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**BULLETIN**

ON

**GRADING OF RURAL SCHOOLS**



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FORGOTTEN  
MEMBERS

MEMBER OF THE

## PURPOSE.

The purpose of this bulletin is to help rural teachers in grading their schools. In visiting schools and district institutes I find that a great many teachers are making no attempt to follow the Manual of the Course of Study prepared by the State Board of Education. In fact I find that a surprisingly large number of teachers do not even have a copy of the Manual. Large numbers of these have been distributed among the teachers by county superintendents and by the Department of Schools, but for some reason many teachers do not now have them. Of course it is impossible to follow the Manual unless the teacher has one as a daily guide or is thoroughly familiar with it. Teachers, if you do not have a Manual, write your County Superintendent for one, and then if you do not receive one write the Department of Schools at once for a copy. A postal will bring it to you. Then if you will study it and try to follow it this little bulletin may help you. The new Record Book will be in your hands before the end of this term and it will be impossible to make out that record if your schools are not graded, except by guess. It is confidently hoped that every teacher will undertake this work with renewed vigor and earnestness.

## WHY GRADING OF SCHOOLS IS IMPORTANT.

### I, *To the Pupils.*

(a) Dividing the work into grades increases and incites progress.

(b) It insures progressive continuity of work under successive teachers.

(c) It secures a full round of studies for mental balance.

(d) It gives pupils an incentive to better

work since they have before them promotions and graduation.

(e) It secures to the pupils the best use of the teacher's time.

## II. *To the Teachers.*

(a) It gives teachers a better insight into the real purpose of the schools.

(b) It makes reading and study of methods necessary and thus furnishes a means of self-improvement.

(c) It guides to proper subject matter.

(d) It trains teachers to better economize their time and energy.

## III. *To the Community.*

(a) It gives better returns for expenditures through improved schools.

(b) Removals from a given locality do not affect the pupils' classification.

### THE COURSE OF STUDY.

In my suggestions I shall emphasize the points that many teachers have asked me about in discussions at teachers' institutes. To some teachers many of these statements may seem matter of fact but when we remember that a good many teachers are teaching their first schools and have had no experience with graded schools, not even as pupils, I think you will agree that these are the points that must be emphasized.

The great cry among rural teachers is that they have not time for all of their classes. This is true as the classes are usually arranged in ungraded schools. But let me suggest that by grading your school properly you save time. The Manual provides for this very thing. The false notion that pupils must have a long list of studies and a cart load of books is pretty general among both parents and pupils. The mother thinks her little girl is doing nicely if she has a dozen studies and the boy thinks he is doing



wonders when he has a like number and he likes to tell about it. In such cases the pupil spends most of his school hours *reciting* and has little time left for *study*.

On the matter of time-saving read what is said about correlation beginning with the last paragraph on page 3 of the Manual. Notice what is said there about saving time in teaching spelling, common school geography, state history, civics, geography of West Virginia, and book-keeping, and what is said in the first paragraph on page 7 about alternating U. S. and general history, and about physiology and book-keeping. Instead of such an arrangement as this it is not uncommon for pupils to begin all of these subjects about the sixth grade and continue them all for two or three years or even longer, in addition to the other subjects reading, arithmetic, grammar, writing, literature, and agriculture. I have known civics to be studied for three or four years. In such cases pupils just go over these studies year after year in the vain hope that they will somehow absorb something from them. They acquire loose habits of study and become thorough in nothing. What we want is that pupils take no more subjects at one time than they can master and after a sufficient time for mastery lay them aside and study other subjects. By failure to do this teachers and pupils lose much time.

If you will look on pages 4 and 5 of the Manual the Outline of Studies will indicate to you what studies should be taught for each grade. You will notice that reading is taught up to the sixth year when literature takes its place. Then on pages 8 to 18 you will find full directions on how to teach reading in the several years and what to teach. It is indicated what stories and what pieces of literature are appropriate for each grade. On pages 18 to 28 are directions for teaching composition and what the subject mat-

ter of this composition work should be. This work should begin as oral work in the first grade and continue throughout the course.

In the outline writing is provided for the entire eight grades and on pages 13, 14 and 16 are directions on what the writing should be and how to teach it. Spelling is listed for the first seven grades but pages 72 to 73 indicate how spelling should be taught.

