Sing some of the songs about early days. Carry through the soap-making activity. Trace the history of the Northeast from pioneering days to the present. Study more thoroughly the industry and geography of the section. Finish pictures.

**Science:** Library period comes at this time on Friday.

**Arithmetic:** A new topic, division with three-figure divisors, is to be introduced through situations taken from the core area.

**Spelling:** On Friday, room council is held at this time.

**P. E.:** Learn and dance some of the pioneer dances as the work in the core unit progresses.

**Contrasts Between Programs 8 and 9**

As indicated by the titles, Programs 8 and 9 illustrate short and long periods, respectively. The curricular areas affected are music (two 40-minute periods versus four 20-minute periods), arithmetic (three 60-minute versus five 35-minute periods), physical education (two 45-minute versus three 30-minute periods), science and health (two 40-minute versus three 30-minute periods), language (two 55-minute and a 25-minute versus five 25-minute periods), handwriting

(two 25-minute versus five 10-minute periods), and spelling (three 25-minute versus five 15-minute periods).

**A Narrative Account of One Monday in a Class Using Program 9**

**8:50-9:00 Between Bells**

As pupils entered building and put wraps and lunch boxes in locker halls, there was quiet intervisitation. Upon entering the room, some visited briefly with the teacher, then they and the others glanced at the *Things To Do* section on the board and began to do one of the several things listed there.

**9:00-9:10 Starting Period**

After roll was checked by a student and absence report form posted outside the door, the pledge to the flag was given. Plans for the day and announcements were considered.

**9:10-10:00 Reading**

Group I: The story concerned the capture of an alligator by a boy in South Carolina. Southern swamp lands and the animals there were discussed. New words were introduced and silent reading directed toward seeing if the boy got his alligator.

Group II: The story was the first of two about lighthouses. New words were carefully introduced, using phonetic analysis when needed. Questions such as the following were to guide the silent reading and discussion: What is the purpose of lighthouses? How are they constructed? How do they warn ships?

**10:00-10:40 Music**

After the class had sung two familiar songs, the teacher presented a new song. The second time she sang it the pupils watched the music and discovered a new rhythm pattern, a dotted quarter note followed by an eighth. The pattern was stepped out by two pupils. Then the song was sung. A song from last week was reviewed. A listening activity closed the period.

**10:40-11:00 Recess**

**11:00-12:00 Arithmetic**

Practice exercises in two-place multipliers without zero were provided. This type of exercise had been given before, so it was a review. Written problems were put on the board for those who finished early. Children placed their completed exercises on the board; the exercises

## ILLUSTRATIVE PROGRAM 8

A FOURTH GRADE WEEKLY PROGRAM WITH EMPHASIS ON MANY SHORT PERIODS

	Monday	Tuesday	Wednesday	Thursday	Friday
1.	8:50- 9:00	Between Bells			◆
2.	9:00- 9:10	Starting Period			◆
3.	9:10-10:00	Reading			◆
4.	10:00-10:20	Music		◆	Room Council
5.	10:20-10:30	Recess			◆
6.	10:30-11:05	Arithmetic			◆
7.	11:05-11:35	Physical Education	Art	Physical Education	Art
					Physical Education
8.	11:35-11:50	Spelling			◆
9.	11:50-12:00	Handwriting			◆
10.	12:00-12:50	Lunch Hour			◆
11.	12:50- 1:00	Starting Period			◆
12.	1:00- 1:25	Language			◆
13.	1:25- 2:10	Social Studies			◆
14.	2:10- 2:20	Recess			◆
15.	2:20- 2:50	Science-Health	Library	Science-Health	Individual Aid
					Science-Health
16.	2:50- 3:15	Literature	Activity Period	Literature	Activity Period
					Literature
17.	3:15- 3:30	Individual Aid			◆

## ILLUSTRATIVE PROGRAM 9

A FOURTH GRADE WEEKLY PROGRAM WITH EMPHASIS ON LONGER PERIODS

		Monday	Tuesday	Wednesday	Thursday	Friday	
1.	8:50- 9:00	Between Bells					♦
2.	9:00- 9:10	Starting Period					♦
3.	9:10-10:00	Reading					♦
4.	10:00-10:40	Music	Science & Health	Music	Library	Science & Health	
5.	10:40-11:00	Recess					♦
6.	11:00-12:00	Arithmetic	Activity Period	Arithmetic	Literature (45) <hr/> Individual Aid (15)	Arithmetic	
7.	12:00-12:50	Lunch Hour					♦
8.	12:50- 1:00	Starting Period					♦
9.	1:00- 2:20	Spelling (25) <hr/> Language (55)	Art (35) <hr/> Physical Education (45)	Spelling (25) <hr/> Language (55)	Art (35) <hr/> Physical Education (45)	Spelling (25) <hr/> Room Council (30) <hr/> Individual Aid (25)	
10.	2:20- 3:05	Social Studies					♦
11.	3:05- 3:30	Literature	Language	Handwriting	Individual Aid	Handwriting	

were then discussed by the class and the papers were checked. It was noted that most of the pupils who finished early also did the most accurate work. They were asked how they finished so quickly. The answer was that they "knew" the multiplication facts. The pupils discussed the ways of memorizing the basic facts by working on them in their spare time.

12:00-12:50 **Lunch Hour**

12:50- 1:00 **Starting Period**

Similar to morning period except that salute to the flag was omitted.

1:00-1:25 **Spelling**

Pupils were tested on the new words for the week. The incorrect words were then checked and studied.

1:25-2:20 **Language**

The topic was "Sharing a Book with the Class," preparation for reports to be given in literature class Thursday. The pupils developed by class discussion a list of rules for good oral book reports. These were left on the blackboard to be transferred to a bulletin board for use on Thursday.

2:20-3:05 **Social Studies**

The unit of study about hot, dry lands had been begun a few days before. The pupils had raised problems they wished to find information about and had suggested reading in books, looking at maps, inviting a speaker, and seeing a film as ways of finding answers. A committee of pupils and the teacher had previewed the film yesterday and had noticed its important points. The committee drew these to the attention of the class and the film was shown. The discussion afterwards was directed to the list of questions, noting which had been answered by the film. A wall map was used to locate the hot, dry lands in Africa.

3:05-3:30 **Literature**

The pupils spent their time organizing their book reviews. Some had chosen books they had read sometime previously in free reading period and were reviewing for content. Others were finishing reading their current books or preparing very short outlines to be used, but not read from, during their reports. The pupils worked independently as the teacher assisted those needing help.

## **IMPORTANT ISSUES IN PROGRAM MAKING**

Study of the illustrative programs in the pre-

ceding section will lead to identification of important issues in program making.

Seven questions which might arise from an examination of the programs are listed. The committee's answer to each question is provided.

1. **Should the program be organized on a daily or a weekly basis?** The weekly program makes possible larger blocks of time on any given day and permits the easy scheduling of activities which do not require attention daily. The daily program is more conducive to the establishment of school routine and requires less effort on the part of the teacher. It makes for short periods. It is the opinion of the committee that the program organized on a weekly basis is superior.

2. **Should the program list specific subject areas such as spelling, composition, writing, and reading or use such broad terms as the "language arts?"** Unless the subject areas are truly fused there is no point in using the broad heading. If, for example, the separate subjects of spelling and writing are listed, then the term "language arts" serves no useful purpose. On the other hand if history, geography, and civics are fused and called "social studies," the broad term is useful.

3. **Should the program be set up to promote integration of subjects?** The program must follow the curriculum on this point. If the curriculum is one where solution of problems *necessitates*, integration, then the integration will be both natural and desirable. Any other integration than that required by the nature of the problems to be solved will most likely be detrimental.

4. **Are the time allotments for the curricular areas identified in the program to be carefully observed?** Over a long period of time, the time allotments listed on the program are to be observed. However, as has been noted (see illustrative program 4), when a good reason for doing so arises, the time for any area may be markedly lengthened for a day or several days. The subjects whose time allotments are shortened through such situations as those referred to may at a later date receive extra time.

5. **In constructing a program is it important to strive for several large blocks of time for each curricular area?** The answer to this question is markedly dependent upon the curricular area under consideration. For example, five twenty-minute periods for music would probably be more effective than two fifty-minute periods. On the other hand, two fifty-minute science or social studies periods would undoubtedly be more effective than five twenty-minute periods. For high-

level instruction in such areas as social studies, science, written composition, art, and arithmetic longer periods rather than short periods are preferred.

