

NARRATIVE REPORT
For
EMMA MACMILLAN SCHOOL

E. F. Holman
Principal

1954-1955

FACULTY AND STAFF
of the
EMMA MACMILLAN SCHOOL

Louise Adams)
Evelyn Berreman }.....First Grade
Sara Woodham)

Frances Bray)
Elva Cronkhite }.....Second Grade
Sarah Hamilton)
Bessie Tisdale)

Lila Haigler).....Third Grade
Lula Mae White)

Muriel Davidson).....Third and Fourth

Virginia Leverette).....Fourth Grade
Adrian Stough)

Lell G. Gross).....Fifth Grade
Lillie Mae McCall)

Myra Cade).....Fifth and Sixth

Anna B. Blackwell).....Sixth Grade
Mary Emily Mastin)

Edsel F. Holman.....Principal
Carrie W. Vaughan.....Secretary
Kathleen Ellison.....Lunchroom Manager

INTRODUCTION

The school year of 1954-1955 has ended. The faculty and staff of the MacMillan School feel that this school year has been a successful one. Our boys and girls have grown mentally, socially, physically and spiritually.

The wonderful cooperation of the faculty and staff plus their outstanding abilities and interests has been a pleasure for the principal and has enabled the boys and girls to make progress in their development. It is the feeling of the principal that the MacMillan Faculty has more to offer than the ordinary group of teachers. They have the ability to teach plus character, stability and a personal interest in the boys and girls of this community. With this combination there will of necessity come good things.

Leaving the MacMillan School this year are Mrs. Elva Cronkhite, Mrs. Evelyn Berreman, Mrs. Virginia Leverette, Mrs. Anna Blackwell and Mr. Edsel Holman. Two of these-- Mrs. Cronkhite and Mrs. Leverette--remain in the Montgomery School System; Mrs. Blackwell has chosen to stay at home with her family; the last two--Mrs. Berreman and Mr. Holman are leaving the state.

Faculty meetings were held each Monday afternoon. Various studies were made by the faculty in addition to the usual work of organization. One of our major topics of discussion was Safety. From this study came the organization of

a Girls' Safety Council. In Mrs. Muriel Davidson's Report is a detailed description of this Council. Another study made in our faculty meetings was that of a booklet, "How I Teach", by Ida B. Kelley and Keith J. Perkins. This "test" was purchased from the Educational Test Bureau. Of course, all the topics for discussion did not apply to the Elementary School. However, those topics which did apply were very interesting and helpful as we discussed them. (See copy of test at end of this report.)

THE SCHOOL YEAR

Opening of School--About 1,000 notices were distributed in the community informing the people of the community that all children who did not attend MacMillan School last year will register at the school Thursday and Friday of August 26 and 27 between the hours of 8:30 and 12 in the morning and between 2:00 and 4:00 in the afternoon. This included all new first graders and any children who had moved into the community since the last school year. All other children were notified (in this same notice) that they were to register the first day of school, Thursday, September 2. (Notice at end of this report.)

By using last year's information for the old students and having the new students register a week before school opened we had the children placed and ready for action when they came the first day.

We started the year with an additional teacher, Mrs. Sellers. With this addition we had to move a grade in the old auditorium. Our first grade enrollment was large enough for four teachers with about 30 pupils each. However, a greater need arose in another school and Mrs. Sellers was taken from us. This left us with 40 children in each first grade. These first grades had from 35 to 40 all year long. Of our three first grade teachers we had one experienced one; one who was brand new; and one whose previous experience was in Ft. Deposit High School. With this set-up for first grade we had more problems to over-

come than is usually the case. However, I believe that our first grade children are well prepared who came from two of our rooms and fairly well prepared from the third one.

PLAY DAY--Our Play Day at MacMillan School was a most joyous day for our children. Our pupils really look forward to this day. Again we did not put on a selling campaign to make money. However, we had wonderful organization worked out by committees of teachers on the various grade levels. The Director of the Boys' Club permitted us to use their field in order that we would have enough room for all our children.

ART FUND MONEY RECEIVED--This school year we again experienced the failure to collect all the money the children are asked to bring. We ask the children to bring \$1.75 if they are in one of the first three grades--\$2.50 if they are in the upper three grades. About half of our children pay into this fund. We are able to sell orange juice clearing about \$2.00 per day. This enabled us to buy several items and also to distribute some money to each of the teachers' accounts.