Notice that the Outline gives literature and history a place in the first five years, and then literature and history have separate places for the next three years. Teachers sometimes get the idea that in the first five years a text-book is necessary to teaching literature and history but pages 49 to 54 explain what should be done here and indicate the subject matter of the work, while pages 54 to 57 explain what should be done in history with a text-book. The literature as a separate study for sixth, seventh and eighth grade pupils is treated in connection with reading on pages 15 to 17.

Number work begins with the last half of the first year and extends to the fourth year when arithmetic proper is taken up and continued throughout the remainder of the course. If teachers will examine carefully pages 28 to 36 they will find given in detail the amount of work required in each year. This explanation ought to help teachers greatly. It ought to remove forever from the school room such a class exercise as the following:

Teacher: "Third arithmetic class." The class come forward and are seated. Teacher: "John, how far did you get today?" John: "To the 23rd except No. 14." Teacher: "Work it on the board. Mary, how far did you get?" Mary: "I got to the 25th." Teacher: "Work the 26th on the board." Later. Teacher: "John, did you get your problem?" John: "Yes, sir." Teacher: "Take as far as you can

for tomorrow." And so on for the whole class. Instead of this antiquated way of teaching, more time should be given to questioning the class on the principles involved in the lesson and the examples best suited to illustrating these principles should be assigned for board work, the teacher making sure that every member of the class understands their application.

Notice that in the Outline nature study extends from the first through the sixth grades, when agriculture takes its place for the rest of the program. Nature study should prepare for both agriculture and geography. Pages 60-63 indicate what should be done in nature study while pages 64-71 treat the study of agriculture. Observe that geography is studied through the fourth, fifth and sixth years and then stops as a separate subject to give place to history. But let no one forget that the study of geography should continue in connection with history. An outline of the work in geography is given on pages 37-45. If teachers will work up the topics there as indicated they will not only be able to lead their classes much better in this subject but they will also acquire much valuable information for themselves. It is hoped that no teacher will allow herself merely to read questions from the book as was the custom in the easy old days of Mitchell's Intermediate Geography.

In the Outline physiology and hygiene are listed only in the eighth grade but it is not expected that a teacher will wait till then to take up the subject. Pages 74 to 88 indicate what should be done throughout the course.

Drawing is given for the first three years. The work in drawing is briefly indicated near the top of page 7. This drawing may be done in connection with nature study and need not stop with the third grade. Each teacher will



work this out according to her training and personal initiative.

The above analysis may seem very simple and to many it will be very simple but I have made it so because my experience during the last few months has led me to believe that it is just about what many teachers can best profit by. I believe that if the teacher will take this little bulletin and a course of study and sit down and work them out together it will not be a difficult matter to do the actual grading and classification of her school.

#### THE ACTUAL GRADING OF A SCHOOL.

Let us suppose that we have a school of twenty. Four of these have come to school for the first time. According to the A. B. C. method of teaching each one of these would be called up three or four times a day "to say his letters." But instead of this method let us keep them all in a class and arrange for them to recite as a class at the times indicated in our daily program on page 6 of the Manual. Now let us turn to the Manual to see what this class should have in its first year. On pages 8-13 its work in reading and writing is indicated; pages 18-20, the composition work; pages 28-30, the number work; pages 49-52, the work in literature and history; pages 60-61, the work in nature study; page 72, the work in spelling; and on pages 74-76, the work in physiology and hygiene.

No doubt many teachers will throw up their hands in horror at the idea of teaching little six-year-olds such a list of subjects. But this first-year work is much simpler than it seems. Take for example a historical story. This same story may be handled so as to bring out history, oral or written composition, practice in reading, and some exercises in writing, if the pupil is advanced far enough. Similarly a study of the common house fly may include nature study, language, hygiene, composition, and possibly



some idea of numbers. In such correlation the teacher must know what she is doing and use the material for the purpose in hand. She must not try to do too much at once. One exercise on the fly may be directed to nature study. It will involve language work necessarily but only incidentally. Another exercise may be directed to hygiene and so on for the others. If teachers will follow the course of study and check up the work as it is done they will be surprised at the amount of it for the year. By this method of teaching instead of the meaningless "saying his letters" method, the first-year pupil learns a great many things and at the end of the year he will know his letters even better than by the old method and have all the other things besides.