**6. Is it important to have a subject appear at the same time of day each time it is listed in the program?** The listing of an important subject at the same hour each time it appears on the weekly program may make for establishment of routine, which in turn makes for a feeling of security on the part of a pupil. There are, however, many excellent programs where the time of appearance of subjects in the programs varies and no noticeable bad effects attributable to the practice have been identified.

**7. Is there a best time of day for certain subjects?** There is no best time of day to present any subject. In Iowa most primary-grade teachers, especially first grade teachers, prefer to begin the day with reading. In the upper grades social studies and arithmetic are the most popular subjects for beginning the school day.

## TIME ALLOTMENTS

Questions concerning time allotments for the various curricular areas are among the most frequent program questions submitted to the State Department of Public Instruction. These usually relate to one or the other of these two questions: "How much time should be allotted to each curricular area?" or "What authority should be followed in determining time allotments?"

There is no one source which can give the answer to the question concerning *how much* time. A number of studies of time allotment are available. The committee felt that, although the available time allotment studies have value, the data in such studies reflect both good and poor practices and therefore do not provide as good a picture as is desired. The committee collected data from a selected group of school superintendents on time allotments. Information was obtained by submitting a proposed time allotment chart

and asking the administrators to indicate whether the time allotment should be increased, decreased or remain the same. They were also instructed that if a change were made in one curricular area a change would of necessity have to be made in another area.

The *average* of the preferred time allotments of the selected group of Iowa superintendents is shown in the accompanying chart of time allotments. In using this chart of time allotments, it should be remembered that the figures are averages and therefore it is unlikely that all the times given would be suitable for any school. *Attention is called to the fact that some schools do not even offer in their programs some of the items listed.* Careful check of the illustrative programs presented in this chapter will substantiate this statement. In using this chart, then, it should be recognized that these figures reflect *averages* rather than the most desirable time allotments for any given local situation. *It is recommended that the program time allotments for each school be determined in accordance with the conditions existing in that school.* If, for example, the staff of a school feels that instruction in a given curricular area can and should be emphasized by giving a large amount of time to that area, then the increase should be made. Some idea of the emphasis given may be obtained by comparing the time allotted with that given in the chart. The chart then becomes a sort of reference measure in the planning of any local classroom program.

For example, Illustrative Program 1 allotted 650 of the 1500-minutes per week to reading. The average time for reading in first grade, as given on the chart, is only 550 minutes of a 1650-minute week. Thus, the teacher, administrator and others responsible for Illustrative Program 1 can rightfully say, "We are emphasizing reading in first grade. We actually give about 43% of our time to reading while in some selected schools of the state the average of the preferred time was only 33% of the total time."

## Average of Preferred Weekly Time Allotments for Curricular Areas in Grades 1-6\*

(Total Week—1650 Minutes)

Grade I	Reading 550		Recess 150	Soc St 100	Phys Ed 80	Lang 100	Arith 85	Mus 80	Hdw 70	Lit 70	Sci-H 60	Spell 50	Ind Aid 60	Start Per 75	Act Per 60	Art 60	
Grade II	Reading 450		Recess 150	Soc St 100	Phys Ed 80	Lang 100	Arith 125	Mus 75	Hdw 75	Lit 70	Sci-H 80	Spell 75	Ind Aid 60	St. Per 60	Act Per 60	Art 50	Lib 40
Grade III	Reading 350		Recess 125	Soc St 150	Phys Ed 90	Lang 100	Arith 150	Mus 80	Hdw 70	Lit 70	Sci-H 75	Spell 75	Ind Aid 60	St. Per 60	Act Per 45	Art 70	Lib 50
Grade IV	Reading 260	Recess 100		Soc St 225	Phys Ed 90	Lang 125	Arith 175	Mus 80	Hdw 60	Lit 75	Sci-Health 90	Spell 75	Ind Aid 60	St. Per 45	Act Per 45	Art 70	Lib 45
Grade V	Reading 220	Recess 100		Soc St 275	Phys Ed 90	Lang 125	Arith 200	Mus 80	Hdw 40	Lit 70	Sci-Health 100	Spell 70	Ind Aid 50	St. Per 40	Act Per 45	Art 70	Lib 45
Grade VI	Reading 200	Recess 100		Soc St 300	Phys Ed 90	Lang 140	Arith 190	Mus 80	Hdw 40	Lit 60	Sci-Health 100	Spell 70	Ind Aid 50	St. Per 40	Act Per 45	Art 70	Lib 45

Student

Council

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\* Time areas listed are respectively: Reading, Recess, Social Studies, Physical Education, Language, Arithmetic, Music, Handwriting, Literature, Science and Health, Spelling, Individual Aid, Starting Period, Activity Period, Art, Library.

## CHAPTER III

### CHARACTERISTICS OF GOOD CLASSROOM PROGRAMS

Children grow best in a school atmosphere that is tailored to their needs, interests, and abilities. They can and often do learn in spite of our indifference to varied rates of learning, the static teaching programs, school days divided into isolated compartments, and our insistence that all pupils do the same work at the same time. Our job as teachers, however, is not to provide obstacles to the learning process but to create those conditions in which the maximum learning can take place.

#### What We Know About Children

**We know that children are all different.** We know that some are fat and some are thin, some are tall and some are short, some can run fast and some run slowly, some learn to read quickly and some learn to read slowly, some like to draw and some like to sing, some are bright and some are dull.

We know that children of the same age and in the same grade are not alike. We know that in the fourth grade there are some who read at the second-grade level and there are others who read at the seventh-grade level. We know that there are children in the sixth grade who are very self-reliant while some in the sixth grade are very dependent upon adults. We know that in the second grade there are both socially adjusted and poorly adjusted children.

**We know that children learn at different rates.** We know that it takes one explanation for some youngsters to learn how to add two-column numbers while it takes dozens of explanations and learning experiences for others to learn the same concepts. We know that learning patterns are not constant but that they are marked by plateaus and spurts. We know that some boys and girls may appear to be making little progress in cursive writing in the third and fourth grades and suddenly appear to develop the skill in the fifth grade.

**We know that children learn best when they are physically, socially, emotionally, and intellectually ready to learn.** We know that the third-grade boy cannot dribble a basketball well but that most sixth-grade boys can do it with ease. We know that many second-grade pupils have difficulty writing stories but that most sixth graders can master simple story writing if they are

properly motivated. We know that children who are insecure may have difficulty in participating in class activities and that well-adjusted youngsters seldom have such difficulties.

**We know that children do not work at the same level of efficiency during the school day.** We know that the first grade youngster is normally cooperative early in the morning if he has had a good night of sleep and a substantial breakfast. We know that this same cooperative youngster may become a behavior problem at 3:00 if his day has been exhausting. We know that the period following recess and the period before lunch are likely to reveal children working at a lower level of efficiency.

**We know that motivation will help children sustain interest over long periods of time.** We know that boys and girls will spend hours building a play fire department but are likely to get restless after fifteen minutes of arithmetic drill. We know that they will work quietly and efficiently if they are doing things that they want to do but tend to become boisterous and careless if they are required to do things that bore them.

There are many other things that we know about children, both individually and collectively. And the more that we know about the boys and girls in our classrooms the easier it is for us to plan good programs.

#### Guideposts to Program Planning

The good school program will possess the following characteristics:

1. **Purpose:** A daily, weekly, or yearly schedule is only a structural skeleton upon which is built an educational program. It isn't enough to say, "Let us devote fifty minutes each day to arithmetic, and forty minutes to history, and fifty minutes to the social studies." We need to decide what objectives we are seeking to achieve and then we can say, "It will be necessary to devote a large block of time to the social studies because many of our objectives can be best achieved in that area." A program without purpose is like a body without a mind.
2. **Freedom:** The good school program takes into account all the things that we know about children so that optimum growth can take place. Because we know that they are different, we provide opportunities in the program that will encourage

the development of individual talents. This may mean giving Johnny extra time to develop his writing skills or encouraging Ruth to draw posters for a social studies unit. Because we know that children learn at different rates, we provide for several learning groups with materials adapted to the appropriate level and we may afford more time for one group than we do for another. Because we know that boys and girls learn best when they are physically, socially, emotionally, and intellectually ready to learn, we design a schedule that doesn't require all pupils to be doing the same thing at the same time.