MAJOR PURCHASES--This year our purchases consisted of three folding screens, two for the stage, one for the office; a new floor fan and various small items plus repairs on much of our equipment. In the lunchroom we bought a large three door electric ice box, three floor fans, floor scales and various smaller items such as dishes.

PLAYS--Each teacher was required to give at least one play this year in order to give every child in the school an opportunity to be on the stage. The teachers did an outstanding job in preparing these plays. At the end of nearly all the teachers' reports (included in this paper) are pictures of their plays.

CLEAN UP PROGRAM--Our objectives included cleanliness inside and outside the school building. Two teachers were assigned the task each week of cleaning the school grounds. One teacher was given the responsibility of making a schedule for this program.

POLICE DEPARTMENT--We have not had the problems this year with attempted robberies as we had last year. However, two visits were made to the building which proved to be costly. One of the visits was made to the lunchroom with approximate damage of \$20. The other visit was to two classrooms resulting in the loss of two record players. One of these was recovered by the police department.

The Police Department has been cooperative in showing films on Safety and making talks to all the classes about Safety. Our Policewoman has served us well.

OTHER AGENCIES--The Y.M.C.A., Junior League, Junior Red Cross, Health Department, Boys' Club and P.T.A. all have helped to add to our school program this year. We owe a word of thanks to these organizations for their help.

TEACHER TRAINING--Six teachers and the principal attended summer school last summer. This training helped us to be aware of some of the more recent developments in education. It also helped us be aware of the children's problem of sitting in a desk a long

period of time.

PRIZE FOR BLUE HORSE WRAPPERS--Over 6,000 Blue Horse Wrappers were sent to the company making Blue Horse paper. Our wrappers won the first prize--a new bicycle. We sold the bicycle for \$32.00 since we had no purpose for the bicycle.

PUBLICITY--We appreciated the work of Mrs. Tillman in gaining recognition in the newspaper for some of the work we were doing in our classrooms. Pictures clipped from the newspapers are included in this report at the end.

SAFETY--Each of our seventeen teachers did one or more units on Safety. With the help of the Board of Education and the P.T.A. we constructed a fence along the alley on the back side of the school ground. This was done primarily to keep children from walking and riding bicycles down the alley. It is very dangerous.

In addition to this safety measure we formed a Girls' Safety Council. Each class from third through the sixth grade had two representatives. Mrs. Davidson was chairman of the committee who worked out the organization. Miss Cade and Miss Mastin were the other two committee members. Mrs. Davidson has given detailed information concerning the Council in her report.

UNDERPASS UNDER BELL STREET--It is the hope of the principal that the work that has been started will be continued in working for an underpass under Bell Street. This is one of the greatest needs

for our children. Meetings have been held concerning this project. This needs attention immediately. Approximately 450 children cross Bell Street at the time when the major part of the Maxwell traffic is going to the Field.

REST PERIOD FOR TEACHERS--Our teachers again this year enjoyed having a rest period in the afternoon during the free play given the children. Teachers rotated duty, one teacher being on duty each day with five grades on the ground. We had as many injuries during the morning physical education class as we did in the afternoon. Our total injuries this year were very small.

PROMOTIONS--Our percentage of retention this year climbed to 6.71%. Last year it was 4.52%. We still do not feel that it helps children (generally speaking) to retain them, but we are hindered in pushing the children forward in that they must have two retentions or be 14 before entering Junior High. We recognize the Junior High problem, yet many of our children with 60-70 I.Q.'s need to stay with their social group and learn to work with their hands as soon as is practical and possible.

PERCENTAGE OF ATTENDANCE--The percentage of attendance increased slightly over last year. This year our attendance was 93.7%. The continued problem of lack of good food and clothing and the need for better medical attention adds greatly to our absences. Truancy still remains a big problem with us.

FIRE PREVENTION--Fire drills were held each two weeks of school.

We conducted the drills at different times during the day, including just before the children entered in the morning. During fire prevention week we saw films concerning fire prevention. The Fire Department and the Police Department cooperated in giving a fire demonstration on our play ground. The large ladder truck came and the firemen demonstrated **how** they could climb the ladder.

TESTING PROGRAM--The MacMillan School bought enough Mental Maturity tests to give a test to every child from the third through the sixth grades. We have more children 100 and below than we do over 100. The sad part is we have quite a number below 70.

LUNCHROOM--Mrs. Ellison served as lunchroom manager for the first time this year. She has served this school well. Our meals have been good. Our beginning balance was approximately \$900.00. Our closing balance will be approximately \$800.00. About \$1,000 worth of equipment was purchased. All this was accomplished while we were giving over 70 free lunches and after the new milk program went into effect we gave 65 free milks. We received financial help for approximately 35 lunches.