Of the twenty pupils let us suppose that three are in the fifth grade. A description of their work is found in the Manual as follows: on reading, pp. 15-16; on writing, p. 16; on language, pp. 24-25; on arithmetic, pp. 32-33; on geography, pp. 38-42; on literature and history, pp. 53-54; on nature study, p. 62; and on physiology and hygiene, pp. 82-84.

If there are two in the eighth grade we find an outline of their work as follows; on writing, p. 16; on reading, p. 17; on literature, pp. 27-28; on arithmetic, p. 53; on geography, p. 44; on history, pp. 56-57; on civics, pp. 58-59; on agriculture, pp. 66-67; on book-keeping, pp. 71-72; on spelling, pp. 72-73; and on physiology and hygiene, pp. 87-88.

The other grades can be marked out in the same way and each group will recite as a class. But of course this arrangement does not prevent the teacher from asking individual questions and doing individual work where necessary.

#### THE DAILY PROGRAM.

On page 6 of the Manual is a type of daily

program. The teacher may vary this program to suit her individual needs. For convenience of the teachers this program is reproduced in this bulletin with recitation periods printed in heavy type, since it is a bit difficult to follow the small capitals in the Manual.

### TYPE DAILY PROGRAM.

Time.	Primary (1-3)	Intermediate (4-6)	Upper (7-8)
9:00	Opening Exercises.		
9:10	<b>READING</b>	Reading & Lit.	U. S. or Gen. Hist.
9:40	Language & Drawing.	<b>READING &amp; LIT.</b>	U. S. or Gen. Hist.
10:20	Language & Drawing.	Language	<b>U. S. OR GEN. HIST.</b>
10:35	Recess	Recess	Recess
10:45	<b>LANGUAGE &amp; DRAWING.</b>	Language	Grammar & Lit.
11:05	Reading & Arith.	<b>LANGUAGE</b>	Grammar & Lit.
11:25	Reading & Arith. Geography.		<b>GRAMMAR &amp; LITERATURE.</b>
11:45	<b>READING &amp; ARITH.</b>	Geography.	Agriculture.
12:00	Noon.	Noon.	Noon.
1:00	History & Literature.	<b>GEOGRAPHY</b>	Agriculture.
1:20	<b>WRITING.</b>	<b>WRITING.</b>	<b>WRITING.</b>
1:30	History & Lit.	Arithmetic.	<b>AGRICULTURE.</b>
1:45	<b>HISTORY &amp; LIT.</b>	Arithmetic.	Arithmetic.
2:00	Reading and Spelling.	<b>ARITHMETIC.</b>	Arithmetic.
2:20	Reading and Spelling.	Literature & Hist.	<b>ARITHMETIC.</b>
2:35	Recess.	Recess.	Recess.
2:45	<b>READING &amp; SPELLING</b>	Literature & Hist.	Civics or Book-keeping & Physiology.
3:00	Nature Study.	<b>LITERATURE &amp; HISTORY.</b>	Civics or Book-keeping & Physiology.
3:15	Nature Study.	Nature Study.	<b>CIVICS OR BOOK-KEEPING &amp; PHYSIOLOGY.</b>
3:30	<b>NATURE STUDY.</b>	<b>NATURE STUDY.</b>	Composition & Spelling.
3:45	Reading.	<b>SPELLING &amp; COMPOSITION.</b>	<b>COMPOSITION &amp; SPELLING.</b>
4:00	Dismissal.		

Let us suggest here that the study period may be as useful as the recitation period if it is properly directed. Too often one sees pupils sitting idle or skipping about from one subject to another without any definite plan of work. This is injurious to the pupil since it fosters bad habits of study and to the teacher since it is likely to result in disorder in the school. The teacher should make out her daily program and tack it on the wall where all the pupils can see it and she should insist that they follow the study periods as carefully as they follow the recitation periods. The pupils will soon come to observe the one as closely as the other.

Now, in the given program notice that from 9:10 to 9:40 the first three reader classes recite while the intermediate classes (4-6) are preparing their reading and literature lessons and the upper classes (7-8) are preparing their U. S. or general history lesson. In the second period, 9:40 to 10:20, the reading and literature classes of the intermediate grades recite while the primary grades prepare their language and drawing and the upper grades continue to study their history lesson. In the third period, 10:20 to 10:35, the upper grades who have had fifty minutes to prepare their history lesson recite while the primary classes study their language and drawing and the intermediate classes their language lessons. Thus the whole school has been at work and each pupil has been preparing the lesson that he was about to recite. In like manner goes the work of the whole day.