3. **Balance:** Because of our concern with all aspects of the child's development, attempts are made to realize this goal by providing a variety of experiences for the child during the school day. A disproportionate amount of time is not spent in arithmetic and reading for it is realized that art, music, science, physical education, social studies and many other areas form a vital portion of the school program. A disproportionate amount of time is not spent on developing knowledge for the sake of knowledge alone, but attitudes, appreciations, interests, study habits, and critical thinking are consciously being considered. Because we know that boys and girls do not work at the same level of efficiency all during the school day, we provide for periods of rest and quiet activities as well as active school activities.

4. **Variety:** Many of the activities in which children engage at school may not be scheduled regularly. Provisions for these additional experiences, however, are sometimes made available for children during a free-choice period. In this period children have time for quiet relaxation, enjoying books, modeling clay, sewing, painting, weaving, working with building blocks, writing on the blackboard, making books, making observations of living things in the science corner, experimenting with magnets, making greeting cards for the family, and engaging in research activities for materials on units of work. Because we know that slavish adherence to a program can lead to stagnation of the individual, we constantly seek ways of enriching our program with new and unscheduled experiences.

5. **Flexibility:** Teachers should adhere to a reasonable amount of routine in managing their programs. However, routine yields to opportunities that offer new and enriching experiences. Inter-visitiation of classes, listening to timely educational radio and television programs, obtaining services of specialists, the scheduling of audio-

visual aids, providing for fire drills and other emergencies are some of the occasions that call for flexible programming. Sensitivity to evidences of restlessness and fatigue of children causes us to deviate from regular routine. The emphasis is on meeting the needs of children rather than covering the subject matter areas.

6. **Unity:** Effectiveness of instruction is best secured when the daily program is a unified whole rather than a working day divided into non-related compartments. An effort should be made in the daily program to relate the work in one area with the work done in other areas. Spelling may be taught during a regular period but it also is a concern of the teacher during the social studies, art, and the science periods. Reading is not an isolated skill to be taught only during the reading period for it remains a matter of concern during all of the classroom day. Whenever it is logical and natural to do so, work should be grouped together so that children can see the forest as well as the trees. For example, when teaching American history, it may often be desirable to draw upon music, art, literature, crafts, and even physical education to help see the relationships that do exist. Because we want to make the most effective use of the school day, we are vitally concerned with the unit of the school program.

7. **Continuity:** The daily program needs to be considered as a single building element in a pattern of education that is never ending. Each day the teacher builds upon what has taken place before, and needless duplication is eliminated while necessary reinforcement takes place. The building of concepts, attitudes, appreciations, and skills is a slow process that must be continuous and planned. Today boys and girls learn how to add a single column of three numbers, next week they work on the skills involved in the addition of two columns of numbers, and then next month they strive to develop other arithmetical skills. The daily program is evolved from what has taken place and contributes to what is to come. This continuity is not accidental but is a part of the over-all planning that is so essential to effective teaching.

8. **Economy:** Obviously it is undesirable during the course of a school day, or even a school year, to cover all of the academic ground that it is theoretically possible to cover. In classrooms we are concerned with the growth that boys and girls make and we are aware of the fact that growth does not evolve at the same rate for all youngsters. Because we know that covering a specific

number of pages in a textbook is not the surest pathway to educational growth, and because we recognize that children are different, it becomes necessary for us to think of the most efficient way in which we can use the time at our disposal. As teachers we will need to select the alternatives which seem to us the best for reaching the goals that we seek. We will need to weigh the goals and help make the decisions about relative worth. A question that should be answered when planning the classroom schedule is: "What are the most important things that have to be done?" When that question is answered, then we can put first things first and second things second.

### Appraising Classroom Programs

**The classroom program is a way of organizing the experiences provided by the school to insure maximum pupil growth with a maximum of efficiency.** To properly evaluate a classroom program it is necessary to study the growth that children have made toward well-defined goals. If one of the expected growth goals for children, during the primary period of their school days, is to learn the fundamentals of reading, then the classroom schedule is successful if the children learn the fundamentals of reading. **All basic evaluations of school schedules need to be made by studying the growth boys and girls have made, for the schedule is only a vehicle for getting us where we want**

**to go.** An outmoded, patched schedule may eventually allow us to reach the goals that we seek, but a good schedule will enable us to get there more easily, more efficiently, and more satisfactorily.

Evaluation is the process of making judgments and coming to decisions about the value of an experience. To evaluate a schedule means that we can study the schedule and come to some decision about its effectiveness. If evaluation of classroom schedules is to take place, then the teacher must understand the characteristics of good schedules so that a comparison between what is and what should be can be made. The characteristics described earlier offer a starting point for this evaluation. The following checklist should enable teachers to study and judge their own schedules.

### Summary

The classroom program is not a substitute for an enriched program developed by a creative teacher; it is merely the vehicle used to enable boys and girls to learn and grow successfully. A good schedule should facilitate the learning process, but the best schedule is only a means used by teachers to achieve certain goals. Schedules cannot be mass produced for they need to be the creative product of a classroom teacher, evolving a program for a particular group of children living together in a specific environment.

## Classroom Program Checklist

	All of the time	Most of the time	Occasion- ally	Seldom	Never
<p><b>PURPOSE</b></p> <ol style="list-style-type: none"> <li>1. Do I clearly understand what I am trying to achieve in my classroom?</li> <li>2. Do my pupils understand what we are trying to accomplish?</li> <li>3. Are some of the goals of instruction described in terms of the <b>behaviors</b> of children?</li> <li>4. Does my program provide for the development of interests, appreciations, skills, attitudes, and thinking, as well as for the acquisition of knowledge?</li> <li>5. Do I have <b>evidence</b> that the boys and girls in my classroom are growing towards the goals of instruction?</li> <li>6. Does my schedule reflect the goals that I am trying to attain?</li> </ol>					
<p><b>FREEDOM</b></p> <ol style="list-style-type: none"> <li>1. Do I provide opportunities for the children to work alone at things they want to do?</li> <li>2. Do I encourage pupils to develop special skills, competencies, and interests?</li> <li>3. Do I allow pupils to work at their individual rates of speed?</li> <li>4. Does my program reflect a sincere interest in the welfare of boys and girls?</li> </ol>					

BALANCE	All of the time	Most of the time	Occasionally	Seldom	Never
<ol style="list-style-type: none"> <li>1. Do I have a program that has in it something of interest to all of the pupils?</li> <li>2. Do I avoid overemphasizing such aspects of the school program as reading and arithmetic at the expense of art, music, and science?</li> <li>3. Do I recognize the place of problem solving as well as drill in the program?</li> <li>4. Do I provide for periods of quiet activities to alternate with active periods?</li> <li>5. Does my program reflect my concern for giving the children a well-balanced educational diet?</li> </ol>					
<p>VARIETY</p> <ol style="list-style-type: none"> <li>1. Do I alter my program to meet changing situations?</li> <li>2. Do I provide time for individuals to pursue special interests?</li> <li>3. Do I introduce new and challenging learning experiences?</li> </ol>					
<p>FLEXIBILITY</p> <ol style="list-style-type: none"> <li>1. Does my schedule change to meet changing needs?</li> <li>2. Does my program have a basic routine that helps pupils plan their activities?</li> <li>3. Do I change my plans when it is evident that the regular schedule is not producing the desired results?</li> <li>4. Does my program reflect an interest in the growth of boys and girls as well as concern for covering an optimum amount of subject matter?</li> </ol>					

UNITY	All of the time	Most of the time	Occasionally	Seldom	Never
<ol style="list-style-type: none"> <li>1. Do I relate what is being done in one area with what is being done in other areas when it is logical to do so?</li> <li>2. Does my program reflect an interest in the growth of the <b>whole</b> child?</li> </ol>					
<p>CONTINUITY</p> <ol style="list-style-type: none"> <li>1. Do I recognize the need for building a continuous program?</li> <li>2. Do I build on what has been done already?</li> <li>3. Do I recognize that concepts are developed over a long period of time?</li> <li>4. Do I know that growth patterns are different for each child and that continuous program planning must be done to meet this problem?</li> <li>5. Do I plan my program so that pupils can generalize from the simple to the complex?</li> <li>6. Does my program reflect a planned pattern of educational development?</li> </ol>					
<p>ECONOMY</p> <ol style="list-style-type: none"> <li>1. Do I use my time wisely?</li> <li>2. Do I weigh carefully the needs of my pupils?</li> <li>3. Do I avoid unnecessary duplication?</li> <li>4. Do I allow pupils to move ahead at their own rate of growth?</li> <li>5. Do I plan to help pupils grow to their maximum rather than being satisfied with average growth?</li> <li>6. Does my program reflect a concern for the over-all growth of boys and girls?</li> </ol>					

## CHAPTER IV

### BUILDING THE CLASSROOM PROGRAM

In recent years educators have been giving more consideration to the planning of daily or weekly programs which adequately meet the needs of all the children. Many have felt that these classroom programs, in the past, have been rather inflexible, handed-down patterns in which traditional practice told the teacher what to do and in turn the teacher steered the children through this pre-scheduled routine. However, a number of teachers and administrators were less rigid in their program prescriptions, and took thoughtful consideration of the children's needs and opinions as they planned the work of the day. Undoubtedly, this type of cooperative planning is becoming a more common practice.