PHYSICAL EDUCATION--We have continued our physical education program we started last year. That is, a physical education class in the morning for every child with the teacher on hand to supervise the class. In the afternoon our free play time was given to each child while at the same time making it possible

that our teachers have a rest period.

MUSIC--In addition to the music work done in each classroom regularly scheduled music periods were set aside for each grade (several sections) in the little auditorium. We found the first grade children too immature to participate in this program. Also there were approximately 120 first grade children which made this type program impractical. The tape recorder, record players, pianos, records and films all played a part in the music program. Generally speaking our teachers are not trained to teach music as a musician would teach it. However, they used all possible helps to supplement their inabilities.

COMMENDATIONS--Usually it is customary to commend those who have a part in any program. However, the following statements will not be made simply because it is customary. To help in operating a good school, of necessity there must be a good Superintendent. I personally appreciate all that Dr. Dannelly has done. I have felt free to operate the MacMillan School as I thought best (with reasonable restrictions, of course). These two years as principal, working for a good Superintendent, has been most pleasant.

Needful also (especially for a new principal) are good Superintendent's Assistants. I have always gone to Mr. McKee and Mr. Garrett with full assurance that I would receive the help I needed and be treated kindly as we worked out our problems. This was always the case. My sincere thanks to them.

Supervisors in any school system play a vital role in the development of good schools. To Mrs. Bristow, Mrs. Morgan, Mrs. Jackson, Mrs. Meeks and Mrs. Tillman I owe a real debt. The association with these people has been most pleasant and helpful. They add much to the Montgomery School System.

Mr. Ramsey, Mrs. Greer and from the least to the greatest of all those working in the office have my highest regards. People working in these capacities can make the details of school operation most annoying and unpleasant. However, the opposite was true the past two years. I always enjoyed going to the office because everyone was always so pleasant and willing to help in any way possible.

To our seventeen teachers, secretary and lunchroom manager I can just say, Thank You, for helping make MacMillan School one of the best in the System. Our children were given the opportunity to learn and they did learn according to their ability. The MacMillan Faculty is the best. Our lunches were excellent, especially considering the free lunches and free milks that were given to the children. And I owe much to Miss Carrie for her wonderful help in so many ways.

To sum up I simply to all the personnel of the Montgomery Public School System, thank you for two wonderful years. I shall always remember each person and my happy association with you. May God bless you in your endeavor to train boys and girls.

TEACHERS' REPORTS--The next section in this report contains reports from our seventeen teachers.

E. F. Holman

Score

HOW I TEACH

No.

Percentile

Analysis of Teaching Practices

By

IDA B. KELLEY

and

KEITH J. PERKINS

FORM A

NAME Sex Date 195...

Local Address Tel. Age

No. of years of teaching experience Single ... Married ... Widowed ... No. children

Home Address

Grades or subjects which you teach

Grades or subjects which you would like to teach

No. years training beyond H. S. Degrees Major

Years in which your training was taken

Dates of any subsequent training

Give the approximate number of quarter semester hours you have taken in the following courses:

PSYCHOLOGY

- General
- Educational
- Child
- Adolescent
- Abnormal
- Clinical
- Mental Hygiene
- Social
- Individual Differences

EDUCATION

- Principles of Teaching
- Principles of Secondary Education
- Junior High School
- Guidance
- Extracurricular Activities
- Tests and Measurements
- High School Administration
- Curriculum
- Supervision

LIST THE LAST FIVE TEACHING POSITIONS YOU HAVE HELD

LOCATION	GRADES OR SUBJECTS TAUGHT	YEARS
1.
2.
3.
4.
5.

GENERAL DIRECTIONS

If machine scoring is to be used, the spaces between the parallel dotted lines must be thoroughly blackened by means of a *special* pencil. The emphasis is on *thoroughly* blackening.

If the scoring is to be done by hand, the blackening can be done with an *ordinary* pencil.

The items in "How I Teach" are designed to allow the applicant or teacher to record what he thinks of certain teaching practices, what his opinions are concerning some specific phases of personality development, and what his judgment is on various questions in the field of child and adolescent behavior and training.

Keep in mind that in every one of the items a general situation is described, and one is therefore not to think in terms of individual cases.

There is a choice of five answers for each item. There is no time limit but work fairly rapidly.