The question naturally arises and has often been asked, How can I teach three classes at the same time? Of course we have to answer that you cannot. But let us see what you can do.

Notice that the first period is thirty minutes. You may give ten minutes to each class calling them separately. Or, you may call all the class-



es at once, assign board work to one for part of the time, seat work to another, and give personal attention to the other, exchanging these classes in the kind of work they are doing so as to give about ten minutes of personal instruction to each class.

As another example take the fourth, fifth and sixth arithmetic classes scheduled to recite at two o'clock. Let them come to recite together. The teacher may assign board work to the fourth grade, seat or written work to the fifth grade, and give her personal attention to the sixth grade. Five minutes may be enough to clear up any difficult points with the sixth grade. She may then send them to the board and give the next five minutes to personal work with the fifth grade. At the end of that time she may send them to the board and give her personal attention to the fourth grade pupils who have spent ten minutes at the board. The remaining five minutes she may use in assigning lessons for the next day and clearing up any difficulties that the fifth and sixth grade may have encountered. Thus each class has had ten minutes at the board and five minutes with the teacher.

The teacher may use the above plan to good advantage in some of the other subjects, as for example the language classes. But in such subjects as geography the pupils would necessarily be working on different subject-matter and therefore would have to recite in separate classes. The working out of such points must be left to the personal initiative of the teacher. In the upper grades (7-8) both classes will be working together in history, writing and agriculture and perhaps closely together in grammar and literature and in composition and spelling. Notice that the first six grades recite nature study together. It is not expected that the first-year

pupil and the sixth-year pupil will be doing the same work in this subject. But the teacher may divide these into groups and have one of these groups each day, varying the subject matter to suit the needs of each group.

### CLASSIFICATION AND PROMOTION.

On page 7 of the Manual are directions for the classification and promotion of pupils. Read these carefully.

Teachers will find it a great convenience to them and an incentive to the pupils if they will make out a card showing the grade standing of each pupil. This card should be tacked on the wall or put in some conspicuous place where all the pupils can see their place in the grades. Visiting parents will be pleased to note the classification of their children and may take greater pride in having their children attend regularly lest they be lowered in their grade or fail of promotion or graduation. If remarks about back work are made in the column for that purpose pupils will strive harder not to have such remarks entered and to remove them once they are entered. Some such scheme as the following is suggested:

#### POND SCHOOL 1910-1911.

	Grade.	Grade.	Grade.	Grade.	Grade.	Grade.	Grade.	Grade.	Will Grad- uate.	Remarks.
Mary Adams.....		II							1917	
Mabel Jones.....					V				1914	Behind in Arith- metic.
Susan Johnson.....			III						1916	
Jane Smith.....						VI			1913	Behind in Eng- lish.
Martha Smith.....							VIII		1911	

Teachers should hold up before their pupils their graduation. It is not so much in itself but it may serve to keep many a pupil in school until he has finished the whole course. Certificates of graduation will be furnished by the State Department and signed by the State Superintendent. Examination questions for graduation will be furnished also by the Department of Schools upon application.

As a further means of giving incentive to pupils to do good work and attend regularly it is suggested that whenever possible teachers give each pupil a monthly report card. This means has had long and successful use in the city schools and I see no reason why it should not do as well in the country schools. This would necessitate monthly tests of some sort but this too will give the pupils a further incentive to do good work. The form found on the following page may be used, the number of month spaces being regulated by the number of months in the district. Spaces should be left on the back of the card for parents' monthly signature. If this device proves successful it is probable that cards can be furnished next year by the Department of Schools and sent out with the other supplies.

### THE STATE HONOR ROLL.

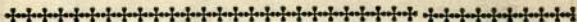
Let me call your attention to the State Honor Roll in this connection. Teachers can use this as a means of securing better attendance and through better attendance they will get more regular work. This will help both the usual class work and the grading and promoting of pupils.





**BACK PAGE OF CARD.**

Dilligence is the Stepping-stone to Success.



**TO PARENTS OR GUARDIAN.**

By observing this card you will see the pupil's standing in his studies. It will determine his promotion.

100 denotes perfect; 90 very good; 80 good; less than 70 not satisfactory.

SIGNATURE OF PARENT OR GUARDIAN	DATE
.....	.....
.....	.....
.....	.....
.....	.....
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