With the many changes occurring in the social order, and in realizing the importance of every citizen's being able to take his place in a mobile social structure, schools are recognizing more and more the supreme importance of the children's daily school experiences. With this in mind, our school programs should plan for maximum growth in academic development and at the same time take into consideration the physical, emotional, social and spiritual development of every child.

In order to promote this well-rounded growth in all individuals, we must consider their differences and accept the fact that the children in a given grade will not all have the same capabilities. Consequently, their achievements will vary. The program that can best be adapted to meet the needs of a particular group or individual will be the goal of the classroom teacher and the administration. Good program making is basic in meeting individual interests and needs; therefore, careful consideration must be given to the local situation.

#### Cooperative Planning

The teacher and administrator must be considered as partners in the building of the successful classroom program. An administrator can hand the teacher a daily or weekly program, but if the teacher has no active part in its development, the program is likely to be relatively ineffective. Likewise, the teacher may build a program without obtaining the advice of the administrator. In both of these instances the educational program can sound a discord that will ring dis-

harmony throughout the classroom and possibly the entire school.

The teacher, in most instances, is given the responsibility for building her own program, so she should keep the opinion and philosophy of the administration in mind. The principal and superintendent will ultimately be held responsible for the total program of school; consequently they have the responsibility for sharing in the planning and finally approving the program of each classroom. Furthermore, it is the duty of the administration to be sure that there is a desirable continuity grade-by-grade. This can be attained only when teachers consult frequently with their immediate administrator.

The programs must also be coordinated. Special facilities are available in most schools for certain activities. For example, the gymnasium, which is to be used by all groups for physical education, must be scheduled. In many schools, music, art and special education services must also be scheduled and coordinated by the administrator.

The principal frequently finds himself in the position of discussing the school program with parents. After the teacher and principal understand each other better, the principal can make a clearer interpretation of the program to the parent who, in turn, will probably give more support to it.

#### Parent Opinion Is Important

Parent opinion is a factor that is gaining importance in determining the educational program of the school. Education and growth should be taking place at all times, not just during the hours that the children are in school. If we understand the thoughts and beliefs of the parents, and they in turn understand ours, the spirit of cooperation will exist and progress is bound to be more certain.

Perhaps Miss Judy in building her classroom program saw the necessity of having a wide variety of activities; at least more activity than that which Mary Lou's parents knew when they were in school. At first the parents could not appreciate the fact that, through the various activities, Mary Lou was becoming more interested in school, with a growing desire to improve in every subject.

Mary Lou, however, could sense the difference

in the thinking of Miss Judy and that of her parents. She became disturbed because of her conflicting loyalties. Miss Judy recognized this disturbance and planned for a friendly discussion with the parents, in which there was a helpful interchange of thinking—with Mary Lou's welfare the central theme. An understanding was established, with both the home and the school making changes by which Mary Lou was the winner.

The consideration given to parents' opinions tends to make them partners of the teachers. Together, they are able to build healthy attitudes that bring about acceptance of the school program and, in turn, allow the most desirable child growth to take place.

The spirit of cooperation and understanding can be enlarged through parent-teacher conferences. At this time parents have an opportunity to express their opinions, many of which are considered. Furthermore, the teacher may interpret the total school philosophy as well as the individual progress being made by the child. Conferences, properly conducted, have proved to be most successful in developing with parents a warm and cooperative spirit toward the teacher, the classroom program, and the school in general.

A. B. Moehlman, in his book *School Administration*, makes the point that "The school is the one institution whose program is based upon acceptance through conviction instead of through coercion." If this is true, then informed parents are more likely to be satisfied parents. And when their opinions are respected, and used in the cooperative task of planning the school program, the work of the school is immeasurably strengthened.

### **Let's Know Our Community**

Knowledge of a community plays an important role in planning a program that will be effective in meeting the educational needs of a particular locality. What do the people want for their children? What is the sociological status of the people? What types of experiences have they had? These and many other questions should be asked when consideration is given to the various resources that are available for use by the schools. The teacher who uses community resources finds it advantageous to have a different-type program than the one used by those who teach only from textbooks. For example, the use of larger blocks of time, allowing for flexibility, is important. Planning on a weekly basis rather than a daily basis is also encouraged.

The local community surrounds the school with resources that will enrich the educational program. There are many types of resources and they vary according to the particular locality. Some are of an industrial nature, such as a factory or a packing plant. Some are of a business nature, such as a bank, newspaper, or department store. Some are of a personal nature, such as people well-versed on particular vocations or hobbies, willing and able to discuss their interests with the children. Some are social or recreational in nature, such as the Y.M.C.A. and the Scouts. Still other resources are of the "nature" variety. These include wild life, mines, rivers and wooded areas. The school personnel should be familiar with the community and its resources—then give them consideration in the planning and carrying out of the program.

Obtaining the greatest value from the use of community resources requires thoughtful teacher-pupil planning and preparation. Furthermore, the age-group that will receive the most value from a given resource must be considered and the resources chosen must be timed to "fit in" with the unit of study.

Too often field trips are made without pre-planning and discussion by the group and without summarization or evaluation upon completion of the trip. While this may result in a pleasant excursion, the educational learnings are unlikely to be of significant value. Excursions, too, are often used as end-of-the-year activities. These may have value, but not the value they would have were they used at the time when they most naturally fitted into the development of the unit.

Much time has been spent in years past discussing the values and the understandings that can be developed from using community resources. There is no time like the present for putting our beliefs into action.

### **Program Making Stems from the Curriculum**

As members of an educational team, we need to know the basic curriculum philosophy of the system in which we work. Is the curriculum organized so that subjects are taught in isolation with emphasis on academic achievement, or are the educational objectives more broadly conceived so that broad fields or common activities are stressed? This latter type calls for longer class periods for major portions of the day, and flexibility in time allotments. The first type calls for short periods of definite length for specific subjects. Specifically, are we to teach penmanship and

spelling as part of a language arts program, or are we to have separate classes for spelling and penmanship? Do we have an integrated social studies program, or are we to teach geography, civics, and history as isolated subjects? Is the health program integrated with the science program? Is there a special teacher for music, physical education, and art, or is each classroom teacher to handle all subjects taught in her room? What is the philosophy of the administration in regard to school attendance by five-year-olds? These are all pertinent problems that need to be considered when a teacher makes out her schedule. A conference with your immediate administrator is advisable at this point in order to clear these foundational policies.

Shall we look at the situation squarely? We speak glibly of "social studies," "language arts programs," "experience teaching," and "units." Do we, our pupils, and the public know what we mean? Do we ourselves understand the full meaning and significance of the terms? Let's try to clarify these terms.

When we refer to *social studies*, we should realize that the term covers not only the subject matter of history, geography, political science, economics, and sociology, but also the procedures that lead to the development of attitudes, behaviors, and skills that a pupil needs to become an efficient, useful, and desirable member of society. Social studies, in that sense, becomes a means of providing children a well-rounded education so that they may function effectively as socially literate and civic-minded citizens.

The term *language arts* includes reading, spelling, penmanship, grammar, language (oral and written) and literature. In the past, schools have handled instruction in the language arts as four or five separate courses, each with its own daily class period. Some schools are tending to merge these five phases of language arts into a more integrated field in which all the language art skills would be developed. Most schools, however, still retain reading and spelling in separate time blocks for systematic study.