NOTE: *Child, children, and pupil are used interchangeably to apply to all ages through elementary and high school.*

PART I

DIRECTIONS: Part I questions beginning at the top of the next page are made up of a group of practices all of which are actually being used by different teachers. In each case some action in regard to the situation is indicated. Please check this action in terms of what your own practice is (or would be) in dealing with this problem or situation. Please respond to every item. Indicate your response by blackening the space between the parallel lines under the number at the side which best describes your evaluation of the practice. For instance, if you judge the practice to be "probably good," you would blacken the space between the parallel lines under the number 4. If you had thought it of "doubtful value," you would have blackened the space between the lines under 3.

Example:

USE THIS SCALE: 1-*Decidedly harmful* 2-*Probably harmful* 3-*Doubtful value* 4-*Probably good* 5-*Decidedly good*

1	2	3	4	5
			■	

PART I

1. Seating the pupils alphabetically in the classroom. 1 2 3 4 5
2. Requiring an additional assignment from a pupil who misbehaves in class. 1 2 3 4 5
- Referring the pupil who steals to the police or sheriff. 1 2 3 4 5
4. Allowing the classroom to resemble a work shop. 1 2 3 4 5
5. Keeping study halls absolutely quiet. 1 2 3 4 5
6. Commending the high school pupil for not being interested in having dates. 1 2 3 4 5
7. Warning a child that he is day-dreaming too much. 1 2 3 4 5
8. Adapting the content of the course to the pupil's mental ability. 1 2 3 4 5
9. Threatening to punish the pupil who tells lies. 1 2 3 4 5
10. Requiring a very shy girl to take a shower with other girls. 1 2 3 4 5
11. Telling the child who worries excessively just to forget it and everything will be all right. 1 2 3 4 5
12. Requiring pupils to follow explicitly the instructions for classroom work. 1 2 3 4 5
13. Curbing the "show-off" by calling the attention of others to his actions. 1 2 3 4 5
14. Expecting a pupil to be able to give adequate reasons for his undesirable behavior. 1 2 3 4 5
15. Avoiding small and unimportant issues with the pupil who is very stubborn. 1 2 3 4 5
16. Emphasizing what a child cannot do rather than what he can do. 1 2 3 4 5
17. Encouraging all children to aim at the highest academic goals. 1 2 3 4 5
18. Reprimanding the child who asks to have directions repeated. 1 2 3 4 5
19. Shaming the child who bites his nails. 1 2 3 4 5
20. Insisting on perfect order in desks and lockers at all times. 1 2 3 4 5
- Keeping the pupil guessing as to what you expect of him. 1 2 3 4 5
22. Warning the pupils before starting on an excursion that there will not be another one if they misbehave. 1 2 3 4 5

23. Telling a child that there is no good reason for his disliking to read. 1 2 3 4 5
24. Trying to get the pupil to confess to something you know he has done. 1 2 3 4 5
25. Displaying a boy's poor writing to get him to write better. 1 2 3 4 5
26. Showing a friendly attitude toward the truant. 1 2 3 4 5
27. Taking a firm hold of an angry child and making him stop what he is doing. 1 2 3 4 5
28. Warning a boy that he is following in the footsteps of an older delinquent brother. 1 2 3 4 5
29. Teaching pupils that smoking is an immoral habit. 1 2 3 4 5
30. Having a separate room for all disciplinary cases. 1 2 3 4 5

PART II

DIRECTIONS: Below are a number of statements about which teachers are known to have different opinions. Please indicate your opinion of each statement.

USE THIS SCALE: 1-Strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly agree

31. The best education for children of low intelligence is a little less of the same kind of education planned for the more intelligent. 1 2 3 4 5
32. When a child spends all his time with one other child and will have little or nothing to do with any others, the teacher should break up that friendship. 1 2 3 4 5
33. When the sole purpose of discipline is to make the child suffer, he is justified in his resentment against those who punish him. 1 2 3 4 5
34. A good way to punish an offender is to allow others to make fun of him. 1 2 3 4 5
35. When a method of handling a pupil fails, the method and not the pupil is at fault. 1 2 3 4 5
36. If much practice is given, sixth grade children of low intelligence can be brought up to the level of their bright fellow-pupils in the solution of sixth grade arithmetic problems. 1 2 3 4 5
37. Probably more teachers fail because of inability to direct behavior of children than because of inability to teach subject matter. 1 2 3 4 5
38. Children outgrow their early emotional experiences, as they do shoes and clothes. 1 2 3 4 5
39. A teacher should keep in mind that pupils have to be forced to think. 1 2 3 4 5
40. Sex instruction should be given in the pre-adolescent years. 1 2 3 4 5



PART III

DIRECTIONS: For this group of items, please blacken between the lines that represent what you think of a statement. Express your opinion on all items.