If, in scheduling, a teacher indicates a language-arts block, and then teaches subjects separately, she is not facing the situation squarely. If she teaches separately the subjects comprising the language arts program, they should be listed in the program as taught as separate subjects. If the teacher has an integrated or partially integrated language arts program, then it is correct to refer to the period as the language arts period.

The inference should not be made that dealing with all subjects in large blocks of time is a requisite of good teaching. There are certain subjects, such as spelling and handwriting, that require short periods because they are also taught and learned in other areas. On the other hand, the social studies often require a longer period. The point is that the teacher should consider the local curricular practices and recommendations, study carefully the academic and other needs of the pupils, then select the program and procedures best adapted to her group.

### Unit Teaching

Then there is this matter of units. We are reminded of the time when a mother questioned her ten-year-old daughter about the meaning of units only to get the reply, "Our geography book is divided into sections that tell about different countries. Every time we start a new section, Miss E. says we are starting a new unit."

We presume that in the above situation, there was page-by-page assignment, and when the pupils had finished reading that section in the book, Miss E. probably gave a test, announced that the unit was completed, and that they would start the next unit tomorrow.

What do we mean by unit teaching? "Unit teaching is that type of teaching which leads children first to question, then to find the answers to their own and their teacher's questions through as many experiences and avenues of learning as time, interest, and the school's curriculum will allow."\* The word has been used so loosely that it has fallen somewhat into disrepute, and other terms such as "experience teaching" or "experience learning" have been substituted. We prefer to keep the term *unit teaching* rather than confuse the situation further.

There are many variations in the terms which educators have used in labeling units: teaching units, learning units, activity units, experience units, core units, subject matter units, commercial units, survey units, etc. In general, they seem to classify under two headings; subject-matter units and experience units. Both types of necessity use experience and subject-matter, but the subject-matter unit emphasizes subject-matter, and the experience units emphasize experiences and a wide variety of pertinent activities. Subject-matter units serve to organize the body of subject matter (content) to be

\* M. Applegate, *Everybody's Business — Our Children*. Evanston: Row, Peterson and Co., 1952.

taught. There are many such units available commercially. However, such units are most effective when used just as a reference guide with the teacher and pupils working together to make it their unit by adding to it their problems, questions, interests, and solutions. In such a unit, unless the teacher and pupils do lend it their own personalities, the main purpose is likely to be the mere acquisition of knowledge, with types of experiences being few and formal.

The experience unit, on the other hand, develops out of the needs and interests of children. A main concern is likely to be the development of desirable traits of character, although facts and understanding are not minimized. There are many and varied learning experiences with subject matter more a means to an end, rather than the primary concern.

'We have had some excellent unit teaching, and some of extremely poor quality. To illustrate, in making a unit on "Japan," teachers may emphasize the "glitter" or superficial aspect of the study in order to make a good showing for a culminating activity. Instead, they should evaluate critically what the pupils have actually learned about Japan, its location, problems, contributions to civilization, and position in the world today.

What happens to program planning when this *unit teaching* is put into practice? Some of the important results may be the use of larger blocks of time, more flexibility in the day's routine, and the employment of a wider variety of learning activities. There is likely to be a closer relationship between the work going on in the *skill* subjects and the *content* areas. Furthermore, it is probable that the children themselves will, within the limits of their maturity, play a more reasonable part in planning with their teacher for "a good school day."

#### **Classroom Records Facilitate Program Making**

To make a good classroom program for a specific class, it is necessary to take into consideration the past experiences and accomplishments of the children. Only as a builder knows the strengths and weaknesses of the materials with which he is working can he attempt to build a strong, enduring structure. A knowledge of the special abilities and handicaps of the pupils, as well as past educational achievement, helps a teacher approach the problem of scheduling with more understanding.

One of the sources for securing such informa-

tion is the cumulative record. From such records, information regarding past classroom achievement, individual scores on mental and achievement tests, attendance, and health records may be secured. Frequently, reports of parent-teacher conferences are included with the cumulative record. All this information is invaluable to a teacher in planning her classroom schedule so that it will provide the emphasis necessary for the most desirable development of individual pupils, and of the class as a whole.

If possible to arrange, a conference with the teacher who previously handled the group is very helpful. For example, this helps a new teacher to know the reading level of his pupils, the books they have completed or read partially, the educational trips taken by the children, the units or projects undertaken, and the socio-economic background of the pupils' families.

#### **Instructional Materials Are Important**

Our program may be improved if we are acquainted with available material and if we have the ability to make proper use of it. The man in business has found it advantageous to advertise by various means. Likewise, a group of children in the classroom will be more easily and genuinely persuaded that a school program is a good one if a variety of useful and interesting materials is used. Since our business is guiding pupils to sense the importance of knowledge, and implementing growth in all areas of development, it behooves us to become acquainted with and to use all available materials. The material we have and the use we make of it should have a bearing on the type of program we build.

Generally, the basic materials are supplied by the local school and often it provides many supplementary materials. Teachers must realize that this source is of necessity limited; however, many materials are available through other sources.

Most county superintendents' offices provide loan libraries of supplemental readers, social studies and science books, books of fiction, puzzles, filmstrips and other valuable materials. These should be available to all teachers in the county.

Teachers can also obtain valuable free and inexpensive materials by checking such catalogues of sources as those published by the Educators Progress Service, Inc., Randolph, Wisconsin; the George Peabody College, Nashville, Tenn.; and the H. W. Wilson Company *Vertical File Service*.

Free materials are also often listed in the professional periodicals such as *The Midland Schools* and the *N. E. A. Journal*. The total cost of most of these items is a two-cent postcard plus a little time.\* Many other materials are available from the various State Departments, such as Health, Safety, and Agriculture.

### Toward a Flexible Routine

"The daily program at Porter is a flexible thing. There is a schedule which is used as an outline for the curriculum, but it is not a hard and fast thing, and is never followed at the expense of an opportunity, however unexpected, to meet the needs of some special occasion or turn some happening into a lesson."

The above paragraph is quoted from *New Schools for Old*, written by Evelyn Dewey and published in 1919. Thirty-five years ago, educators were advocating a flexible program. They recognized the fact that in handling groups of children, we are not truly educating them unless we take advantage of the educational possibilities of current problems and "on-the-spot" learning situations.

Have we made any progress towards better scheduling in these intervening years? We have unit teaching which, if properly handled, meets the needs and interests of many children. We have social studies activities which provide the opportunity for learning democratic methods of solving problems. We try to teach children to ask questions, then find the answers to their own questions through as many different experiences and activities as is consistent with the importance of the question and the interest of the children. This does not mean that a teacher should permit the instructional time to be completely filled with unrelated problems and activities. The program should provide for flexibility, but at the same time yield the advantages attached to a well-regulated schedule that recognizes the need for continuity.

In order to more clearly sense the importance of common-sense flexibility in the use of our daily schedules, let's take a look at this true-life experience which occurred recently in Miss Crew's third grade room.

As Miss Crew tells her story, it goes something like this:

\* For helpful suggestions regarding ethical ways of obtaining such materials and plans for evaluation, classification, and use see (1) *Using Free Materials in the Classroom* (75c), Ass'n. for Supv. & Curriculum Development, N.E.A., 1201 16th St. N.W., Washington, D. C.) and (2) "Developing a Classroom Vertical File", by Guy Wagner, in Nov. (1950) issue of *Midland Schools*.

"Miss Crew, something's wrong. We don't have as much money as we should."

Three worried third-graders interrupted the poetry class as they rushed up to their teacher. As the tallow purchasing committee, they had been given fifty cents of the class money and instructed to go to the meat market for the tallow. The cost was thirty-two cents. On their way home the children started checking their change, discovering that only twelve cents were left instead of the eighteen cents they should have had.

All thoughts of poetry were forgotten as the teacher and the pupils faced the problem of the lost money. The committee figured on the blackboard to see how much they should have had. Some of the other pupils asked them if they had stopped at any other store. Others suggested that they retrace their steps to see if any of the money had been lost on the way. Still another suggestion was the possibility that the butcher might have given them the wrong change. The children felt that the butcher might not like to be accused, so they decided to be careful in the way they talked with him saying, "We think we made a mistake," and then going on to explain the situation. If the money was not found, the committee decided all members of the committee should share in replacing it.