USE THIS SCALE: 1-Undoubtedly false 2-Probably 3-Uncertain 4-Probably true 5-Undoubtedly true

41. All of a child's behavior is as much the responsibility of the school as is his knowledge of English grammar. 1 2 3 4 5
|| | | | |
42. The teacher should plan playground activity in detail to insure its being worth-while. 1 2 3 4 5
|| | | | |
43. Some pupils are just naturally stubborn. 1 2 3 4 5
|| | | | |
44. Most high school pupils are too young to make vocational plans for themselves. 1 2 3 4 5
|| | | | |
45. Unacceptable sexual behavior is more often a sign rather than a cause of maladjustment. 1 2 3 4 5
|| | | | |
46. Homogenous grouping handicaps the slower pupil. 1 2 3 4 5
|| | | | |
47. It is better for a girl to be shy and timid than "boy crazy." 1 2 3 4 5
|| | | | |
48. Repeating grades is one of the most desirable ways of solving the problems of the mentally deficient pupil. 1 2 3 4 5
|| | | | |
49. The boastful child is usually compensating for feelings of inferiority. 1 2 3 4 5
|| | | | |
50. Lying can be detected by the evasive eye of a guilty suspect. 1 2 3 4 5
|| | | | |
51. Giving a pupil low grades may satisfy his need for attention rather than stimulate him to do better work. 1 2 3 4 5
|| | | | |
52. Inattention, carelessness, and disorder are more serious than is the behavior of the child who refuses to talk or play with the other children. 1 2 3 4 5
|| | | | |
53. The primary purpose of tests and examinations should be to provide a basis for giving grades. 1 2 3 4 5
|| | | | |
54. Dull boys are naturally better athletes than are boys of high intelligence. 1 2 3 4 5
|| | | | |
55. The more closely the teacher directs study, the more effective it is. 1 2 3 4 5
|| | | | |
56. The first signs of delinquency in a pupil should be received by a tightening of discipline and more restrictions. 1 2 3 4 5
|| | | | |
57. The newer methods of education tend to standardize children's behavior. 1 2 3 4 5
|| | | | |
58. Stealing and lying are much more important as indications of serious maladjustment than are extreme shyness and fearfulness. 1 2 3 4 5
|| | | | |
59. Over self-confidence may be an attempt to cover up a real feeling of inferiority. 1 2 3 4 5
|| | | | |
60. The least liked teachers are those who see the children's weaknesses clearly. 1 2 3 4 5
|| | | | |

61. Own children often truly believe they are adopted. 1 2 3 4 5
|| | | | |
62. A below average rating on an intelligence test reveals the cause for any queer or undesirable behavior. 1 2 3 4 5
|| | | | |
63. Children should have more supervision and discipline than they usually get. 1 2 3 4 5
|| | | | |
64. As a rule rapid learners are quick forgetters. 1 2 3 4 5
|| | | | |
65. The same child may be quite honest in one situation and dishonest in another similar situation. 1 2 3 4 5
|| | | | |
66. An activity to be educationally valuable should train reasoning and memory in general. 1 2 3 4 5
|| | | | |
67. Criticism of children by teachers is more effective for obtaining desired behavior than criticism of children by others of their own age. 1 2 3 4 5
|| | | | |
68. The foundations of delinquency are usually laid before adolescence. 1 2 3 4 5
|| | | | |
69. It is easier to teach children to think than it is to teach them to memorize. 1 2 3 4 5
|| | | | |
70. Recent developments in education have made it possible to speed up the rate of development of most of the high-grade feeble-minded. 1 2 3 4 5
|| | | | |
71. As a rule boys play by themselves and girls by themselves during the pre-adolescent years. 1 2 3 4 5
|| | | | |
72. Learning emotional control uses the same principles of learning as does learning to read. 1 2 3 4 5
|| | | | |
73. A pupil's previous record is the best single index to use in predicting what grades he will make. 1 2 3 4 5
|| | | | |
74. The sooner a child has all the children's diseases such as measles and scarlet fever, the better off he is. 1 2 3 4 5
|| | | | |
75. The adolescent likes to feel that he is different from others of the same age. 1 2 3 4 5
|| | | | |