As the children went out to recess, they were still talking seriously about their problem.

We believe that the reality of the above situation is worth a dozen theoretical lessons. Realizing the importance and value of the teaching opportunity at hand, the teacher made the most of it. Before the children solved their problem, they had had a lesson in arithmetic, in group responsibility, in facing a problem, and in handling a money situation tactfully.

This is an example of what we mean by flexibility of program. Had the teacher scolded about the interruption and kept on with her poetry class she would have made her time schedule the important factor in the situation, rather than the children's needs and interests. Fortunately, she chose the reasonable solution.

### Judging the Program

After the classroom program has been made and used, it is advisable to evaluate it in terms of the degree to which the objectives for the year are being achieved. How has the program worked out? What is happening to the children in terms

of attitudes, skills, and understandings as a result of the program? Are they learning at a satisfactory rate? Is the general climate of your classroom happy, and such that learning is encouraged? Is there evidence of desirable forms of pupil behavior? Did you feel "rushed"? Did you have time to care for individual differences?

Take time to evaluate your program critically. Some teachers feel that the only way to evaluate learning is the paper-and-pencil method. While theirs is a useful and necessary method, remember that not all learning can be measured this way. For an adequate evaluation, this should be supplemented by teacher observations of progress in understandings, ability to work well in groups, special interests and abilities, acceptance by others, ability to take responsibility, attitudes toward others, and in general just being a good

citizen. Increasingly throughout the grades, pupils should share in this evaluation of themselves. Chapter III is especially designed to give help at this point.

If you are not satisfied with your program, think it over carefully, discuss it with your principal, supervisor, or superintendent—then modify it as good judgment and common sense suggest. However, children need and appreciate routine in general, so try not to confuse them by changing it every day. Normally, each day should follow a similar pattern. If, in the morning planning period, you tell them about the tentative plan for the day, and follow their suggestions and requests as far as it is reasonable, they will experience more of a feeling that it is "our" classroom and "our" program.

## CHAPTER V

### CLASSROOM PROGRAMS ARE ROOTED IN BELIEFS

As in other areas of life, functions of the public school are gradually changing. Traditional learnings from books are being enlarged to include the experiences and patterns of behavior in keeping with our present-day concepts of democratic ideals. Individuals concerned with a problem need to have a share in its solution. The classroom program of course, is of intimate concern to the children it affects. When they have opportunities to plan with each other and with their teachers they will more surely use their time wisely; they will have more thirst for learning; they will get along better with others; they will develop more confidence in their own powers and judgment.

Children must learn to make reasonable decisions, to distinguish between important and unimportant experiences, to play their part as members of a classroom team. Whenever there are choices to be made, there is need for group planning and sharing ideas. It is highly important for children to develop proper attitudes and effective skill in budgeting their time. How can this be possible if teachers, administrators and parents have not provided ample opportunities for children to have these experiences? The earlier chapters in this publication have been concerned with meeting this challenge through the proper development and use of the classroom program.

The Iowa State Department of Public Instruction is impressed with the essential importance of wise program making in effecting a good school day for each child. It subscribes to the belief that children will mature into well-rounded personalities only if they have genuine participation in real life experiences. Therefore, it recommends that schools of the state consider the following philosophy as they go about the task of building and implementing their classroom programs.

**The State Department believes that:**

1. **The State Department of Public Instruction should serve as an agency for helping schools share their ideas and assist in organizing in-service programs that will help teachers become more skillful in developing programs adapted to local needs.**
2. **The classroom program should reflect the philosophy of the local school.** For this reason many illustrative programs are presented in Chapter II so that each school may profit by

suggestions which can be adapted to any specific classroom. A regimented, fixed classroom program for all schools could serve only to "straight-jacket" the teacher as she goes about the job of adapting instruction to individual needs.

3. **Program planning is a cooperative venture.** As pointed out in Chapter I and Chapter IV, there are many factors and persons to be considered if the classroom program is to make its best contribution to the development of children.
4. **Teachers need to be aware of the components of a good program.** This means that teachers need to have a thorough understanding of emerging curriculum practices—and especially to be alert to the characteristics of good programs as explained in Chapter III.
5. **Teachers will be helped in planning their classroom programs by exchanging experiences with other teachers through in-service meetings and inter-school visitations.**
6. **What happens within the period is more important than the actual length of the period.** In other words, while the daily or weekly schedule of classes is significant and gives a clue to the types of experiences which the children have, it is the actual experiences of the children that really count. For instance, an eighty-minute language arts period might be textbookish, unrelated to children's real interest, and dull. On the other hand, a shorter language arts period, conducted in such a way that the children go about their work with zeal and purpose, may actually produce better total results.
7. **The daily program should capitalize on current happenings.** This, of course, does not mean that systematic instruction in such subject areas as arithmetic, science, social studies and spelling should always be pushed aside in favor of "on-the-spot" events. It does mean, however, that both teachers and children should be alert to present day experiences which will give vitality and significance to the work at hand.
8. **Unit planning is an effective way of organizing instruction in the content areas.** If this is true, schools should consider the planning of block programs which combine some of

the traditional subjects and thus give longer periods of time. This will result in "block programs" and will make it possible for children to pursue interests and projects long enough for attentive concentrated work.

9. **Improvements in local classroom programs should be made with parent understanding and support.** The State Department of Public Instruction does not want schools to revolutionize their traditional plans over night. Instead, it wants teachers to develop good background in program making and to make modifications that seem reasonable and satisfying. In instances of major change, it is strongly advised that the parents are made aware of these changes and are willing to support them. In an increasing number of cases parents' suggestions for changes are given thoughtful consideration. Small gains kept in program planning are better than big gains opposed and lost. Solid, steady progress should be the goal.
10. **Teacher awareness of problems involved in program making will militate against monotonous routine and also give assurance that the changes made are right.** Many teachers give but little thought to the importance of, and the techniques used in developing classroom programs. They may blindly pursue one recommended procedure or custom. Hand-me-down programs are bound to stultify teacher initiative. Under wise administrative guidance, teachers are more likely to keep abreast of the best thinking and practices in this field.
11. **There is need for substantial routine throughout the day.** This has been pointed out in several preceding chapters. Good program making does not mean that children will pursue a radically different schedule each day. They need the security of sensing and following a relatively similar pattern of work. Modification of the daily routine should occur only as thoughtful planning suggests desirable changes.
12. **The classroom program should provide for the development of good, solid, study habits.** Schools should provide a wide variety of experiences and learning activities for its pupils. However, the State Department, by no means, is recommending an "activity program" at the expense of scholastic achievement. It thoroughly subscribes to a substantial amount of academic work which calls for thorough reading, reflective study, and drill when necessary.
13. **There should be a good balance in the types of experiences afforded.** It is up to the local school to see to it that all curriculum areas are given a due proportion of time. The amount of emphasis however, must be determined by the needs of any given class and the personal needs of individual children within the class; e.g., some children who are reading below their capacity level may need, for a time at least, to give added time to the development of their reading skills. Teachers must always be aware of the importance of arranging the classroom program to provide for individual differences.
14. **The classroom program should never be subject to the superficial interests of pupils or to teacher whim.**
15. **Good programs will result only when teachers have become competent, professional technicians in the art of program making.**
16. **Teacher-education institutions will need to work closely with the State Department of Public Instruction so that there will be some uniformity in the preparation of teachers for program planning and the practical application of these ideas in the schools of the state.**

## A SELECTED BIBLIOGRAPHY

on

### TIME ALLOTMENTS AND THE CLASSROOM PROGRAM

Alabama State Department of Education, *Course of Study and Guide for Teachers, Grade 1-12*. 1950, pp. 178-190.

Reports that "in the elementary program of studies, related subjects have been grouped so as to provide for five major areas of instruction: (1) Social Studies, (2) Health, Safety, Science, (3) Reading, Writing, Speech, Spelling, (4) Computation, and (5) Recreational and Creative Activities. Many teachers will doubtless desire to create groupings of subjects which are different from those suggested. Teachers should feel perfectly free to perfect that type of organization which will enable them to do their most effective work with boys and girls." Lists four general suggestions for use in planning the daily program (excellent guides for the teacher). Presents in detail a daily program for fourth grade that illustrates the block-program idea. Describes the five "related-subject areas" for (1) Grades 1-2, (2) Grades 3-4, (3) Grades 5-6.

*Childcraft Teaching Materials*, Field Enterprises, Inc., Educational Division, 35 East Wacker Drive, Chicago 1, Illinois, 1948.

Marcia A. Everett discusses typical daily programs, including principles of program planning. "Block types" are presented and some attention is given to programs for unit teaching.

Cincinnati Public Schools, *New Primary Manual*. Board of Education, Cincinnati, Ohio, 1953, pp. 33-37.

Discusses the characteristics of a good school day: flexibility, consistency, balance, variety, large blocks of time, time for making plans and evaluating work. Presents a table of time allotments for primary grades. Gives two suggested daily programs for each grade Kindergarten through Grade Three.

Cleveland Public Schools, *Teachers' Guide Units For First Grade*. 1954, pp. 17-19.

A short but very helpful discussion and illustration of "The Flexible Daily Program." About one hour per day is given to the "Unit of Work." The sample programs reveal that skill subjects and the language arts have been allocated large blocks of time. Five principles of scheduling are listed.

Connecticut State Department of Education, *Education for Living*. Hartford, 1948.

Presents a first-grade program designed to "adapt planning procedures to maturity levels of children." Each period of the day is explained in some detail in terms of what happened on a given day.

Education Briefs, *Changing Practices With Time Allotments*, U. S. Office of Education, Washington, D. C. 1947.

Discusses the history of, and current practices in, time allotments. Quotes excerpts from letters and bulletins of several school systems. Presents samples of allotments.

Gans, Roma, et al, *Teaching Young Children*, World Book Co., Yonkers-On-Hudson, New York, 1952, pp. 97-116.

Discusses teacher-pupil planning, and what the content of the program should be. Sets up some principles to be considered in planning a good day for children. Describes several daily programs in detail. Emphasizes importance and nature of the school lunch period.

Hildreth, Gertrude, *Child Growth Through Education*, Ronald Press Co., New York City, 1948, pp. 126-133.

Makes clear that rigid schedules with short periods of arbitrary length are not suited for unit teaching. Summarizes the new trends in planning the daily schedule, and gives illustrations.

Huggett, Albert J. and Millard, Cecil V., *Growth and Learning in the Elementary School*, D. C. Heath and Co., Boston, 1946, pp. 56-75.

Presents some "essentials" for the modern program. Gives examples of program planning.

Illinois State Department of Public Instruction, Springfield. *Curriculum and Course of Study Guide for Elementary Schools of Illinois*, 1947, pp. 5-9.

Presents trends that have developed in connection with the daily programs: (1) Correlation of subjects into larger areas of instruction with longer class periods, (2) The more liberal grouping of pupils in levels—primary, intermediate, upper — rather than maintaining sharply defined grade lines, (3) Instructional procedures which place emphasis on unit activi-

ties, integrating the various subject areas. Three suggested rural school programs are presented, with these programs designed to provide flexibility for various groupings of children. Fifteen suggestions are listed for teachers to use in making their daily or weekly programs. For instance, Suggestion Number 5 is "Each child should work separately in arithmetic with little emphasis on daily recitations. The children should realize that they are having arithmetic each day, even though they do not actually have class, and the teacher should be sure to check their progress daily." Suggestion Number 6 is "Penmanship should be placed just before intermission rather than immediately after the time when the large muscles have just been used."

Indiana State Department of Public Instruction, *Expanding Experiences in the Elementary School*. Bulletin No. 215. Indianapolis 4, 1953, pp. 1-12.

Discusses a good day in school for children nine to eleven years of age. Describes in narrative style what happens during each period of the day. Pages 8-12 emphasize the concept of "value" by answering the question, "What makes the preceding classroom situation a good day in school?" Defends the school day which had previously been described by giving eight good "reasons," e.g. "First, each child has had many opportunities to use the common skills of reading, writing, and arithmetic."

Kentucky State Department of Public Instruction, *Building a Program for the One-Teacher School*, Frankfort, 1947, pp. 339-41.

Reveals the daily program as a "plan of action." Describes clearly each block of time in this sample daily program. Has useful application for one-teacher schools today, although published seven years ago.

Kentucky State Department of Education, *Getting the School Underway*. Frankfort, 1943.

This bulletin devotes several beginning pages to important *general teaching practices* suggesting "if the school succeeds in doing the things suggested, your daily work program will have to be carefully developed." A *Suggested Program of Daily Living* is then presented. This is followed by a rather detailed discussion of such questions as: 1. Why have a daily program, 2. Purpose of the school, 3. Making the daily program, 4. Explanation of "Blocks." (About  $\frac{1}{3}$  of this bulletin is devoted to Number 4—describing what is done during each of the major blocks

of time. The major blocks of time are: (1) devotional, (2) cooperative group experiences, (3) play, (4) reading, (5) noon hour, (6) appreciation, (7) language arts, (8) arithmetic, (9) evaluation period.)

Maine State Department of Education, *School Days*. Augusta, 1948.

This entire 150-page booklet is devoted to ideas which help a teacher in planning a daily program. Part one is entitled *Beliefs Direct Action*; Part Two, *Behavior, an Index of Child Needs and Characteristics*; Part Three, *The Daily Program—Mirror of Philosophy*; Part Four, *Sample Programs*. This publication is probably one of the most complete discussions of daily programming available. Block programming is emphasized.

Minneapolis Public Schools, *Living and Learning in the Elementary Schools*, 1949, pp. 113-158.

The theme of this discussion is that *a child grows through his school experiences*. The first part deals with kindergarten through grade 3, and for each grade there is detailed discussion of the major areas established for the school day. A suggested daily program is set up for each grade and then a detailed discussion is presented in connection with a complete morning's program for each of the grades. For instance, a morning in the second grade included: (1) work period, (2) clean up period, (3) evaluation period, (4) class meeting, (5) relaxation time, (6) social studies, (7) science and outdoor recess, (8) rest period, (9) language arts, (10) planning. The same type of presentation is made for grades 4, 5, and 6 in the last part of the pages noted above. The presentations give a clear picture of an *action program* at each grade level.

Mississippi State Department of Education, *Mississippi Handbook for Elementary Teachers*. Jackson, 1951. pp. 7-13.

Suggests a time allotment in minutes per day for the primary grades and also for the intermediate grades. There are six blocks of time for the primary grades and eight blocks of time for the intermediate grades. Presents illustrative daily programs as well as an illustrative weekly schedule. Discusses how to use the schedule. Each period in the day is described in some detail.

Missouri State Department of Education, *A Guide for Elementary Education*, Springfield, 1953, pp. 11-17.

Discusses alternating grades in one-teacher rural schools, and presents a very graphic picture of the daily program for such a school. This clearly indicates the work emphasized for each grade, first through eight.

New Mexico Department of Public Instruction, *Curriculum Guide For Elementary Schools in New Mexico*. Santa Fe, 1950, pp. 20-25.

The daily program is defined as "an allocation of time to different interests which will provide sufficient time for *effective* learnings throughout the school day." It is suggested that the emphasis in teaching has consistently shifted from teaching *subjects* to teaching *activities*, and accordingly there must be flexibility to work around large centers of interest. "This in turn calls for large blocks of time to permit following a vital interest through to a satisfactory conclusion, in contrast to the many brief periods of teaching and having recitations on a group of unrelated subjects." There are typical programs presented for the second grade, and two-room schools (grades 1-4 in one room and grades 5, 6, 7, and 8 in the second room).

New York City Board of Education, *Source Material in Curriculum Development*. New York, 1949, pp. 93-97.

Discusses *Time Allotment* and reports that "with one or two minor exceptions there are no adequate studies to determine the time allotment for a given subject other than those based on present practice." Lists 6 trends in relation to time allotment in the elementary school, which are: (1) block scheduling, (2) increased time for science and social studies, (3) attention to fine and practical arts, and health, (4) less attention to specific time allotments (by conventional subjects), (5) decreasing tendency to limit or condition the classroom teacher's time, (6) suggestions, in courses of study, for approximate time to be spent on each unit. A time allotment for Junior High Schools is given in some detail (by large time blocks, with subjects listed as explanatory of larger curriculum areas; for instance: *Social Studies*, history, geography, civics, contemporary affairs, human relations, consumer education).

Oakland Public Schools, *Curriculum Guides - Grades Kindergarten, One, Two*. Oakland, California, 1953, pp. 39-43.

Presents "Points to Consider" in planning the schedule of activities: routine, flexibility, large blocks of time, balance and variety. Discusses

experiences which children need every day. Gives suggested time allotments for Grades 1-6. Also presents sample programs that contain good explanatory detail for each curriculum area listed. Even gives time in the daily program for "diagnostic and remedial work," and explains thoroughly the use made of this period (which is last period of the day).

Oklahoma State Department of Public Instruction, *Curriculum Guide for Elementary Schools*. Oklahoma City, 1948, pp. 4-13.

A discussion of *organizing the elementary school for living and learning*. Time allotments in minutes per week are given for reading, writing, spelling, language, social studies, health and safety, science, arithmetic, fine arts. This is followed by a number of sample schedules. For instance, there is a conventional daily schedule which the Oklahoma State Department advises against and gives six reasons for its stated opinion. There is a suggested schedule for a one-room school, for a first grade, a fourth grade, and a two-teacher school. Other combinations of grades are presented in suggested daily schedules.

Pennsylvania State Department of Public Instruction, *The Elementary Course of Study*. Harrisburg, 1949, pp. 41-43.

Discusses *using time to the best advantage*. Suggests that "it would be impracticable to attempt to set up a daily schedule for every school or for every teacher in a school. Local conditions vary as well as pupil needs. However, since a daily program directly reflects the educational philosophy of the school and the teacher, the teacher should set up a guiding weekly schedule of daily activities at the beginning of the term. The administrator should see that this is done and should give helpful suggestions. This helps assure a satisfactory balance of activities." Also suggests that the daily program should be flexible in order to meet the daily needs of children. With each maturity level the program changes slightly, and scheduling in large blocks of time, in which related activities can be carried out, makes possible the integration of learning and more flexible patterns of work. Also lists suggested approximate time allotments for primary grades and intermediate grades. For instance, in the primary grades the following time allotments are given: (1) opening routines 4%, (2) language arts 25%, (3) free play activities 8%,

(4) experiences in the social living areas 14%, (5) lunch period activities 15%, (6) arithmetic experiences 7%, (7) aesthetic and creative experiences 10%, (8) health activities 8%, (9) language arts activities 9%. An illustrative daily program is presented with the 420 minutes of the school day allocated to the above-mentioned areas of experience.

Portland Public Schools, *Instructional Guide for Kindergarten and Primary Grades*. Portland, Oregon, 1950, page 76.

A time allotment schedule is presented for primary grades, intermediate and upper grades. The subjects are blocked into large curriculum areas and the Portland time allotments are compared with the Oregon State time allotments. As an illustration of the Portland time allotments in the intermediate grades the language arts and social studies are given 50% of the time; arithmetic 12.5%; physical education, health and science 17.5%; music, art, and crafts 12.5%; and library 7.5%. From pages 27-64 there is a description of the program in social studies, science, health, physical education, language arts, mathematics, arts and crafts, music, and family life.

N.B. Complete instructional guides have been prepared also for the intermediate grades and the upper grades.

Tennessee State Department of Education, *Living and Learning in Rural Schools*. Nashville, 1943, pp. 39-54.

Shows how to organize daily programs into larger blocks of time. Says "It is heartening to teachers to know that changes and adjustments may now be made which will reduce the number of classes. . . ., extend class periods with the teacher, and enlarge working groups." Suggests

time allotments to be apportioned to four major areas of experience: democratic group activity; skills; problems on daily living; recreational, creative, and appreciative activities. Presents illustrative daily block programs, with helpful descriptions of what is done in each block of time. A sketch illustrates each period of the daily program. One daily program is called "transitory program for a one-teacher school," i.e., a transition from the conventional to the recommended block type.

Theman, Viola, *A Good School Day*. Bureau of Publications, Teachers College, Columbia University, New York City, 1950.

Especially helpful in describing the *characteristics* of a good school day. A number of "suggested schedules" are presented. This publication will help teachers become more sensitive to those experiences in a child's day that are of real value to him.

Wofford, Kate V., *Teaching in Small Schools*, The Macmillan Co., New York, 1946. pp. 99-114.

Discusses past practices and new trends in planning the work of the day. Relates curriculum experiences to the purposes of elementary education. Discusses special problems of planning inherent in small schools. Lists criteria for judging planning. Discusses educational assumptions basic to program planning. Gives a detailed illustration of a program for a one-room school.

Wyoming State Department of Education, *Handbook for the Elementary Schools of Wyoming*. Cheyenne, 1951, pp. 40-42.

Discusses the daily program and its use. Appears to be a relatively traditional type program.



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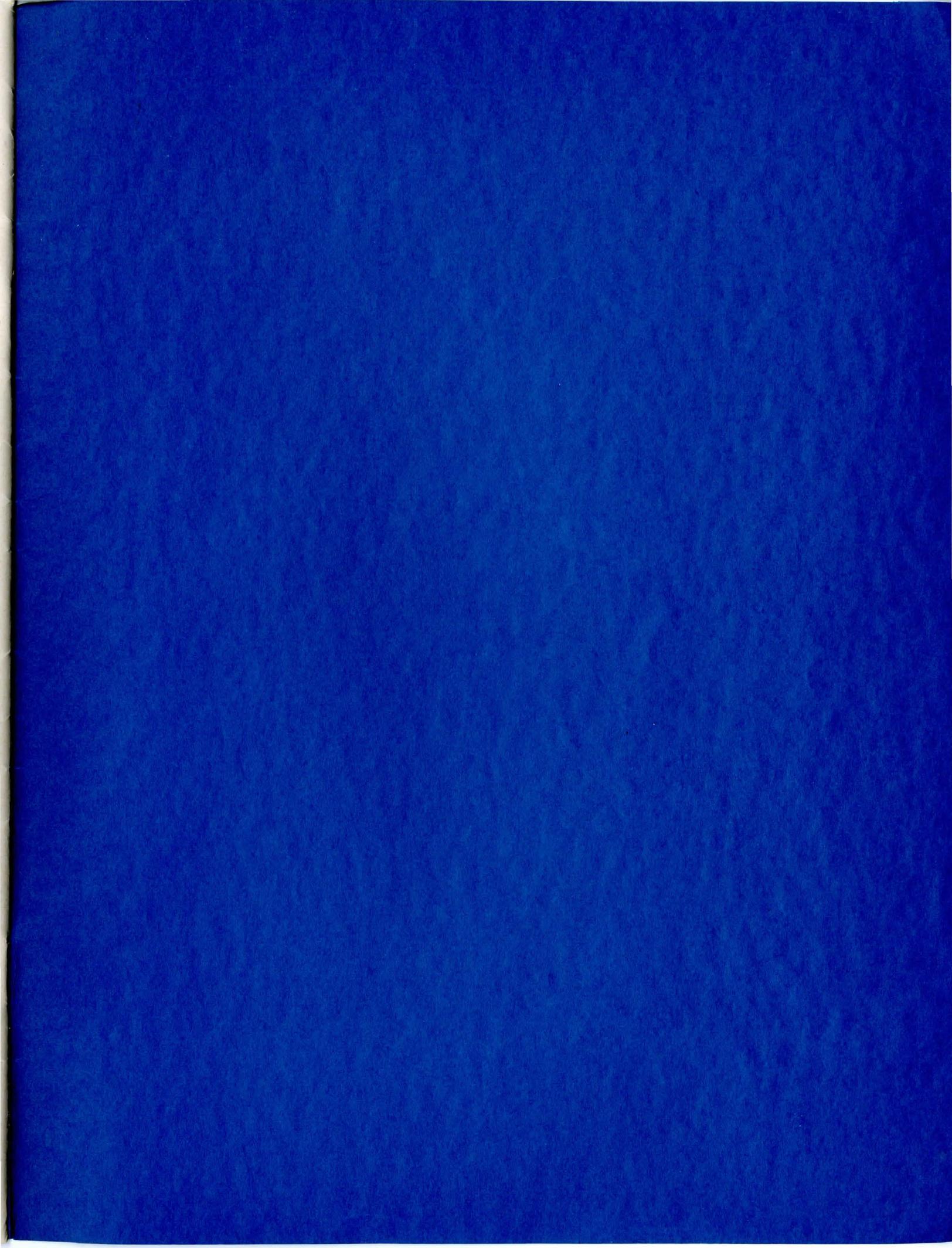
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